

SCHOOL EDUCATION IN BENGAL.



Government of Bengal
Education Department

School Education in Bengal

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EDUCATION DEPARTMENT.

RESOLUTION—No. 1037Edn.

Calcutta, the 9th March 1937.

Minister-in-charge: The Hon'ble Khan Bahadur
M. Azizul Haque, C.I.E.

Read—

- (1) Resolution No. 2517Edn., dated the 27th July 1935, publishing a scheme of school education in Bengal for public criticism.
- (2) The report of the Committee appointed to consider the curricula suitable to the needs of primary schools and maktabs and the question of religious instruction in those institutions.

1. The Government of Bengal in the Ministry of Education published Resolution No. 2517 Edn., on the 27th July, 1935, reviewing the existing educational system of the province.

While recognising that the present system has produced a large educated community which has supplied the province in increasing numbers with the necessary personnel for its administration, its learned professions, its business and industry and its social and political leadership, the Resolution, reviewing the situation fully and frankly, analysed the main defects in the system, and made it clear that it is not possible to carry out any scheme of educational improvement unless public opinion realises the unsatisfactory nature of the existing state of things and co-operates in devising plans for educational reform.

The Resolution made certain tentative proposals for the reorganisation of elementary and secondary education, and invited criticisms and suggestions from individuals and public bodies: in order to remove certain misunderstandings a memorandum was issued on the 25th of August, 1935, explaining more fully certain aspects of the proposals. The criticisms and suggestions which have been received have been fully considered by Government in the Ministry of Education and the policy and programme which should be followed in future in primary education in Bengal are outlined in the present Resolution.

2. One of the main points which have emerged from public criticisms is the impression in some quarters that the proposals of Government may lead to the shelving of the Primary Education Act of 1930. This is far from being correct. It is intended that the Act should be put into operation with as little delay as possible. Although the Act was passed in 1930, it is common knowledge that because of the acute economic distress in the country, it has not been possible to put into operation the clauses of the Act authorising the levy of the Education Cess and thereby placing an additional burden of roughly a crore and twenty lakhs of rupees on the rural population of Bengal. But since that date partial effect has been given to this Act in

12 districts* of the province where District School Boards have been established, and it is hoped that with the experience thus gained, the provisions of the Act will be more efficiently and more rapidly applied, once the cess is levied.

3. There are signs, however, that the economic depression is passing and Government can therefore prepare for the full and early introduction of the Primary Education Act throughout the province. Indeed on the application of the District School Board, Mymensingh, notifications have already been issued bringing the Primary Education Act of 1930 into operation in that district. The District Board of Tippera and the District School Board of Pabna have also applied to Government for the full introduction of the Act in those districts and the District School Board of Dinajpur has asked for the introduction of the Act in selected areas of the district. Opinions were also invited from the Union Boards of the Eastern and Northern Bengal districts enquiring whether the Education Cess should now be imposed so as to give effect to the Primary Education Act and it is interesting to note that the majority of Union Boards in six districts have answered in the affirmative. The majority of Union Boards in three other districts are in favour of imposition of a cess for primary education though they would wait for some time more. But the full introduction of the Primary Education Act necessarily involves decisions upon the number, location and distribution of schools, pay of the teaching staff, the curriculum and the relation of primary schools to secondary schools, etc., and before the Act can be given full effect to, detailed schemes and a programme of primary education must be worked out. Even if it is ultimately decided to introduce primary education by means other than what were devised in the Primary Education Act, there must be a plan and programme prepared. Government therefore formulated a tentative scheme of primary education and invited public criticisms upon it, not with the object of shelving the Primary Education Act, but so as to be ready to give effect to it as soon as there was a recovery in the normal economic life of the province. It is not likely that any proposals which are made, covering the entire range of primary education, will or can be such as to satisfy all critics—nor have Government ever claimed such perfection for their proposals that they may not require modification or change as a result of further progress or of further experience or of the improvement in the finances of the province. It is only possible now to indicate the main principles upon which it is proposed to develop a primary education scheme for the future. At the same time it should be understood and Government fully realise that in a province as large as Bengal, where local conditions vary so radically, it will probably be necessary to deviate from the normal plan to provide for the special circumstances of particular localities. The present scheme therefore

*Birbhum, Nadia, Murshidabad, Pabna, Bogra, Dinajpur, Rangpur, Jalpaiguri, Dacca, Mymensingh, Chittagong and Noakhali.

is to be regarded as reasonably elastic and allowing deviations to meet special conditions. It is, of course, not intended that certain of the fundamental features, such as minimum salaries, should be discarded save under exceptional circumstances and the scheme that is here outlined may be taken as one which Government believe to be necessary and practicable for the province, and one which allows of development as the financial position of the province improves.

4. The next point of criticism is one which is due to a misunderstanding of the present position and of the plans which have been proposed. This criticism is to the effect that the Government proposals involve a diminution of primary education facilities. This is not the case. The previous Government scheme proposed that there should be upper primary schools in 16,000 of the larger villages with 32,000 feeder schools of the lower primary type in neighbouring smaller villages. The schools which Government proposed to establish were to accommodate 110 pupils in the upper primary schools and 50 pupils in the lower primary ones, thus providing primary education for about 36 lakhs of pupils, in place of the present number of about 20 lakhs. The plan therefore contemplated providing considerably better facilities than those existing to-day. It is essential that the public should realise the existing conditions of primary education in Bengal. The only fact that seems to have been noticed by these critics is that there are approximately 64,000 primary schools in the province. They assume that these primary schools are doing work of value and are helping to remove illiteracy and their estimate is made merely in terms of the number of schools. Such an estimate is of little value. The fact is that although there are about 64,000 primary schools, most of them are ineffective and contribute little towards the removal of illiteracy. Of these primary schools, only 9,853 are of the upper primary standard, and over 54,000 are of the lower primary standard. A lower primary school has an average of 32 pupils distributed as follows:—

Infant Class	...	21
Class I	...	6.5
Class II	...	4.5

The figures show that very few of the pupils attending a lower primary school do so for more than one year. The teaching in these schools is neither good nor sufficiently prolonged to ensure literacy. A lower primary school is thus contributing practically nothing towards the solution of the problem of primary education. Its only value is to the four or five children who after leaving Class II go up for further education to an upper primary or a secondary school. But even in the case of the 9,853 upper primary schools there is an enormous wastage as is shown by the following pupil distribution:—

Infant Class	...	21
Class I	...	6.5
Class II	...	4.5
Class III	...	2
Class IV	...	1.5

It is generally and correctly assumed that in the present condition of primary education, literacy can only be assured to a pupil who has passed through Class IV and it therefore follows that only 1.5 out of 21 or about 7 per cent. of the pupils receive any material benefit from primary education. It appears from the Census Report that from 1921 to 1931, although in these ten years the number of primary schools for boys increased by 8,000, there has been no increase in the percentage of male literacy. It merely stands stationary at 18.1 per cent. The Census figures show that approximately 1,00,000 male literates die every year and the same number annually join Class V of secondary schools. If the literacy attained by this number of pupils is due to their joining Class V of secondary schools and the total percentage of literacy in Bengal is stationary, it follows that boys who do not pursue their education beyond Classes I-IV are not achieving any literacy at all. The contribution of the primary school towards literacy is therefore practically nil. The actual position is that apart from a few primary schools controlled by local authorities, mission schools and the primary classes of secondary schools, the primary school organisation of to-day is of very doubtful value. Far from there being 64,000 useful primary schools in the province, it is safe to say that the number of schools which are effectively contributing towards the removal of illiteracy is not more than 5,000 at a generous estimate. Government's intention, therefore, is to multiply and not restrict facilities for primary education. They desire to see every child throughout the province given an education which will make him literate, and their plans are so modelled as to try to guarantee those facilities as extensively as possible. Government's scheme in the main falls under three heads:—

- (1) A distribution of schools throughout the province which will place educational facilities within reasonable reach of every child.
- (2) The prevention of the present wastage by ensuring that as far as possible children shall attend primary schools for a minimum period of four years and shall not leave before the end of that period.
- (3) The provision of a well-trained and reasonably well-paid body of teachers who will regard primary school teaching as their vocation.

These three aspects will now be discussed.

(1) Distribution of schools.

There are approximately 64,000 primary schools, of which 9,853 are of the upper primary standard. These 9,853 schools are located in 8,500 villages. The remaining 54,347 lower primary schools are located in 28,631 villages. There are approximately one lakh of villages in Bengal (90,000 according to the census and 1,10,000 according to a recent educational survey). It follows, therefore, that there are nearly 70,000 villages in the

province without a school of even the lower primary standard and there are only 8,500 villages with upper primary schools, *i.e.*, with schools which, if well staffed and well attended up to the end of Class IV would help to remove illiteracy.

The scheme previously set out by Government contemplated a system of central and feeder schools, but there has been considerable criticism of the feeder system and Government after consideration of these objections agree that it is probably not satisfactory to have the same staff of teachers working in both a feeder and a central school. They admit that it is not reasonable to expect a man to work for several hours in one school, walk a mile or two to another school and then give a further period of service. Such a system would probably lead to very considerable difficulties owing to the occasional absence of teachers and also their inability at certain seasons of the year to go from place to place. Government have therefore abandoned the proposal of central-cum-feeder schools.

In framing any future programme of the distribution of schools it has to be recognised that it is not at present financially possible to provide fully-staffed primary schools in every village or to ensure the existence of primary schools in each of the 90,000 villages. It is, therefore, proposed to establish primary schools up to the upper primary standard in every "unit of school area" and so located that no child may be required to walk more than one mile. Ordinarily each such school will have three teachers, although in more sparsely populated areas there may be only one or two teachers in schools teaching the full primary course. Again, it will obviously not be possible even in a single district immediately to establish all the schools under the new system, nor is it probably desirable to do away with any great number of the existing schools all at once. A lengthy period of transition is inevitable; in any case, as a preliminary to the reorganisation and redistribution of schools prior to the establishment of new schools or the replacement of the old ones, a careful survey will be needed to ascertain the nature of the existing schools and the location of the schools of the new type.

(2) Wastage.

From the point of view of removing illiteracy and of giving a satisfactory basic education to young boys and girls, the present system fails chiefly because of the very large wastage which takes place. As mentioned above, only a very small percentage of the boys and girls who attend primary schools ever reach a stage where what they have learned is of permanent value to them. It is this fact which makes the number of schools and the number of children attending the schools valueless as an indication of the educational merits of the existing system. If this wastage continues, no scheme will be satisfactory or can be successful. This wastage has been mainly due to two causes:—

- (i) the unsatisfactory nature of the teaching provided; and

- (ii) the lack of appreciation of the value of education and the unwillingness of parents to allow their children to attend schools when, by working in the fields or at home, they can be of some economic value to them.

The first of these causes can be eliminated only by providing satisfied and efficient teachers and reasonably good schools: this it is hoped to do under the scheme now proposed: the second only by a change in public opinion and the gradual introduction of compulsion. The history of primary education throughout the world proves the necessity for compulsion, and it is certain that effective compulsion in Bengal will have to be introduced if the wastage is to be materially reduced. Until the average villager is educated to the stage of himself realising the value of education, it is not likely that he will of his own accord be prepared to send his children regularly to school for the period required to ensure the attainment of literacy.

(3) The teacher.

The unsatisfactory nature of the teaching provided is one of the reasons for the failure of the present system of primary education. In Bengal as elsewhere success in the school depends mainly upon the teacher. Owing to the rural nature of the country and the fact that schools can, of necessity, only be inspected at infrequent intervals and also owing to the non-existence of real local opinion compelling the maintenance of a high standard of work, it is absolutely essential that the teachers who are to be responsible for primary education should regard their work as a life's vocation, should be reasonably well satisfied and should be efficiently trained for their duties. The present position is deplorable. The total expenditure upon the 64,000 primary schools is approximately Rs. 80,00,000. The total number of teachers engaged in primary schools is 88,000. It works out as an average of Rs. 7-8 per month per teacher. But this sum includes the teachers' income from fees and other sources. The only assured income which a primary school teacher receives is what is paid from public funds—Government, District Board and Municipality—a total sum of Rs. 46,75,769, *i.e.*, an average of about Rs. 4-8 per month. But the salaries drawn by teachers in municipal areas and in Board primary schools are higher than the emoluments of the average teacher in an aided rural school. The average grant received by a primary school teacher in rural areas from public funds works out at only about Rs. 3-8 per month, or an average of Rs. 41 per annum per teacher. It is said that he receives in addition a sum of Rs. 3 per month from fees and other sources, but whether this is actually received or not is doubted by all who are familiar with the state of affairs in village schools. But even assuming that the full amounts are available for him his total emoluments are—

Rs. 3-8 from public funds; and
Rs. 3 from fees and other resources, or
Rs. 6-8 altogether per month.

Naturally it is not possible to get either a well-qualified or a contented teacher on this small amount.

The large majority of pupils who enter the guru training schools to be trained as teachers have been educated up to Class VIII or IX in a high school. There cannot be any satisfactory solution of the problem of primary education which does not provide for better qualified teachers. Unfortunately, the present economic situation in Bengal and the magnitude of the task which has to be faced do not permit the initiation of any scheme which would be entirely satisfactory from this point of view. Nevertheless, an attempt must be made to ensure that our primary school teachers are not only better paid but better qualified for their work. It is proposed that the newly trained teachers to be employed in primary schools shall in future be matriculates and shall be trained in one of the present new type guru training schools or have undergone a new type of training which it is proposed to initiate. This new type of training will be a continuation course following Matriculation, and it should be possible to develop certain high schools as special training institutions for these teachers.

But it is not possible to expect any radical betterment in the conditions of primary education, unless the teachers trained and qualified under the newly proposed scheme receive a reasonable wage, and the following scale of salaries cannot in any way be considered extravagant for the purpose:—

Head Master, Rs. 25— $\frac{1}{2}$ —30.

Other teachers, Rs. 20— $\frac{1}{2}$ —25.

This would, however, mean an immediate annual expenditure of over 2½ crores of rupees on salaries alone, even if Bengal is to have only 20,000 schools. Salaries however constitute only one item of expenditure in the total bill for primary education. There are also the capital and recurring cost for buildings, inspection charges, expenditure for the training of teachers, maintenance cost of School Boards and other incidental expenses. It is certain that Bengal at the moment cannot afford to incur expenditure on this scale: it is equally certain that to defer action until the province can afford to spend such an amount would be fatal. On a very careful consideration of these facts, it has therefore been decided that efforts must be made to employ annually only a certain number of specially trained teachers on the above scale and with more finance available, the aim should be to adopt the above scale of salary for all trained teachers. As the scheme of re-organisation for the primary school inspectorate provides for the appointment of a certain number of headmasters as primary school inspectors, it is hoped that these scales will be attractive enough to make primary school teaching a definite vocation. If this anticipation is fulfilled, the scheme will ensure the supply of a number of well-trained teachers devoted to their task and capable of carrying out the ideals of primary education.

For the time being, however, the salaries of primary teachers will have to be more in keeping with the money available for the purpose, and it is suggested that the following

should be laid down as minimum salaries for trained teachers in Bengal:—

	Rs.
Trained headmaster	... 16
Trained teacher	... 12

If such a school is worked with a staff of three teachers, for Bengal cannot afford to have one teacher for each class, the average annual expenditure per school will be as follows:—

	Rs.
	Per annum.
Headmaster	... 192
Two other teachers	... 288
Contingencies	... 60
Total	... 540

Curriculum.

5. In their Resolution of July 1935 the Government of Bengal in the Ministry of Education outlined the importance of and the need for a reorientation of the primary curriculum. It is now admitted on all sides that the primary education curriculum must provide for effective literacy in the vernacular, simple calculations and the basic academic and physical training, and that school work in general should be adapted in the main to the needs and environment of the majority of the children. It should also provide for a grounding in the rudiments of general knowledge. A Primary Curriculum Committee were appointed in July last and the report of that committee has now been very carefully considered by Government. The recommendations of the committee may be summarised as follows:—

(1) Though a 5 years' course is educationally very desirable, the committee recommended the adoption of a 4 years' course in view of the difficulty of financing a scheme involving a 5 years' course.

(2) Religious instruction should be provided in the curricula of primary schools.

(3) The following subjects should be compulsorily taught in every primary school:—

Examination subjects.	Non-examination subjects.
(1) Vernacular Reading and Writing.	(1) Games and Physical Exercises
(2) Arithmetic.	(2) Handwork.
(3) Geography and Rural Civics.	(3) Religious Instruction.
(4) Elements of Science.	

(4) There should be a departmental public examination at the end of the primary final course and scholarships should be awarded on the results of this examination.

(5) English should not ordinarily be taught in primary schools or in the primary departments of secondary schools, but schools may be allowed to teach this subject on their satisfying certain conditions: when taken up, English should be treated as an examination subject, but the marks should not be taken into account in the award of scholarships.

The committee also prepared detailed syllabuses for the different subjects and their report including their recommendations and syllabuses is published as an annexure to this Resolution. It will be seen from this report that the syllabuses were drawn up by special sub-committees and were very carefully considered by the Primary Curriculum Committee and the Government of Bengal in the Ministry of Education are in substantial agreement with their recommendations.

There is no aspect of primary education teaching which has been or is more contentious than that of religious education, but it must also be conceded that there is a large volume of opinion which is in favour of the inclusion of some form of religious and moral instruction in the curriculum. In accepting the recommendations of the Primary Curriculum Committee relating to the inclusion of religious education in the primary curriculum, Government have been guided by the provisions of the Primary Education Act of 1930 which has the sanction of the Legislature. In accordance with the provisions of the Primary Education Act, it will be left entirely to the guardians of pupils to decide whether their pupils should be given religious instruction in schools or not.

In accepting the recommendations of the committee that the duration of the primary course should be 4 years, Government have been mainly guided by considerations of finance, but at the same time they believe that if a primary school is staffed by 3 teachers and there is an organised system of teaching, much more effective literacy could be achieved in 4 years than is possible in the present 5 years' course. The period of study in any stage for an average boy should not be prolonged, and if it is possible to do it in the course of 4 years, there is no reason why a genuine attempt should not be made on this basis. It should also be realised that in order to appear at the Matriculation Examination an average boy or girl will thus in the future have 4 years in the primary stage and 6 years in the middle and upper stages—a total period of 10 years, which should ordinarily be sufficient for an average boy to pass the Matriculation Examination.

Government also agree with the recommendations of the committee that English should not ordinarily be taught in primary schools nor in the primary departments of secondary schools, but that option may be given to some schools to teach English on their satisfying certain conditions and the subject when taken up should be treated as an examination subject.

While accepting the recommendations of the Primary Curriculum Committee, Government only wish to add that "Work in farms or in the school garden" should be an alternative subject with "Handwork." Such work will encourage the Bengal village child to take an interest in his surroundings and will do much to fit him for those pursuits which in most cases will be his life work. In order that the school child may not be detached from his surroundings and may retain an interest in the work that will ultimately devolve upon him, Government believe that it is desirable

to have this subject as alternative with handwork so that the average village child may be trained in his school in consonance with the atmosphere and the ideas which are a part of his own back-ground.

The Government of Bengal in the Ministry of Education only wish to emphasise that in giving effect to the recommendations of the Curriculum Committee, the teachers as also the inspecting officers shall all realise that teaching work in schools—particularly of little children—should be so organised and done as to result in a happy buoyant school. The age of the child and the psychology of the child mind necessitate that even though in some of the classes text-books and a syllabus have been prescribed, the instruction in different subjects should not be centred on so many pages of the text and teaching should not succumb to the worship of text-books—a danger of school education both in India and in other countries. There is no doubt that even though text-books have been prescribed for primary classes, they can be and should be dispensed with, if the teacher has the gift of making the children work on their own account and can himself evolve simple methods and problems without any extraneous aid. The ideals should be constantly kept in view before the teachers, that education involves primarily the relationship between the child and the teacher, and text-books and other things serve only a subsidiary purpose specially in the case of young children.

In connection with the distribution of class work, particularly in class I, it will be desirable for the teacher to employ usefully the hours of work between what may be called the "sitting occupations" and "occupations involving bodily activity." Instead of keeping a child engaged in class work for three or four long periods at a stretch it should be the aim that he gets as much spontaneous movement as possible. Apart from the periods specifically provided for games, the child should therefore have other opportunities of stretching his limbs. This can easily be effected if the teachers and others realise that where a suitable playground or some other space is available there are great advantages to the child in arranging a five-minute period of free activity between the periodical lessons in the class room. It takes a little time from the formal lessons, but there is a corresponding gain in responsiveness; the simple discipline required from children when they have to get up quietly from their class room and walk quietly into a playground and back again after a few spontaneous movements—that is also a part of the proper training for young children, useful and effective in the formation of the child mind in his after life.

Programme of schools.

6. In a scheme involving a primary course of 4 years' duration, primary schools must provide education for about 30 lakhs of boys and 26 lakhs of girls between the ages of 6 and 10 years. Even where education, however, is compulsory, not every boy or girl can attend

a school and at the inception it is proposed to apply compulsion only in the case of boys. It is calculated that if provision is made for the education of 80 per cent. of the 30 lakhs of boys and 40 per cent. of the 26 lakhs of girls a satisfactory beginning will have been made. For 24 lakhs of boys and 10 lakhs of girls it is estimated that 25,000 3-teacher schools each with about 135 pupils will be needed. Were the population uniformly distributed, the locating of such schools would be easy, but there are congested areas and sparsely populated areas, and after a rough survey of the existing conditions, Government are of opinion that the province will be reasonably well served by the provision of 12,000 3-teacher schools, 12,000 two-teacher schools, and 15,000 one-teacher schools, making a total of 39,000 schools with 75,000 teachers. Until, however, a more exact survey is made district by district and special geographical features are considered, this figure must be considered as only approximate.

The area of a school unit upon which the foregoing calculations have been made is that of a circle of one mile radius or about 3.14 square miles and where the population in such an area is about the normal figure of 2,000, there should be one 3-teacher school. If the incidence of population is less, one two-teacher school or even one-teacher school will have to suffice; but ordinarily if there be one one-teacher school it should not have more than 45 pupils and a two-teacher school more than 90.

7. In preparing this outline of primary education and fixing a school unit, it is not the intention of Government that even where there is necessity for more schools, such should not be organised. Nor is it intended that there should be any bar to private enterprise or initiative to start more schools within a school unit provided that the local authorities are satisfied that the need for such schools exists. On the other hand, Government hope and trust that private initiative, enterprise and effort will be more and more mobilised in the future in providing schools for the villages. But instead of the present system under which there are many localities without provision for school education and under which the majority of the existing schools are run by a single teacher, there should be at least one well-organised school within the easy reach of all.

8. The Primary Education Act was passed in 1930 and so long as that Act stands and is not replaced by another, the principles behind that Act must be the main guiding factors in promulgating any scheme for primary education in the rural areas of Bengal. It will be the District School Boards constituted under the provisions of the above Act which will have to work out in their respective districts a detailed plan and programme of primary education and the brunt of the work will, ultimately fall on them. Government trust that these Boards will approach this problem with the conviction that the future of this province in every sphere of activity depends on primary education and that responsible democratic Government in its true essence is impossible

of realisation until every citizen attains literacy. The difficulties are great and there must inevitably be differences of opinion as regards the precise details of a new scheme, but progress will be impossible if such disagreement only leads to refusal to take action or give help and thereby allows the continuance of the existing unsatisfactory system. It is hoped, therefore, that everybody will cooperate to the fullest to make the scheme a success and leave experience and the future to bring about such further changes as may be necessary.

9. The first essential for the implementing of the Primary Education Act is for the District and Union Boards to make it clear to Government that they are in favour of the imposition of the cess and the introduction of the Act. This step has already been taken in several districts and a beginning is being made with Mymensingh. In each district a programme of primary schools should be prepared and all steps taken to frame a scheme of re-organisation of the primary schools to achieve ultimately the introduction of compulsory and free primary education.

The conclusions which the Government of Bengal in the Ministry of Education have arrived at are enumerated in an annexure to this Resolution.

10. For the time being these observations and conclusions in the annexure are for the guidance of the District School Board of Mymensingh and of those other districts where a primary education cess may be imposed in the near future. If in the meantime the other District School Boards and District Boards where School Boards have not yet been constituted also take up the work of framing a programme of primary schools with their possible locations, the number of teachers required and other details on these lines, the valuable experience thus gained will be extremely helpful to the Government of the future in making such modifications and changes as may be necessary. Government also hope that it will be possible for these District Boards and District School Boards, as far as their financial condition permits, to give effect to some of the recommendations and to keep all of them in view pending the introduction of the education cess or until financial conditions permit them to make the fullest provision for free and compulsory primary education in Bengal.

Order—Ordered that the resolution be published in the *Calcutta Gazette* and that copies be forwarded to the Director of Public Instruction, Bengal, the Accountant-General, Bengal, the Commissioners of Divisions, Chairmen of District Boards and the Presidents of District School Boards for information and guidance.

By order of the Govt. of Bengal

(Ministry of Education),

T. M. DOW,

Secy. to the Govt. of Bengal (offg.).

ANNEXURE I.

Survey and programme.

For every district, the District School Board shall make a survey of the location and standard of the existing primary schools and shall frame a scheme of suitably located and properly distributed primary schools within the local area.

Unit school area.

Subject to local adjustments and special considerations, particularly in areas with special geographical features, every district should be divided into a suitable number of school units ordinarily on the basis of an average population of 2,000 or alternatively an area not exceeding 3.14 square miles.*

Organisation.

(i) Every School Board shall organise one primary school in each unit of school area and for this purpose the existing schools including maktabs and special girls' schools may, wherever possible, be utilised for development.

(ii) The School Board shall either themselves organise such schools or, without prejudice to the main features of the scheme, encourage private and local efforts in the establishment of such schools.

(iii) Every School Board shall be competent to arrange for more than one school in a unit of school area if in their opinion one school does not adequately serve the unit. For this purpose such local authority will be competent to recognise primary schools started through private enterprise so long as such schools satisfy the general outline of the scheme and to give such financial assistance as it may decide.

(iv) The School Boards shall also be competent to recognise other primary schools within a school unit organised and maintained through private enterprise, as long as such schools satisfy the general outline of the scheme and do not require any financial assistance from any public fund.

(v) In organisation of primary schools, primary classes of middle and high schools and of junior and high madrasahs may be taken as primary schools and subject to the main feature of the scheme, it shall be open to the School Board to recognise them as primary schools and to give a grant-in-aid if and where necessary.

Duration of primary course.

A primary school shall consist of four classes, and for this purpose, the classes shall be known as Class I, II, III, IV. Primary education shall thus ordinarily last for 4 years. Normally, all children at the end of 4 years of primary education should be so equipped that if they wish to go higher, they may be able to finish the Matriculation Standard at the end of another six years.

Staff.

Each school should ordinarily have three teachers—one headmaster and two assistant teachers; at least two of these three teachers shall be trained teachers.

*If a school is situated in the centre of an area of 3.14 square miles, the maximum distance that a child will have to cover will be only a mile.

Pay of teachers.

(1) Every School Board shall pay the teachers the following minimum salary, provided that the local authority may fix any higher salary that they may decide in individual cases or generally:—

	Per mensem.
	Rs.
Headmaster (who shall be a trained teacher) ...	16
A trained assistant teacher ...	12
An untrained assistant teacher ...	10

Any School Board at their option may fix a graded scale of pay for the teachers.

(2) Every School Board shall, as far as financially possible, appoint a certain number of teachers specially trained under the new scheme and such trained teachers shall receive the following scale of salaries:—

	Rs.
Headmaster ...	25— $\frac{1}{2}$ —30
Assistant teacher ...	20— $\frac{1}{2}$ —25

Roll strength.

The average roll strength of a school shall not ordinarily exceed 135, distributed approximately as follows:—

Class I ...	40
Class II ...	35
Class III ...	30
Class IV ...	30

Total ... 135

If the roll strength goes substantially beyond this figure, an additional teacher shall be appointed for every 40 additional pupils.

Name.

It shall be open to School Boards or to a school committee to name a school as they like, so long as the general principles outlined in the scheme are followed.

Curriculum.

(1) There shall be the same general curricula for primary schools and maktabs and no essential difference in the standard of secular education in these two classes of schools.

(2) The primary curricula shall be as follows:—

- (a) Vernacular Reading and Writing.
- (b) Arithmetic.
- (c) Geography and Rural Civics.
- (d) Elements of Science.
- (e) Games and Physical Exercises.
- (f) Handwork or Gardening.
- (g) Religious Instruction.

(3) The following shall be the daily duration of school hours for the above subjects:—

Class I ...	2 hours 30 minutes.
Class II ...	3 hours 10 minutes.
Class III ...	3 hours 10 minutes.
Class IV ...	3 hours 10 minutes.

The following additional period shall be daily arranged for purposes of sports, recreational

and extra-curricula activities, amusements, gardening, etc.—

Class I	....	1 hour.
Class II	...	1 hour.
Class III	...	1 hour.
Class IV	...	1 hour.

School garden or farm.

To create an interest for the child in agricultural work and in his natural and social environments and to develop a taste for manual labour attempts should be made to attach a farm or school garden to primary schools.

Religious education.

Provision shall, so far as possible, be made in every primary school for religious instruction during school hours of every child attending the school in the religion of the guardian of such child, provided that at the request in writing of the guardian of any child, such child shall be exempted from religious instruction.

Holidays.

Every School Board shall arrange holidays in primary schools in such a manner as to be suitable to local and seasonal needs, but the total number of holidays excluding Sundays shall not exceed 75 days; the Director of Public Instruction may, from time to time, issue instructions relating to holidays.

Compulsion.

Steps should be taken to introduce free and compulsory education for boys in conformity with the provisions of the Primary Education Act. There will be no compulsion for girls at the beginning, but it will be left to local option to demand compulsion for girls.

Fees in primary schools.

If a School Board in any district before the levy of the Primary Education Cess desires to levy fees in any primary school, such fees should not exceed two annas per month in any class, and children who are very poor, should invariably be exempted from payment.

Separate schools for girls.

Where the number of pupils justifies, there may be separate schools for boys and for girls, but otherwise all primary schools will be open to both boys and girls. No girl will, however, be compelled to attend any boys' school.

Honorary Inspectors.

The Director may from time to time appoint Honorary Inspectors of Primary Education with authority to inspect such schools in such areas as the Director may decide in this behalf.

School Committee.

Every school unit shall have a school committee appointed by the local authority to manage the affairs of the school or schools within the unit.

Advisory Board of Primary Education.

Until such time as the Primary Education Act is fully given effect to, an Advisory Board of Primary Education should be constituted as follows in order to advise the local Government on all matters concerning primary education:—

- (1) The Director of Public Instruction—*Chairman.*
- (2) One representative of the Calcutta University interested in primary education.
- (3) One representative of the Dacca University as above.
- (4) Special Officer for Primary Education—*Secretary.*
- (5) Assistant Director of Public Instruction for Muhammadan Education.
- (6) and (7) Two Inspectors of Schools.
- (8) One Inspectress of Schools.
- (9) and (10) Two teachers, or Professors or Principals of Training Colleges.
- (11), (12), (13), (14) and (15) Five non-officials interested in primary education.

Optional teaching.

It shall be open to any primary institution to introduce other special features which may be suitably arranged through local and private efforts, such as the teaching of elementary English, Quoran classes, classes for teaching Hindu or Christian scriptures, etc., or any other subject of local interest, provided that all schools teaching such subjects in primary classes shall satisfy conditions to be prescribed by the Director of Public Instruction.

Primary Final Examination.

A departmental public examination shall be held at the end of the four years of the primary course: this examination shall be open to boys and girls and shall be held in the following subjects:—

- (1) Vernacular Reading and Writing.
- (2) Arithmetic.
- (3) Geography and Rural Civics.
- (4) Elements of Science.
- (5) English (where it is taught as an optional subject).

Scholarships.

Scholarships shall be awarded on the results of the Primary Final Examination, provided that marks obtained in English will not be taken into account for this purpose.

School age.

For the purpose of primary education the following shall ordinarily be the school age:—

Age 6 to 7 years	...	Class I
Age 7 to 8 years	...	Class II
Age 8 to 9 years	...	Class III
Age 9 to 10 years	...	Class IV.

Report of the Primary Education Curriculum Committee.

In pursuance of their Resolution No. 2517 Edn., dated the 27th July 1936, Government in the Ministry of Education appointed, in terms of their order No. 1197 Edn., dated the 24th March 1936, the following Committee to consider the curricula suitable to the needs of primary schools and maktabas, and the question of religious instruction in those institutions:—

- (1) Mr. S. N. Mallik, C.I.E.—*President*.
- (2) Dr. D. M. Sen.
- (3) Mr. A. N. Basu.
- (4) Rai Bahadur A. C. Banerjee.
- (5) Dr. P. C. Lal.
- (6) Rev. S. K. Chatterjee.
- (7) Maulana Md. Akram Khan.
- (8) Khan Bahadur Alfazuddin Ahmed.
- (9) Mr. J. M. Sen.
- (10) Miss S. B. Gupta.
- (11) Khan Bahadur Mr. M. M. Baksh.
- (12) Mr. Abul Hossain.
- (13) Mrs. M. A. Momin.
- (14) Rai Bahadur T. C. Roy.
- (15) Maulvi Abul Quasem.
- (16) Khan Bahadur T. Ahmed—*Secretary*.

The first meeting of the Committee was to have been held on the 7th April 1936, but owing to the indisposition of the Chairman it had to be postponed. Subsequently, to the deep regret of the members of the Committee, the Chairman Mr. S. N. Mallik, C.I.E., died and the Government in their No. 461 T.—Edn., dated the 22nd May 1936, appointed Dr. N. N. Law as Chairman of the Committee. Before the Committee met, Dr. P. C. Lal of Sriniketan, Visva-Bharati, Bolpur, resigned. The Government did not fill up the vacancy caused by the resignation of Dr. P. C. Lal. The Committee met altogether twelve times. Mr. Abul Hossain fell ill after the first two meetings of the Committee and could not attend any other sitting of the Committee owing to illness.

The first meeting of the Committee was held on the 17th August 1936. The following agenda had been issued:—

Agenda.

- (1) Preliminary observations of the Hon'ble Minister for Education.
- (2) Procedure to be followed.
- (3) Number of years over which the course of primary education is to be extended.
- (4) Subjects to be taught in primary schools. Should there be compulsory and optional subjects?
- (5) Should there be any differentiation between the curriculum for boys and that for girls' schools? If so, what?
- (6) Should there be any differentiation between the curriculum for rural schools and that for urban schools? If so, what?
- (7) What should be the content of knowledge in each subject to attain permanent literacy on the completion of the primary stage?
- (8) Should primary education be linked or correlated with secondary education or should it be self-contained?
- (9) The problem of religious instruction in primary schools.
- (10) What will be the suitable school hours for school in rural areas and what holidays should be fixed for such schools?
- (11) What should be the amount of time to be allotted to each subject?
- (12) Should there be any teachers' hand-book giving directions for teaching the different subjects of study in the primary curriculum?
- (13) Examinations—Public and Scholarship.

The Hon'ble Minister in charge of Education opened the first meeting and briefly explained the reasons which led Government to appoint the Committee. The Government Resolution of July 1935

indicated the lines on which improvement was possible; and as there was a likelihood of the education cess being imposed in the district of Mymensingh and some other districts of the province, this Committee was appointed by Government to help them with their recommendations in respect of the curriculum. The present finances of the Government of Bengal were not very prosperous, but in the event of some additional money being available for primary education in the future, it would be necessary that Government should have some scheme to spend money upon.

The Committee first considered the question of procedure and decided to take up the items of the agenda not in the order in which they appeared in the agenda paper, but according to the allied nature of the subjects. It was also decided by the Committee that instead of calling witnesses or sending out a questionnaire, it would be desirable to invite experts to advise the Committee or the Sub-Committees that are appointed, whenever necessity arose. It was also decided that the primary school course should be complete in itself, but at the same time it should have scope for those who wanted to proceed to higher studies. The Committee decided at an early stage that the primary school course should extend over a period of 5 years and on that assumption the detailed syllabuses were drawn up. At a later stage, however, the difficulties of financing a scheme of a 5 years' primary course were discussed fully and with a view to avoid financial difficulties the Committee, though feeling that a 5 years' course was educationally very desirable, resolved to adopt a 4 years' course.

The question of the inclusion of History in the primary course evoked long discussions in the Committee, and it was ultimately decided at the instance of the President that the subject would be treated mainly in the form of historical tales and pages not exceeding one-third of the total number of pages of the Vernacular Reader, in the top two classes, should be devoted to such tales.

As regards teaching of English in primary schools, the Committee were of opinion that English should not be taught in primary schools or in primary departments of secondary schools (high and middle). If, however, Government do not agree to abolish the teaching of English in the primary department of secondary schools, it should be taught as an additional subject in the top two classes of primary schools. It was, however, felt that the teaching of English in primary schools could only be allowed in those schools where qualified teachers were available. It would also be necessary to reduce the number of periods devoted to some of the other subjects to find time for the teaching of English in those schools which elected to have it.

In respect of religious instruction, there was general agreement that religious instruction should be provided in the curricula for primary schools. Mr. A. N. Basu and Dr. D. M. Sen, however, were personally opposed to the provision of any religious instructions in primary schools, and the Committee allowed Mr. Basu to submit a note of dissent on the subject.

The Committee did not feel it necessary to make any differentiation between the curricula for boys' and girls' schools, respectively, nor was it necessary, according to them, to make any distinction between the rural and urban schools so far as primary curricula were concerned. The Committee appointed the following Sub-Committees for the drawing up of the detailed syllabuses:—

(1) Vernacular Reading including Historical Tales and Writing including Letter and Deed Writing—

- (1) Dr. N. N. Law.
- (2) Rai Bahadur T. C. Roy.
- (3) Mr. A. N. Basu.
- (4) Rev. S. K. Chatterjee.
- (5) Miss S. B. Gupta.
- (6) Maulana Md. Akram Khan.
- (7) Maulvi A. Quasem.
- (8) Khan Bahadur Mr. M. M. Baksh.

(2) Arithmetic—

- (1) Mrs. M. A. Momin.
- (2) Rai Bahadur A. C. Banerjee.
- (3) Khan Bahadur Alfazuddin Ahmed.
- (4) Khan Bahadur Mr. M. M. Baksh.

- (3) Geography and Rural Civics—
- (1) Mr. A. N. Basu.
 - (2) Dr. D. M. Sen.
 - (3) Mr. J. M. Sen.
- (4) Elements of Science, including Hygiene, Nature Study and Domestic Science—
- (1) Dr. N. N. Law.
 - (2) Mr. J. M. Sen.
 - (3) Dr. D. M. Sen.
- (5) Games and Physical Exercises—
- (1) Miss S. B. Gupta—
 - (2) Dr. D. M. Sen.
- (6) Handwork—
- (1) Miss S. B. Gupta.
 - (2) Mrs. Momin.
 - (3) Rev. S. K. Chatterjee.
 - (4) Dr. D. M. Sen.
 - (5) Rai Bahadur A. C. Banerjee.
 - (6) Mr. A. N. Basu.
- (7) English—
- (1) Dr. D. M. Sen.
 - (2) Rev. S. K. Chatterjee.
 - (3) Rai Bahadur T. C. Roy.
 - (4) Mr. J. M. Sen.
 - (5) Khan Bahadur Alfazuddin Ahmed.
- (8A) Religious instruction for Hindus—
- (1) Srijut Srijiva Nayatirtha (co-opted).
 - (2) Professor Kshitimohan Sen (co-opted).
 - (3) Rai Bahadur T. C. Roy.
 - (4) Rai Bahadur A. C. Banerjee.
 - (5) Mahamahopadhaya Professor Bidhu Sekhar Shastri (co-opted).
 - (6) Dr. Suniti Kumar Chatterjee (co-opted).
- (8B) Religious instruction (for Moslems)—
- (1) Maulana Abu Bakr (co-opted).
 - (2) Mrs. Momin.
 - (3) Khan Bahadur Abdul Momin (co-opted).
 - (4) Khan Bahadur Alfazuddin Ahmed.
 - (5) Maulana Md. Akram Khan.
 - (6) Khan Bahadur Mr. Maula Baksh.
- (8C) Religious instruction [for Christians (Protestants)]—
- (1) Rev. S. K. Chatterjee.
 - (2) Dr. H. C. Mookerjee (co-opted).

With regard to religious instruction for Roman Catholics, His Grace the Archbishop of Calcutta was requested for a curriculum for religious instruction for primary schools for Roman Catholics and His Grace was good enough to furnish the Committee with one.

In respect of religious instruction for Moslems, Khan Bahadur T. Ahmed objected to the inclusion of writing in the syllabus, but the Committee decided to retain it in the syllabus.

Syllabuses drawn up by the different Sub-Committees were considered by the Committee and after modifications, where necessary, they were approved in the form shown in the Appendix.

Recommendations.

(A) The Committee recommend that the following subjects should be compulsorily taught in every primary school:—

- (1) Vernacular Reading and Writing.
- (2) Arithmetic.
- (3) Geography and Rural Civics.
- (4) Elements of Science.
- (5) Games and Physical Exercises.
- (6) Handwork.
- (7) Religious Instruction.

(B) Option should be given to schools to teach English on their satisfying certain conditions and when taken up should be treated as an examination subject, but the marks obtained would not be taken into account for the awarding of scholarships.

(C) At the end of the Primary Final Course there should be a departmental public examination both for boys and girls and scholarships awarded on the results of this examination.

(D) The departmental examination should be held in the following subjects only:—

- (1) Vernacular Reading and Writing.
- (2) Arithmetic.
- (3) Geography and Rural Civics.
- (4) Elements of Science.
- (5) English (for those schools only which teach it).

(E) There should be no examination in the following subjects:—

- (1) Games and Physical Exercises.
- (2) Handwork.
- (3) Religious Instruction.

(F) The following distribution of working periods per week in each subject should be observed in every primary school:—

Time-table for Primary Schools not teaching English.

Subjects.	Class I.		Class II.		Class III.		Class IV.	
	Periods.	Hours.	Periods.	Hours.	Periods.	Hours.	Periods.	Hours.
1. Vernacular Reading ..	10 (30)	5	10	7½	10	7½	10	7½
2. Vernacular Writing ..	3 (30)	1½	2	1	2	1	2	1
3. Arithmetic ..	6 (30)	3	6	3	6	3	6	3
4. Geography and Rural Civics.	..	..	2	1	2	1	2	1
5. Elements of Science ..	..	..	2	1	2	1	2	1
6. Handwork ..	4	2	4	2	4	2	4	2
7. Games, etc. ..	3	1½	3	1½	3	1½	3	1½
8. Religious Instruction ..	4	2	4	2	4	2	4	2
Total ..	30	15	33	19	33	19	33	19

Time-table for Primary Schools teaching English.

Subjects.	Class I.		Class II.		Class III.		Class IV.	
	Periods.	Hours.	Periods.	Hours.	Periods.	Hours.	Periods.	Hours.
1. Vernacular Reading ..	10	5	10	7½	8	6	8	6
2. Vernacular Writing ..	3	1½	2	1	2	1	2	1
3. Arithmetic ..	6	3	6	3	6	3	6	3
4. Geography and Rural Civics	..	..	2	1	2	1	2	1
5. Elements of Science ..	..	..	2	1	2	1	2	1
6. Handwork ..	4	2	4	2	3	1½	3	1½
7. Games, etc. ..	3	1½	3	1½	3	1½	3	1½
8. Religious Instruction ..	4	2	4	2	4	2	4	2
9. English ..	..	..	..	..	4	2	4	2
Total ..	30	15	33	19	34	19	34	19

(G) The department should prescribe the school sessions (including the working hours and number of holidays), keeping in view the local requirements and conditions and also the sowing and harvesting seasons in a district.

(H) Necessary steps should be taken by Government as early as possible after the introduction of the new syllabus in the province to invite authors and publishers to write and publish suitable handbooks containing suggestions to teachers of primary schools in Bengal for teaching the different subjects of study in the curriculum. When such handbooks are published and approved by the department, attention of teachers of primary schools should be drawn to the publications through District School Boards and the Inspecting Agency.

Note of dissent on the question of religious instruction in primary schools.

In the matter of religious instruction my views are opposed to those expressed in the main body of the report and shared by my colleagues on the Committee. At the outset I should like to say that I am not opposed to religion. Religion occupies or should occupy the central place in our life. But at the same time I hold that religion is primarily a matter of personal belief, and it should be allowed to remain so. To confuse religion with the church and to claim for it a secular organisation of the type of the State have been among others two of the chief sources of evil perpetrated in the name of religion. Furthermore, I hold that the State representing as it does or should do the various interests of diverse types of people composing it should take a neutral view in the matter of religion and all State institutions including educational institutions should be secular in character. The education the State should provide should also be secular. As the State gives freedom in the matter of religious opinion, similarly the State should see that no indoctrination is allowed specially in the matter of personal religious beliefs in its institutions. I therefore strongly dissociate myself from my colleagues when they recommend the introduction of religious instruction in our primary schools.

Then again I hold that religion is to be caught and that it cannot be taught. Can we teach religion in the way we are thinking of by introducing it as another subject like Arithmetic or Geography on the curriculum? I hold we cannot. In this connection the following quotation from Tagore may be of interest: "Religion is not a fractional thing that can be doled out in fixed weekly or daily measures as one among various subjects in the school syllabus. It is the truth of our complete being, the consciousness of our personal relationship with the infinite; it is the true centre of gravity of our life. This we can attain during our childhood by living in a place where the truth of the spiritual world is not obscured by a crowd of necessities assuming artificial importance, where life is simple, surrounded by fulness of leisure, by ample space and pure aim and profound peace of the nature; where men live with a perfect faith in the eternal life before them."

No one, I hope, will hold that our primary schools are or are going to be in any near future the places of the type envisaged by Tagore. The atmosphere that prevails there is anything but helpful for the development of the true religious spirit in our children. I am also reminded of the words of Carlyle where he says: "Can dronings of articles, repetition of liturgies.....bring ethereal fire into human soul, quicken it out of earth by darkness into heavenly wisdom? Soul is kindled only by soul. To teach religion the first thing needful, and also the last and the only thing, is finding of a man who has religion." Carlyle, I believe, puts the whole problem in a nutshell. Unless we can get hold of competent men worthy of the great task it will be futile, nay it will be calamitous to impart religious instruction. We all know of what calibre our primary school teachers are, and we cannot expect any change for the better in the near future. In their hands the religious instruction will become a travesty of religion—it will lead to dissension and disharmony. Then again there is every possibility of creating contrariant attitude in our pupils through bad methods of religious instruction and through efforts of indoctrination which is bound to accompany such instruction. This evil cannot be ignored. In fact, I feel that by imparting religious instruction we shall be defeating our purpose; instead of making our pupils religious we shall end by making them irreligious; they will hate religion and shun it. No religious instruction is certainly better than bad religious instruction.

Then again granting for a moment that in spite of the dangers mentioned above, we should introduce some sort of religious instruction in our schools, what is the religion that should be taught? My colleagues have prepared a scheme for Muhammadan religious instruction which they hold would meet the demands of that community. Similarly, they have prepared a syllabus for Hindu religious instruction. The assumption seems to be that every religious group should have its own syllabus of religious instruction. Now suppose several groups are represented in a school community. Can we make provision for all the different communities? Are not some minority communities in the danger of being neglected? The people of Bengal have so many different religions; they are divided into so many different sects that there is every danger of our not providing for one or the other of such sects. There can apparently be no greatest common measure in the matter of religious instruction. If it were so, my colleagues would have recommended a single syllabus, but they have not done so. And even if among the Hindus any such greatest common measure is found, such measure is apt to be like the chemical properties of hydrogen—tasteless, colourless and odourless, in a word absolutely ineffective. Of course, it may be argued that in their essence all religions are the same. But this is only true of religions in their philosophical aspects. The theologies differ, and it is the warring theologies which create dissension. We have seen enough of sectarian and religious conflicts in this country. Let us not recommend any measure which will add to the already existing dissension.

Shall then our children go altogether without the inspiring influence of religion? I hold that they need not, provided we are ready to make some sacrifice and take some pains. Let us, every parent and guardian, divide and share the task of educating the youth of the nation with the schools. Let us not shift the entire responsibility to the schools. If we believe in religious instruction let us, every parent and guardian, come forward and say, because the problem of religious instruction in schools bristles with so many difficulties we shall, in our homes, give that instruction, we shall individually take charge of it. Are we not sometimes demanding too much from our schools? Why in the matter of educating the children the home should entirely abdicate its rights and avoid its duties in favour of the schools, and why should the school arrogate to itself all the functions and duties of the home? The modern ideal of education desires a closer co-operation between the home and the school and nowhere does it advocate the supplanting of the former by the latter. When we think that the school should do everything for the child, do we not thereby give schools a far more prominent place than what belongs to them legitimately? In the matter of religious instruction, therefore, the home should divide the responsibility with the school, thereby creating a deeper and closer union of the two great institutions of humanity. And who can doubt that the loving initiation by the parents in spiritual life will be a thousand times more potent than any religious instruction that we may give in our schools. It is thus alone that the problem of religious instruction may be satisfactorily solved, and we can avoid the conflict of sectarianism and differing religions and also pave the way to positive national unity—the greatest need of the country to-day. Even if the homes refuse to co-operate, I recommend that no religious instruction should be provided in our primary schools.

A. N. BASU.

The 13th October 1936.

APPENDIX.

Syllabus in Vernacular Reading.

CLASS I.

Work for the first two months of the session preparatory to formal teaching.—Picture lessons in which the children will say what they see in pictures and the teacher will tell stories about the objects shown in the pictures and the stories will be retold by the children.

Wherever possible the "Sentence" or the "Look and Say" method of teaching reading should be adopted.

During this period Reading and Writing should be combined.

Drawing with free-arm strokes, lines, curves, etc., on the black-board, slates or on sand spread over the ground. Drawing a rod over some simple letters of the alphabet, marked on a board or in sand.

Arranging seeds in twos, threes, fours and fives and threading beads in twos, threes, fours and fives.

Reciting nursery rhymes or verses told by the teachers. Forming shapes of letters with seeds. Matching colours from a group of coloured slips of paper, wood, wool or flowers. Games at intervals.

Remarks.—The children in Classes I and II should not be kept at the same occupation for more than 25 minutes. There should be an interval of rest at the end of each lesson.

For the next two months—Reading.—Association between names and forms of letters and between words and objects. Building and spelling of words. Reading sentences of two or more words with distinct articulation. Stories to be told by the teacher and retold by the children.

Remarks.—Illustrated reading sheets for the first four months.

For the remainder of the session.—Intelligible reading of short and simple sentences from a reader containing interesting stories such as animal stories, fairy tales and stories from real life. Reproduction of stories. Learning short easy poems.

Remarks.—An illustrated primer of 32 pages including 8 pages of poetry.

(1) The Primer should include nursery rhymes.

(2) As Readers are primarily intended for creating a love of reading and encouraging reading habits, this fact should be borne in mind even in the preparation of a primer for Class I.

(3) In writing stories, moral lessons should not, as a rule, be made obtrusive.

(4) The poems should as a rule be selected for the excellence of their language, rhyme and metre, and their spontaneous appeal to the child mind. This should apply to readers for all the classes.

CLASS II.

Reading and understanding short tales and anecdotes of men and animals; fairy tales, short vivid sketches of natural phenomena. Easy poems. The selection of poems suitable for children should, as far as possible, be made from the writings of standard authors.

Children should learn to reproduce stories and to hold conversations on simple topics including the subject matter of lessons and picture lessons. They should also be taught to frame simple sentences with the new words they have come across in the course of their lessons.

Remarks.—An illustrated reader of 75 pages including 20 pages of poetry.

CLASS III.

Lessons to include the following:—

Biographical tales, one or two dialogues about interesting topics, word pictures of natural phenomena, interesting accounts of children in other lands. Easy poems. The selection of poems suitable for children should, as far as possible, be made from the writings of standard authors.

Children should learn to reproduce purport of lessons read and stories heard. They should also learn to describe scenes, events or phenomena they have witnessed.

A rudimentary knowledge of the parts of speech, number, gender, person and tense is to be given to the children through the inductive method. They should also learn how to compose simple sentences and write short paragraphs. No separate book on grammar is to be prescribed, nor should grammar be treated in a separate section of the reader, but it should come in the form of short exercises to be distributed throughout the reader.

Reading simple manuscripts.

Remarks.—An illustrated reader of 110 pages (including 25 pages of poetry) of which 35 pages should be devoted to historical tales.

CLASS IV.

Biographical tales, interesting historical events, word pictures of natural scenes and phenomena, easy and interesting dramatic scenes, travel tales (*Bhraman Kahini*), one or two simple essays of reflective nature. Poems; the selection of poems suitable for children should, as far as possible, be made from the writing of standard authors.

Rudimentary knowledge of simple sandhis, cases with case-endings and shamases to be imparted through the inductive method. Memorising of rules should be discouraged; only their practical application is to be taught.

Remarks.—An illustrated reader of 150 pages (including 30 pages of poetry) of which 50 pages will be devoted to historical tales.

Syllabus in Handwriting.

CLASS I.

For the first 4 months.—Drawing a pencil over letters not less than $1\frac{1}{2}$ inches written on the slate or scratched on leaves by the teacher. Copying letters from specimens written by the teacher on slates or leaves, writing letters with vowel symbols attached, not more than ten letters should be attempted in one period.

For the remainder of the session.—Writing on paper in pencil letters simple and combined (more than $\frac{3}{4}$ inch high).

Remarks.—Specimens should be in teacher's own handwriting. Use of copy books should be avoided in this class.

CLASS II.

Writing in the class from a copy book words and short sentences (letters not more than $\frac{3}{4}$ inch high). Writing words from dictation, a minimum of 5 words a minute. Transcription.

Remarks.—A copy book to be used.

CLASS III.

Practice in writing a running hand. Dictation—a minimum of 10 words a minute.

Writing of letters, copying deeds, *e.g.*, pattas, kabuliyats, kavalas, etc.

Remarks.—A script hand copy book to be used.

CLASS IV.

Dictation; writing simple bonds, *e.g.*, kabuliyats, kavalas, pattas, etc.

Remarks.—A script hand copy book to be used.

Syllabus in Historical Tales.**CLASS III.**

Stories to include the following:—

- (1) Civilisation in Prehistoric India—Mahenjodero.
- (2) Life of one Vedic Rishi.
- (3) Rama, Kauravas and Pandavas.
- (4) Buddha.
- (5) Alexander, Chandra Gupta, Chanakya.
- (6) Asoka.
- (7) Jesus Christ.
- (8) Vikramaditya and Kalidas.
- (9) Harshavardhan.
- (10) Prophet of Islam.
- (11) Khwaja Mainuddin Chisti.
- (12) Razi.
- (13) Nasiruddin.

CLASS IV.

Stories to include the following:—

- (1) Babar.
- (2) Nanak and Kabir.
- (3) Sher Shah.
- (4) Akbar.
- (5) Rana Pratap.
- (6) Pratapaditya.
- (7) Shah Jahan.
- (8) Aurangzeb.
- (9) Shivaji.
- (10) European Traders.
- (11) Alivardi Khan.
- (12) Clive.
- (13) Ranjit Singh.
- (14) Bentinck.
- (15) Queen Victoria.
- (16) King George and Delhi Durbar.

Syllabus in Arithmetic.**CLASS I.***Notation and numeration up to 100.*

Concrete comprehension of digits and numbers from 1 to 10 with the help of seeds, marbles, coins, etc. Analysis of numbers from 2 to 10 illustrated by the same, mental addition and subtraction, results not exceeding 10. Writing in figures and reading numbers up to 100. Sums in the four rules involving tens and units, results not exceeding 100 to be worked both mentally and with the aid of concrete objects. Building up to and reading aloud twos, to tens table. Learning kara and ganda tables up to 100. Measuring lengths with a rod one cubit (hath) long or foot-rule.

Remarks.—An approved text-book.

CLASS II.

Notation and numeration up to 1,000.

Extension of numbers to 1,000. Exercises in addition, subtraction and multiplication. Building up and reading aloud eights and twelves table. Multiplication and division by 12 and higher number. Money table to 16 annas, weight table to one maund. Writing these in symbols. Addition and subtraction sums including these measures. Multiplication and division (without remainders) of money and weight measures by 2, 4, 8. Exercises with the measuring cubit or ruler. Linear measure to bigha and to a mile. Sums in the four rules involving tables of money, weight and linear measure. Easy reduction, Practical work. Drawing and measuring. Multiplying a number by 10, 20, 30, etc. Reduction of money and weight, and linear measure. Bur and pan, katha and sher tables. Calculating prices of things (Man-Kasha) by Shubhankar's method. Simple problems on rules learnt.

Remarks.—An approved text-book.

CLASS III.

Revision of previous work. Extension of numbers beyond 1,000. Estimating and checking estimates of weight and length. Telling time. Time measure. Sums in four rules involving both abstract and concrete numbers. Factors, prime and composite numbers, measure and multiple; multiplication and division of numbers by factors, G. C. M. and L. C. M. reductions. Constructing paper or cardboard rulers; simple scales. Drawing squares of given sides and finding areas. Drawing simple plans and finding areas of rectangular fields or rooms. Division by 10. Expressing the tenth part. Building lines of given lengths and dividing them into 10 equal parts. Adding and subtracting lines of given lengths thus divided. Long multiplication and division. Compound multiplication and division by factors or composite numbers. Dividing a line into 2, 4, 8, 16, etc., parts. Adding the parts or fractions—easy fractions. Comparing fractions, fractional measures and easy fractions; their addition, subtraction, multiplication and division, square measure to bighas to acres. Sherkasha, Bighakali and Kathakali by Shubhankar's method, more advanced problems.

Remarks.—An approved text-book.

CLASS IV.

Revision of previous work. Measurement in tenths, expressed in decimals. Addition and subtraction of tenths and also multiplication and division, addition and subtraction—conversion of simple fractions into decimals, the denominators 2, 4, 5 and 10 being used. English tables of money, weight and time. Simple interest. Calculating wages by Shubhankar's method. Mashmahina, Batsar-Mahina. Areas of four-sided figures, triangles, calculating areas by Shubhankar's method. Reduction of acre to bigha and *vice versa*. Sums in accounts. Problems.

Remarks.—An approved text-book.

Geography and Rural Civics.

CLASS II.

(a) Geography is to be taught by conversation about the neighbourhood, the topics being the local roads, rivers, channels or railways, whence they come and whither they lead, and the kind of traffic seen upon them.

(b) Ideas of direction and the cardinal points.

(c) Ideas of hills, valleys, plains, rivers, lakes, islands, etc., to be gained from pictures and models to be made in clay or wood.

(d) Stories about people living in India.

Remarks.—No text-books for pupils.

CLASS III.

A—Geography.

(a) Measurement of the class-room, the house and the ground by the children, the teacher drawing on the black-board the plan which the children will copy.

(b) The meaning and use of a map; explanation of simple geographical terms.

(c) Teachers should be required to draw large scale maps of the village to be fastened to the wall and used with the class.

(d) An outline Geography of the home district with reference to chief towns, communications, markets and products (these need not find any place in text-books recommended for the class).

(e) The main surface features of Bengal with special reference to the great river basins; the administrative divisions, districts and principal towns; the chief agricultural products and manufactures; systems of communication.

(f) A brief description of a few cities like Calcutta, Dacca and Murshidabad.

(g) Stories about people living in other lands.

B—Rural Civics.

Simple information concerning Panchyets, Union Boards, Union Courts and Union Benches. Information regarding the working of the postal system but not the postal administration.

CLASS IV.

A—Geography.

(a) Principal features, provinces and the most important towns of India to be taught with the help of a map.

(b) Pictures of other lands and descriptive lessons on these and on the main natural regions of the world.

(c) Major political divisions of the earth as a whole to be taught by means of maps and globes.

(d) Drawing of maps of India and Bengal from memory.

B—Rural Civics.

Simple information connecting District Boards, Municipalities and Co-operative Credit Societies. A brief general discussion about improvements which can be made in regard to village administration including village sanitation, education, etc.

Remarks.—One text-book of 64 pages for Classes III and IV.

Elements of Science.

CLASS II.

(a) Health rules which promote (a) cleanliness of body including care of teeth, hands, hair, clothes, etc.; (b) digestion of food; (c) good breathing; (d) work, rest, sleep; (e) elimination, washing of clothes, cleaning of utensils; supply of good water for cooking food. Sunning and airing of bedding, mats, etc. How to ascertain whether fish, vegetables, etc., are fresh.

(b) Observation of the daily movements of the sun by means of a vertical stick on a horizontal board. Observation of the position and calculation of the length of the shadow at noon, occasionally throughout the year. Finding the north point and then the other three cardinal points.

(c) Growth of plants to be observed by growing any kind of pulse and paddy in small plots; to observe the roots and seed leaves and mark the difference. Experiments to show the effect of light and moisture on growth. Plants having creeping and climbing stems; plants growing in water; plants producing no flowers; parasites; observing leaf-buds and flower-buds and parts of a flower.

(N.B.—No text-book to be recommended for Class II.)

CLASS III.

(a) Sun and moon, stars and planets. Earth, structure, land and water, volcano, earthquakes, coal mines. Day and night, seasons.

(b) Simple facts about the spread of disease germs, malaria, cholera, small-pox, tuberculosis, hook-worm, itch, ringworm. Vaccination, inoculation.

(c) The soil and its relation to rain, wind and sunshine, soil moisture, soil aeration. Different kinds of soil (soil samples), soil fertility and plant food in the soil, improvement of soil, drainage and manuring. Importance of farm manure (both solid and liquid and green manure).

CLASS IV.

(a) Danger of pollution of soil and water near dwellings, schools, etc., by indiscriminate deposit of excreta and the risk attached to careless spitting, etc. Need for good ventilation, in class-room and dwelling houses. How to keep the village clean and beautiful.

(b) Agricultural implements and cultivations; agricultural production and importance of improved varieties of seeds. Agricultural and other market gardening, ordinary crops, common fruits and fruit plants. The ordinary farm live-stock, common ailments of live-stock, feeding and management of cattle.

N.B.—One text-book for Classes III and IV containing 60 pages.

Handwork.

(Not to be examined.)

The object underlying the course suggested is to stimulate the imagination and give scope for its free play.

Arrangements for showing good specimens of drawing (inexpensive reprints of masterpieces are available and arrangements can be made for exhibition through some central organisation). Outings to be undertaken with the object of bringing children in direct contact with the varied aspects of nature—seasonal changes (plants, flowers, landscape, etc.).

Stress should be laid not so much on the mechanical accuracy of details as on the general form, imagination and interest in concrete objects.

The teacher should stimulate the æsthetic and creative sense of children in the cultivation of habits in matters of dress, plain decoration of the class-room and its surroundings, etc.

Any two subjects may be chosen by the school.

CLASS I.

(A) For the first four months.

Sand is to be used on the floor to make shapes to be chosen by the children themselves.

Clay-modelling.—With clay they may be taught to make simple objects chosen by themselves within their own experience.

Drawing.—With charcoal to draw simple objects within their own experience.

Needlework.—(Mainly for girls.) “Chat” work, carpet work (running and top sewing).

(B) For the remaining months of the year.

Clay-modelling and drawing.—Continuation of the work done in stage A.

Needlework.—(Mainly for girls.) Sewing on printed cards or on cards on some designs which have been drawn by the teacher, running and hemming on cloth. To make bags and “kanthas” or pillow cases.

Paper-cutting and folding.—Paper tearing and pasting in books.

Leaf-weaving.—“Tal” leaves and reeds for making bags, fans, mats, or any other things which the children would like to do.

CLASS II.

Needlework.—(Mainly for girls.) Back-stitching, filling and patch-work. Sewing a jangia for a baby. Cross-stitch on gunny bags to make "ashan" or bags. Plain knitting with two needles.

Drawing.—Charcoal or chalk drawing (coloured chalk if possible) on the floor or on paper.

Paper-cutting.—Cutting out pictures for charts and album. Cutting out flowers, fruits, boats and animals or any other subjects of interest (coloured paper is to be used where possible).

Clay-modelling.—The village potter's wheel may be shown and explained where possible. Fruits and vegetables of different seasons, utensils, sweets or a sweet-shop according to the development of the children.

Toys.—Of clay, rags or cardboard. Toys made of wood may be attempted where possible.

Leaf-weaving.—Weaving "ashan," mat, etc. Continuation of the work done in Class I but of more advanced type.

CLASS III.

Needlework.—(Mainly for girls.) Gathering a piece of cloth and putting it into a band or making button-holes.

To make plain "kurta" for girls or a chemise, cut out by the teacher. Knitting a comforter (6" × 3") marking on dosouti or khaddar in vernacular alphabet.

Drawing and brushwork.—Chalk-drawing, simple brushwork. Making designs in simple "alpanas," using three main colours—blue, red and yellow. Simple sketches from nature, pottery-painting.

Paper-cutting and folding.—Paper-cutting and paper-folding, such as for a sailing boat, a bullock-cart, ploughing the field, garden, etc.

Clay-modelling.—Clay-modelling of more advanced nature.

Weaving and spinning.—Weaving-tape, "ashan" and mat. Spinning coarse yarn.

CLASS IV.

Needle-work.—(Mainly for girls.) Cutting out and making a simple blouse. Darning and herring-boning-knitting of plain socks for babies.

Drawing and brushwork.—Black-board drawing to represent light and shade and different shades of colour. (To be demonstrated by the teacher first.)

Colour scheme. The colour wheel to show and explain the relation between one colour and its complementary and opposite colour for appreciation and developing the æsthetic taste of children.

Weaving.—Duster and simple towels.

Spinning.—Spinning finer yarn.

Curriculum for Religious Instruction.

(For Moslems.)

CLASS I.

(a) *Practical work.*—Islamic salutation; how to make formal ablution (Wazu) and *Tayammum*.

(b) *Reading.*—Recognition of Arabic alphabets and spelling of simple words; ninety-nine names of Allah; the Kalemās (to be committed to memory).

In teaching spelling of simple words the names of principal Prophets and Angels mentioned in the Holy Quoran and the names of the Revealed Books should be taught as far as possible.

N.B.—A spelling book containing the above.

CLASS II.

(i) *Reading*.—(a) Ampara half. (Surahs up to Alam Tara to be committed to memory).

(b) Kalemata-Azan, Equamat, Niyat-i-Namaz; Sana, Tasbih-i-Ruku, Tasbih-i-Sijdah, Tashah-hud, Darood, Salam and Munajat; Iman-i-Mufassal; to be explained in vernacular.

(c) The meanings of Farz, Wajeb, Sunnat, Naf, Mustahabb, Halal, Haram, Jayez (Mubah), Makruh.

N.B.—A text-book containing the above.

(ii) *Practical work*.—Saying of Namaz-i-Panjagana.

Writing.—The writing of the Arabic alphabet; combining letters into words of two, three and more letters (transcriptions from the black-board and the spelling book are essential).

CLASS III.

Instruction.—Namaz in congregation; Namaz-i-Vitr, Tarawih, Juma, Idul-Fitr, Iduz-Zuha, Namaz-i-Quaza.

Reading.—(a) Remaining portion of Ampara and para Alif-Lam.

(b) To learn Nawaqiz-i-Wazu, Awqat-i-Namaz; Shurut-i-Tayammum; Najas-i-Mughallaz and Mukhaf-faf; Shurutus-Salat, Adab-ul-Muwazzin, Mufsidat and Makruhat-i-Namaz; Sijda-i-Sahu Sunut-Roza (Siam)—Times for Roza, Mufsidat-i-Roza, Mustahibbat-i-Id.

(A text-book in vernacular containing the above.)

Writing.—From a copy-book and transcription from the black-board and the text.

CLASS IV.

Instruction.—Zabh, Qurbani, Ghush-i-Mayyet, Namaz-i-Musafir, Namazi-i-Mariz, Kafn, Namaz-i-Janaza.

Reading.—To learn—Zakat, on whom incumbent, rate, purpose. Fitra—on whom incumbent, rate, purpose. Hajj—on whom incumbent. Niyat-i-Qurbani, Aqiqah and names of Imams and first 4 Khaliphs; Life of the Prophet; Muslim festivals.

The central ideas underlying the principles of Zakat, Fitra and Hajj should be explained.

Writing.—As in Class III.

Note.—An attempt should be made to finish the reading (Nazera) of the Quoran.

Religious Instruction in Primary Schools for Hindu Boys and Girls.

CLASS III.

(1) *নিত্য কৰ্ম* including *শুচিত্ত* (purity of mind and body). The boys and the girls should be taught to rise from bed with the name of God on their lips, then to do the other things prescribed before taking any food and beginning the day's work.

(2) *ধৰ্মের স্বরূপ* (The essence of religion.)

ধৰ্ম্মমূলং হি ভগবান্

সৰ্ববৈদনয়ো হরিঃ ।

It should be explained that dharma (religion and morality) has its roots in God and it is God who is the subject matter of the Vedas. It should also be explained that *ভূতদয়* (kindness to living beings) goes with love of God and is an essence of dharma.

(3) The shastras. The boys should be familiarised with the names of some of the shastras, specially the Vedas, the Geeta and the Chandi.

(4) The boys and girls should be told that *সাকার উপাসনা* and *নিরাকার উপাসনা* are both useful and God has appeared to devotees in many forms and have been addressed in many names. These names and forms may be used in prayers. They should be instructed to pray every day and commit to memory a number of hymns which they should recite in their prayers. The hymns selected should have no exclusive reference to any particular form or aspect of the Deity.

(5) Stories selected from the Puranas intended to present the ideal character, male and female.

A primer of about 16 pages should be prescribed.

CLASS IV.

(1) Boys and girls should be taught to commit to memory a few slokas, including the following, and recite them when getting up in the morning:—

লোকেশ চৈতন্তময়াবিদেব
 শ্রীকান্ত বিকো ভবদাক্ষয়ৈব ।
 প্রাতঃ স্মৃথায় তব প্রিয়ার্থং
 সংসারবাত্মানুভব্ধয়িষ্যে ।
 জানামি ধৰ্মং ন চ মে শ্ৰেয়ন্তির্জানাম্যধৰ্মং ন চ মে নিবৃত্তিঃ
 ধৰ্মা হৃদীকেশ হৃদিস্থিতেম যথা নিব্লেহ্মি তথা কৰোমি ।

(2) ধৰ্মের লক্ষণ How to judge what is dharma and what not

বেদঃ স্মৃতিঃ সদাচারঃ স্বস্ত চ প্রিয়মাক্ষনঃ
 এতচ্চতুবিধং প্রোহঃ সাক্ষাৎকৃত্ত লক্ষণম্ ।

The Vedas, the Smritis, the behaviour of good men and the approval of one's conscience—these are the tests of Dharma.

(3) The basis of Dharma. The shastras the basis of Hinduism. The division of the shastras into Sruti and Smriti. The four Vedas and the Upanishads. The 18 Puranas, and the Geeta.

(4) What Dharma consists in—

- (ক) ধৰ্ম্মব্ৰহ্মং হি ভগবান্ সৰ্ব্বেবেদময়ো হরিঃ ।
- (খ) অহিংসা সত্যমস্তেয়ং শৌচমিন্দ্রিয়নিগ্রহঃ ।
- (গ) ভূতদয়া (kindness to all living beings and sanctity of life)
- (ঘ) ভগবান্ বাহুদেবো হি সৰ্ব্ভূতেষু বৃষতঃ
 এতদ্ব্ৰহ্মানং হি সৰ্ব্বেণ ব্ৰহ্মং ধৰ্ম্মস্য শাস্ততঃ ।
- (ঙ) সন্দোহঃ সৰ্ব্ভূতেষু ন মে বেদোহস্তি ন প্রিয়ঃ ।

(all these should be explained).

(5) The modes of prayer. সাক্ষার উপাসনা and নিরাক্ষার উপাসনা should be explained, and the necessity of saying prayers at the prescribed hours impressed on the boys and girls. A number of হেতু (hymns) should be committed to memory. They should be selected with special care and most of them should be such as have no exclusive reference to any particular form or aspect of God.

(6) The doctrine of Karma, and that of জন্মান্তরবাদ (Metempsychosis) should be explained

বানাসি জীর্ণানি যথা বিহায়
 নবানি গৃহ্ণতি নরোহপরাণি ।
 তথা শরীরানি বিহায় জীর্ণা-
 প্যস্তানি সংযাতি নবানি দেহী ।

This should be committed to memory.

(7) Some Puranic stories intended to present the ideal character, both male and female.

A primer consisting of about 48 pages should be prescribed in two parts for the two classes.

Religious Instruction for Christians.

(Protestants.)

(The teacher should use pictures to illustrate the stories.)

For the use of teachers in all the Primary Classes—Children's Bible, Part I, published by the B. M. S., Calcutta. Price 8 annas.

CLASS I.

A. *This beautiful world.*—Shady trees, flowers, birds, other animals, the beautiful sky, the sun, the moon, the stars.

B. *God, our Father and Friend, the Creator of this world.*—Bible story of the creation may be simply told to the children. The description of the Garden of Eden and the beautiful and simple life lived by Adam and Eve (the story of their disobedience and the entrance of sin into this world should be left out).

C. *God's care for us.*—Stories of Noah and his ark; the Birth of Moses; Joseph and his brothers.

D. *God's gift to us.*—The coming of Jesus to this world—

- (1) Story of the wise men and their journey.
- (2) The Baby Jesus.
- (3) Flight to Egypt and return to Nazareth.
- (4) How child Jesus must have helped his mother. Infant Jesus in the Temple—Luke 2—21-39. Boy Jesus in the Temple—Luke 2—41-52.

E. *Wonderful works of Jesus.*—

- (1) Stilling the storm—Mark 4—35-39.
- (2) Feeding 5,000: a little boy helping Jesus—Math 14—14-21.
- (3) Centurion's servant—Luke 7—1-10.
- (4) Peter's mother-in-law—Luke 4—38-39.
- (5) The blind man—John 9—1-7.
- (6) The deaf and dumb man—Mark 7—31-37.
- (7) The woman whose back was bent—Luke 13—11-13.
- (8) The man by the pool—John 5—1-9.

CLASS II.

A. *God as our friend.*—Stories of Abraham, Issac and Jacob, Call of Boy Samuel.

B. *God as our Protector and Helper.*—Stories of Moses, Wanderings of the Israelites through the wilderness, how God helped them with food and drink.

C. *The coming of Jesus into the world.*—The Star of Bethlehem, the Angels and the shepherds.

D. *Jesus in His home at Nazareth.*—Joseph and Mary, His brothers and sisters. The carpenter's shop at Nazareth.

E. *Jesus' works of Healing.*—

- Man sick of the palsy—Mk. 2—1-12.
- Man with the withered hand—Mk. 3—1-5.
- The Leper—Matt 8—2.
- The man born blind—John 9—1-7.

F. *Friends of Jesus.*—His first disciples—John 1/29—42, Matt. 4/18—22, Mark. 2/14.

G. *Stories told by Jesus.*—

- The Good Samaritan—Luke 10—30-35.
- The lost sheep—Luke 15—3-5.
- The prodigal son—Luke 15—11-24.

H. *Death of Jesus.*

I. *Resurrection.*

CLASS III.

A. *God's Providence.*—Stories of liberation of the Israelites from slavery in Egypt; settlement in the land of Canaan; Daniel in the lion's den.

B. *Stories told by Jesus.*—

- The sower—Matth. 13—3-8.
- The lost coin—Luke 15—3-9.
- The Treasure Finder—Matt. 13—44
- Forgiveness—Matth. 17—21-35.
- The rich fool—Luke 12—13-21.

C. Kind deeds of Jesus.—

- Simon's wife's mother and many at evidence—Luke 4—38-41
- The Palsied Man—Luke 5—18-26.
- The blind Man—Mk. 8—22-26.
- “Suffer Little children”—Mk. 10/13—16.

D. Death and Resurrection of Jesus.—

- The last supper.
- The garden of Gethsemane.
- The trial of Jesus.
- The Crucifixion.
- The Resurrection.
- Emmaus—Luke 24—50-53.

CLASS IV.

A. Outline of story of Jesus.—

- (1) Christmas day.
- (2) Jesus in the temple.
- (3) Teaching the people.
- (4) Healing diseases.
- (5) Calvary.
- (6) Resurrection.
- (7) Emmaus.

B. Old testament stories.—

- (1) Abraham, Isaac and Jacob.
- (2) Joseph.
- (3) Moses.
- (4) Some episodes of the desert.
- (5) Gideon, Samson and Ruth.

C. Episodes in the life of Jesus.—

- (1) The rich young ruler—Luke 17/18—24.
- (2) Ruler of the synagogue—Luke 8/41—56.
- (3) Messengers from John—Luke 7/18—23.
- (4) Publicans and sinners—Mk. 2/14—28.

D. Teaching of Jesus.—

- (1) Sermon on the mount—Matt. 5—7.
- (2) Forgiveness—Matt. 18/21—35.

E. Jesus and his disciples and friends.—

- (1) Martha and Mary—Luke 10—36-42.
- (2) Zaccheus—Luke 19/1—10.
- (3) Nicodemus—John 3/1—13.
- (4) Joseph of Arimathea—Luke 23/50—53.
- (5) Disciples—Luke 6/12—18.

F. Missionary stories, e.g., of Carey and Dall of India, Morrison of China and Judson of Burma.

Syllabus in Religious Instruction.

(For Roman Catholics.)

CLASS I.

Small catechism including prayers. Oral teaching with pictures of stories from the Old and New Testaments.

CLASS II.

Small catechism. Small Bible History.

CLASSES III AND IV.

Catechism, Book II. Small Bible History.

Syllabus in English.

CLASS III.

Recognition and pronunciation of English letters and easy words. Building and spelling words. Reading short and simple sentences. Names connected with objects. Ways of naming one thing and more than one thing; use of this and that, these and those, here and there; words showing action, present time, past time, future time, the numbers 1-20. Expressing simple actions in sentences.

Writing.—Beginning with elements of letters and writing words and short sentences.

N.B.—An illustrated primer of 32 pages to be recommended and a copy book.

CLASS IV.

Reading accurately at sight from a simple reader; explaining the meaning of sentences in the vernacular; translating simple sentences and paragraphs into English. Dictation. Conversation. Nouns, verbs, pronouns, adjectives and adverbs (without sub-classification); and their uses in simple sentences. The numbers 21—100.

Oral and written work on the above.

N.B.—A Reader of 48 pages with Anglo-Vernacular vocabulary to be recommended and a copy book.

Syllabus of Physical Training for Primary Schools, Bengal.

CLASS I.

In arranging a syllabus for this, age, ability and characteristics of children must be carefully studied. Children are individualists and during the early years they must be permitted to develop along these lines. Some method of physical training is essential even from the early stages. This does not mean, however, that there should be formality and great precision. Infant work should be extremely informal. As much freedom of movement as possible should be permitted. Exact positions and stereotyped exercises are to be avoided. It must always be remembered that children should play. Infant lessons should be designed on this knowledge. The body must be kept flexible and those exercises which require free expenditure of energy should be chosen.

Children have vivid imaginations. These should be used and developed by choosing imaginative exercises. Let the children pretend to be birds, animals, trains, etc.

Since children are not able to concentrate for long periods at a time and as their physical training lessons are characterised by great activity, the lesson period should be short—20-30 minutes is the correct length.

The curriculum should include:—

(1) *Running*.—This should be free. Children should be allowed to run to their own rhythm. No outside rhythm should be imposed upon them. Various methods may be used; free running all over the room; running on toes; running with long steps; high steps, on tip-toe very quietly, etc. Playing trains, motor cars, aeroplanes, etc.

(2) *Jumping and leaping*.—This includes free skipping, jumping over low ropes, jumping into hoops or circles marked with chalk, jumping marked lines on the floor; the imitation of animals and birds, e.g., hopping like crows, jumping like kangaroos, leaping like squirrels, etc.

(3) *Trunk exercises*.—In this group movements in which the child bends down towards the floor and returns to an erect position are used, e.g., cross-leg sitting, putting the head on the floor, standing putting the head on the knee or trying to see the person behind by looking through the legs, alternatively being giants and dwarfs, tall and small, picking up flowers, etc. Again these movements should be large and free.

(4) *Balance*.—It is not too soon to begin teaching simple balance movements at this age. They must also be of the informal kind. They include standing on one foot holding the other; hopping on one foot; standing on tip-toe, running on toes flying like birds and then coming to rest on the branch of a tree; walking on toes along a line, etc.

(5) *Games*.—At this age games in which children can take part individually are the best. There are numerous circle games and group games. Those of the chasing variety are best—"Fire on the mountains," "Fox and geese," "Soldiers and brigands," etc. In these games there is an element of suspense which children find particularly attractive. Free play with balls may be started in the kindergarten, but must not take the place of games proper. Relay races and team games, games of physical skill and strength have no place at this period.

Action songs and singing games are particularly useful in Class I. For the physical activity lesson, however, only those which have lively activity and large movements should be used. It must be kept in mind that the song and the words are subsidiary to the action which should be performed in a lively energetic manner.

Apparatus required.—Chalk, ropes, large ball—two or three for the class, small balls—one for each child, bean bags, hoops, coloured bands.

The lesson.—This should consist of—

- (1) An introductory period of running, skipping, etc.
- (2) Trunk exercises.
- (3) Balance exercises.
- (4) Jumping exercises.
- (5) Games—two or three games should be played. These may be chosen from the games group entirely or one action song or singing game may be used as one of the activities.
- (6) Final—quiet walking around the room before going to class-work.

CLASS II.

The transition from Class I to Class II is so slight that it is almost impossible to state any definite change in the exercises. The programme must continue to be characterised by great activity and imagination should still be used.

More formality should be introduced and children should begin to be taught line formations. In the early stages of Class II the lessons should be very similar to those of Class I, but gradually new forms of exercise should be introduced calling for more control and precision. Whereas in previous lessons movements were mostly of the free type, now they can be done with counting. Care however must be taken to see that with the introduction of counting, exercises do not become slow and methodical.

A greater range of exercises will be taught at this age, arriving at more localised movement.

The syllabus for Class II should be based on the following:—

(1) *Walking*.—The foundations of an upright carriage, the correct use of legs and feet should be taught. At first walking should be free and to the children's own rhythm. Later line formations may be used and a class rhythm attempted. There should be no effort yet to insist on right and left feet being used at the same time. Only a short period should be given to this as it is less important. The use of clapping and stamping to teach rhythm should be started. If these methods are used, however, clapping and stamping should be continuous, not on alternative beats or one in four, etc. This interrupts the range of movement.

(2) *Running*.—As in the previous class but with more spring and agility. Running following the leader; running into circles, mazes, etc.

(3) *Jumping and leaping*.—A continuation of previous work, attempting lighter landings and more control. There will be fewer imaginative jumps. Rhythm can now be introduced into jumping, e.g., four jumps forward and four backward in rhythm.

(4) *Head exercises*.—These are used to increase the flexibility of the neck muscles and of the cervical spine. They will assist in the development of good posture. Head turning, nodding, bending and rolling in all directions should be used. At first these exercises should be in the form of play; e.g.; head bending from side to side like a ticking clock; head rolling like a ball; head bobbing like a wood-pecker, etc. The use of imaginative exercises in the early stages is more useful for obtaining mobility and range of movement.

(5) *Trunk exercises*.—In addition to those of the previous class, more flexible movements should be introduced, e.g., trunk bending forward and downward, grasping the ankle with both hands, and pressing the head with little bobbing movements against the knee. This can be done in standing or sitting positions. After the forward and downward bending, children must be encouraged to return to an erect position.

(6) *Arm exercises*.—The introduction of arm exercises is for the purpose of producing mobility and range of movement in the shoulder joint, to strengthen the muscles of the forearm and the shoulder girdle. For Class II arm swinging and circling should be used, e.g., swinging forward and backwards; upwards and downwards; clapping overhead and behind back; tapping the thighs lightly and arm raising to "yard" or "fly."

(7) *Balance exercise*.—An attempt should be made to increase the difficulty of the balance exercises of the previous class by having positions held for a longer period and by combining two or more of the balances used in the previous year. Balance exercise will progress slowly. Still use imaginative exercises gradually introducing others.

(8) *Lateral exercises*.—Lessons should now be designed to include those exercises which will help to develop the muscles of the lateral trunk to improve the flexibility of the spine laterally and to stimulate the circulation to and the function of the liver and viscera. In Class II these exercises should be of the most simple sideways bending and sideways turning variety. In this group also, imagination must be used, e.g., a cat chasing its tail, shooting bows and arrows; turning to the left and right pointing as far back as possible; kneeling and touching the floor three times to the right and left, etc.

(9) *Class activity or group practice*.—Whereas in Class I the whole lesson was one of great activity and of individualism, now with the introduction of slight formality the class should begin to learn to work together. During the activity and group practice period, children should learn to handle small balls, to practise jumping and leaping in groups, e.g., over low ropes or forms, over a swinging rope, forward and backward rolls and easy stunts.

(10) *Games*.—The games for Class II are very similar to those for Class I including singing games and action songs.

Lesson plan.—

- (1) Introduction—walking, running, rhythmic jumping, skipping, etc.
- (2) Head and neck.
- (3) Trunk forward and downward bending.
- (4) Arm-swinging, circling, etc.
- (5) Balance.
- (6) Lateral.
- (7) Class activity and group practice.
- (8) Games.

Apparatus required.—

- Large and small balls.
- Bean bags.
- Ropes.
- Hoops.
- Coloured bands.

CLASSES III AND IV.

The same general underlying principles as used for Classes I and II will be employed for Classes III and IV. Less imagination and more precision will be attempted. The lesson must still be one of much activity. Exercises should be stronger and a definite attempt be made to produce form. This can be achieved particularly in stressing control in jumping and balancing, by making the children more conscious of movement, its range and its uses.

(1) *Marching*.—Correct marching, all using the left foot at the same time, should now be attempted. Very little time, however, should be put on this exercise.

(2) *Running and jumping*.—Combinations of runs and skips; gallop style forward and sideways; about running, maze running, rhythm jumps, *e.g.*, astride jumping, bob jumping, sky jumping, etc.

(3) *Head exercises*.—Bending, turning, nodding, bobbing, upward stretching, done in cross sit, kneeling and standing positions.

(4) *Trunk exercises*.—Forward and downward bends, introducing easy auxiliary arm movement, *e.g.*, long stride sit, tap the floor twice and forward and downward bends to touch the toes; stand, tap the thighs, knees and touch the toes, etc.

(5) *Arm exercises*.—In addition to the swinging and circling movements used in the previous classes, there should now be added arm bending and stretching movements. At first these should be done with a single arm and in one direction only. Gradually use two arms, combine directions and combine bending and stretching with swinging and circling. This progression must not be rushed.

(6) *Balance*.—Increase the difficulty of balance exercises, *e.g.*, heels raise, knees full bend, hold the position and clap overhead three times, knees stretch, heels lower; arms and leg forward raise, sideways swing, position, wing stand, leg swinging forwards and backwards, etc.

(7) *Abdominal*.—These are introduced to strengthen the muscles of the abdominal wall, to improve the circulation to aid the function of the internal organs of designation and elimination. These exercises include lying on the back and bicycling; bunny jumps on the spot; alternate leg lifting knee upward bending grasping it with both hands and pulling it to the chest; back lying coming to a sitting position, etc.

(8) *Lateral*.—Trunk turning and bending sideways with the addition of arm movements. Good positions should be achieved in lateral exercises at this age.

(9) *Class activity and group practice*.—A continuation of the previous work introducing skipping of various kinds, jumping over benches, on to benches, off benches, the practice of controlling landings in jumps, the better handling of balls of all sizes, fundamental practices of throwing, catching, dodging, etc.

Games.—At this stage there should be an introduction of single relay races and team games. The group spirit should be developed and the individualistic element lessened.

The lesson plan followed is the same as that used for Classes I and II with the addition of an abdominal exercise after the balance group.

Apparatus required.—

Large and small balls.

Skipping ropes.

Bean bags.

Benches.

Coloured bands.