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Admission to city schools, both primary and secondary, has been a great problem for quite some years which call for the closest attention of the government. And we note with a sense of relief that the latter has risen to the occasion. The reported study made by a committee formed for this purpose and the action proposed by it from the next session of the schools will help ease—though not fully solve—the problem on at least a short term basis. Since education at all levels—particularly at the primary and Secondary—is so vital from the national point of view that short-time solutions are also a great contribution to it.

The proposed action includes, among other things, introduction of the shift system in a select group of schools, both primary and secondary. These are seventeen secondary schools and thirty-four primary schools in the city. And the government has reportedly sanctioned Taka 28 lakh for physical expansion of the schools, an obvious need to be met in view of the proposed shift system. There are at present some double shift schools functioning in the city, which according to the new arrangements will be turned into three-shift schools. In existing circumstances this of course is the only solution that can be thought of to meet the heavy rush of students. Which is a natural outcome of the unprecedented increase in the population of the city over the past decade or so. It has more than doubled.

Considering the sheer physical (i.e. accommodation) side of the problem, the irreducible basic need is for more schools or, as being introduced, more shifts. In both respects the logical follow-

up is more teachers and a corresponding widening in size of a number of facilities, including, at times, more teachers. More teachers, where necessary, more remuneration etc. on account of more labour to be put in, administrative and other needs will make plausible the need for more financial allocation to which the government will, we believe, give considered thought.

Incidentally, writing on the subject more than once in the past we have consistently maintained that a viable standard of education for the country as a whole and one for primary and secondary education must be secured whatever the financial commitment it involves. We certainly do not forget about the limitation of our resources. What we mean is that in view of the exceptional place of education in the building of a nation we have to spend more on it even if we have to strain our resources—just a little.

Admission to schools is, to be sure, among the most elementary of our national education needs. But it is also as vital as maintenance of a viable standard of academic training, discipline and achievement. Besides, there is no shying away from the fact that the current national need concerning education is an answer covering the country as a whole. This is though not to say that what is being done for Dacca city—or other cities—are either not necessary, or redundant. It is a question of perspective in which our problems including that of education has to be viewed. And we are heartened that the government is fully aware of it and has set about the task of solving the problems of education in right earnest.