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OF

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AS ITS OFFICIAL ORGAN).

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DECEMBER, 1941

EDIT

RANJIT M. CHITTSINGH.

FRIENDS' SETTLEMENT, HOSHANGABAD, C. P.



THE INDIAN JOURNAL OF ADULT EDUCATION

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MESSAGES TO THE INDIAN JOURNAL OF ADULT EDUCATION
ON THE OCCASION OF ITS ENTERING UPON ITS
THIRD YEAR OF SERVICE.

From the Dewan of Mysore:—

I am very interested to learn that the Indian Journal of Adult Education is shortly entering on the third year of its career. The education of the adult is as vital as the education of the child; our duty in respect of adult illiterates is all the greater because they are often, through no fault of their own, the victims of past neglect. While we cannot entirely repair the consequences of this neglect we can do much by courses of adult education, well planned and regularly conducted, to fill a vital gap in the lives of many thousands of our countrymen. Any service which contributes to this end is to be greatly welcomed. I congratulate the Journal on what it has been able to do in this direction and I wish it much prosperity and success.

Bangalore,
Dated 24th October 1941. }

(Sd.) M. Madhava Rao,
Dewan.

From Dr. James H. Cousins, formerly Principal of Madanapalle College, and now Art Adviser to the Government of Travancore as also Head of the Department of Fine Arts of the University of Travancore.

I congratulate the Indian Journal of Adult Education on having reached the beginning of its third volume. As one who has been keenly interested in the vast and varied problem of giving the advantages of education to those past school-age, I am very happy to see the increasing momentum of the movement, and the valuable literature that is being created by the Journal and other agencies for the guidance of those participating in so essential a human service.

Trivandrum,
Dated 24th October 1941. }

(Sd.) James H. Cousins,
D. Litt.

THE INDIAN JOURNAL OF ADULT EDUCATION

VOL. 3

NOVEMBER, 1941

NO. 1

Editorial Notes.

OURSELVES.

As this Journal enters the third year of its life, we wish to thank all our friends who have made possible this venture of service. We are grateful to our contributors and to our subscribers. We trust that we can count upon their co-operation in the ensuing year and in the years ahead in an increasing measure.

We are glad to be able to announce that Mr. Sajjad Mirza, M. A. (Cantab.), Principal of the Osmania Training College, Hyderabad, has joined the Advisory Board of Editors. We have a very much more representative Board than we began with. While we are trying to do our best, is it too much to ask our readers to help us in increasing the circulation of the Journal by persuading some of their friends to become subscribers? We shall be glad to send specimen copies to addresses sent to us by regular subscribers.

We offer our thanks to the two distinguished friends who have sent us special messages on this occasion.

The December Issue.

The December issue, as our readers will see, is an enlarged number, and endeavours to present a fairly comprehensive survey of activities in different parts of the country. It will be noted that the greater part of it is devoted to problems of Adult Literacy.

While this Journal has never failed to remind the country of the wider meaning of the term "Adult Education,"—as a reference to the pages of any issue of the last 2 Volumes will make clear,—it must necessarily reflect the state of affairs in the country. In our February issue, we hope to return not only to the question of Indian Universities and Adult Education, but also to enter upon an examination of the policy of the Government of India, and some of the Provincial Governments,—particularly the Government of Madras. Articles bearing upon these subjects will be gratefully received, and should be in our hands not later than the 23rd December 1941.

Indian Adult Education Conference.

THIRD SESSION POSTPONED TO EASTER.

The third Session of the Indian Adult Education Conference has been postponed to Easter, 1942. The Conference will be organised under the auspices of the Indian Adult Education Association.

On behalf of the Indian Adult Education Association and the Bombay Presidency Adult Education Association, which has been asked to make the necessary arrangements for the Conference, we invite all citizens of Bombay, who are themselves actively connected with or are interested in the education of adults, to join the Reception Committee of the Conference. Members of the Reception Committee will have the right to attend the meetings of the Conference and are entitled

to all the privileges of a delegate. The Executive Committee of the Association has fixed Rs. 5/- as the minimum membership fee of the Reception Committee, and Rs. 2/- for delegates. Any ladies and gentlemen can pay Rs. 2/- and become delegates. Donations are also invited and will be gratefully received from Institutions, Associations and Societies which, on account of their interest in Adult Education, would like to co-operate with the organisers in making the Conference a success. Cheques can be sent to the Indian Adult Education Association, 136, Apollo Street, Fort, Bombay 1.

S. M. BARUCHA,

Hon. Gen. Secretary.

Some aspects of Adult Education in India.

BY S. VASHUDEVAN, M. A., B. T., BANGALORE.

No systematic scheme of Adult Education has yet been attempted in India but 'sporadic attempts have been made, though on a large scale, to encourage' adult educational work. Thus proposals for providing educational facilities for adults on a systematized basis are just in the air.

The Problem in India.

But there is some difference between the type of work attempted here and the adult education programme of other countries. 'In most countries,

adult education has nothing to do with the removal of illiteracy, but adult educational organizations have concentrated on the *retention* and *extension* of the knowledge already acquired by men and women during their school days.' Here in India the problem is quite different. In this country, where the percentage of literacy is so low, the battle against illiteracy should be the first concern of any programme of Adult Education. Once this liquidation of illiteracy is accomplished, then begins an ever-continuing process of

self-education on the part of the adult. Literacy and education are not, of course, synonymous. But the former is the fore-runner and the latter cannot be attempted till after the removal of illiteracy among the masses.

Aims of Adult Education.

Adult Education should, among other things, aim at raising the social, moral and intellectual level of the masses, and increasing national efficiency. Neither individual advancement nor social efficiency should be left in the background. It should offer opportunities for general culture and aim also at improving the practical efficiency of the labourers. One of the fundamentals of adult education is that it should take the adults in the conditions in which they live and try to help them to live happier and more prosperous lives. The spirit of service is another essential feature of any scheme of adult education. It should have as its ultimate goal the progress of the country at large. Hence it will be realized that adult educational work in India must necessarily be many-sided and, in rural areas especially, it should embrace all aspects of the life and work of the villagers.

Methods to be employed.

The first problem that stares the adult-educationist in the face is the question of attendance. To compel the adults to attend is to attempt the impossible and definitely undesirable. So in order to give them a genuine desire to attend these classes, the course must be made really interesting. The schools should cater to all tastes.

What is popularly known as the Discussion-Method should be used wherever possible. The teacher should establish living contact with the taught. Every adult school should provide evening entertainment, and intellectual 'fare' to the students. It must appeal to the 'whole personality' of the adult. The teacher should guard against drifting into academic tradition, but should follow the natural bent of the adult mind, remembering that grown-up people respond to stimuli not always in the same manner as children. To attract the adults, the usefulness of the magic lantern, cinema and radio in any programme of adult education cannot be over-emphasized. As it is common knowledge that no adult will be interested in anything educational unless he feels the need for it in his every day routine and realizes its use, the best starting point will be to teach him to sign his own name. Besides enabling him to master those letters of the alphabet, this may create an interest in him to learn similar useful things. From what has been said above, it will be clear that the vocabulary which will be most useful to adults has got to be selected, and for this a suitable word-frequency list which would fascinate them and induce them to learn has to be prepared. Above all, the books intended for adults should be very cheap.

Parties who should co-operate.

While it is realized that Adult Education is primarily the responsibility of the State, for the successful working of any programme of Adult Education, it is necessary that many other agencies

should lend their co-operation. First and foremost, the University may carry on research and devise the best methods of teaching adults and produce suitable literature. Employers of labour may give a helping hand to the movement by seeing that their employees are made literate. University graduates can volunteer to undertake the work of tuition for some time.

Local Bodies may pay the village Schoolmasters under their control a small honorarium and ask them to teach the adults.

Based on the fundamental principle that it is never too late to learn, Adult Education is an answer to an inner call of human nature during and after adolescence, and forms an integral part of national progress.

2 ✓ Some Neglected Considerations in Adult Teaching

BY RANJIT M. CHETSINGH, M. A.

I

In taking up Adult Literacy work the first thing we need to remember is that Literacy by itself is neither the goal of Adult Education, nor does it by itself enable a person to enjoy the higher values of life or ennobled character. Literacy is a key—a key to one of the main doors to the house of enlightened living. In the West to-day, we have a great many people who are literate, but they are still semi-educated. Therefore, it is that we find many sad and tragic features in the life of the West in spite of the high percentage of literacy its citizens have achieved.

The second thing we must not forget in Adult Education work is the fact that adults are different from children. It is true that their mental powers are far more developed and far quicker than those of children. It is also true, however, that their minds have got accustomed to certain ways of thinking and they have acquired a great deal of knowledge of actual conditions in life. They have not, therefore, the same

natural desire and facility to learn through any and every new way which may come along their way, a facility with which the child is endowed. They have come to think of certain methods and avenues as the reliable and normal ways of learning.

In the following few lines it is our purpose to set forth some of the difficulties which the teacher of adults must face wisely and calmly, if he is to succeed in his work of Adult Education. Before we set down these difficulties, however, we wish to repeat *that adults can, if they wish and if wisely taught, learn far more quickly than children.*

II

As the adult grows up his mind gets accustomed to certain ways of thought, and he develops habits of behaviour and inclinations in thought. These inclinations, tendencies and habits are far more stable and less easily changed than the habits of the child. They are generally opposed to the formal and mechanical aspects of learning, for example, the learning of the process of

writing and of spelling as if it were a great end in itself. The adult wishes to relate these processes of learning through which he is asked to pass with his normal everyday experience. Therefore, it is likely, for instance, that he will see more reason for learning to write his own name than in learning to write the alphabet as such.

Then there is the tendency in the adult to be critical—even in India. He looks at things from the point of view of his own experience. The adult will not accept without criticism, questioning and resistance maxims and principles which we may try and teach him. The fact that these questionings and resistances are not always conscious makes them only harder to deal with.

In this way, he is different from the child who takes it for granted that the teacher really knows more than he does and who is anxious to enlarge his universe. The adult may feel, consciously or unconsciously, that the teacher is superior to him in that he has learnt skills, notably the skill of reading and writing, and he has had an opportunity of leading a more sheltered (and what to the average adult in India seems to be) a more comfortable life. But the Indian adult is also conscious that he has in some ways more skill than the teacher—he can, for example, handle the pickaxe or the scythe better than the teacher can, and in actual practice he knows better how to grow and nurture crops than most teachers. He can probably, lift heavier weights than the teacher can. He probably has a more intimate knowledge of the dealings of the Sahukar or the landlord than the teacher has. This creates

sometimes very difficult situations in the teaching of adults. They cherish (often without knowing it themselves) an attitude of superiority towards the teacher. The preaching that teachers try to inflict on adult pupils about mosquito-nets, practising hygienic methods and the evils of early marriage are not only lost on the average adult, but he probably feels that people who do not practise early marriage, use mosquito-nets and make a fuss about hygiene have less resistance to disease than he himself has: so that he is inclined to look upon these things (probably without realising that he does so) as things which make men soft and ease-loving.

A smart and full-blooded adult may come into the village-teacher's class and put him difficult questions and the teacher may feel that he is holding up the progress of the adult literacy class. An Indian Psychologist cites the example of a night-school, where some College students were trying to teach elementary arithmetic to adults. The young *students, boys* as they were in the sight of the adults - told the adults that it would be easy for them in adding up, if they would write their digits in neat straight columns. A couple of proud adults insisted on writing their digits in crooked columns and being smart, produced correct answers more quickly than some of the slow people in the class! And then they boasted, "See, these people followed your method and have not succeeded in doing the sum; we did not and yet we have got the correct results and more quickly!"

A third thing we need to remember is that some adults are cynical towards

anything that is being taught. They come to school sometimes because they are urged to come, sometimes because some of their friends come, and sometimes just because they wish to feel privately amused at the efforts of their friends! This attitude also strengthens the normal tendency of the average adult towards concrete situations, the tendency to attend to those things which give immediate satisfaction in a concrete way. In India, especially, the gifts of imagination, of imitation and of self-assertion to which the teacher can appeal in the child are often suppressed or atrophied in the case of the adult.

A further difficulty may arise when the teacher is known to be in economic difficulties. In these days, the average adult does not give to the teacher the same respect as the priest-teacher used to get in the olden India. If, therefore, the teacher is socially and economically backward, and if in addition, he happens to have weak a personality, all the difficulties of which we have spoken and many more will come in the way of successful adult education work.

III

Adults pass through different types of experience and build up different habits of mind. It is difficult, therefore, to treat them as one group, unless they, by chance, come from the same caste or the same strata of society in their village or town. Hence it is wise, for the adult teacher and for the supervisor of adult education to think of breaking up adult classes into units as small as possible. In the long run, this will make for economy and quickness in achievement.

Similarly, in arranging our material, we must be resourceful. We must not try to give the same examples in the case of different adult groups. Teachers from the West often give us one or two examples which they think will appeal to every group. In the west, there is a certain uniformity of background which we cannot assume in India. Where possible an appeal to religious ideas should be made, as these carry a great deal of weight with illiterate or semi-literate adults. They will also readily respond to a simple joke. The wise teacher will try to bring in humour into his class and will create in his pupils the capacity to laugh at themselves. If he can, he will find that he is not doing mere literacy work, but that he is influencing those who come to him for simple instruction in the deep things of life.

IV

In conclusion, we would urge upon all the necessity of providing some sort of training and instruction in the art of adult education for those who are to undertake this task. One of the sad things in the enthusiastic period of the last 4 or 5 years was that the people just got hold of a few of the things that Dr. Laubach said and imagined that those maxims of his alone would enable them to make up for the lack of training and the ignorance of the average person who undertook adult teaching.

If it is not possible to have a fortnight's training for teachers before they set out on their task at the beginning of a campaign, at least a short and intensive course should be given in

which some of these difficult points briefly referred to above are dwelt upon and lines of solution indicated. In all training, the place of "newspaper-talk" and the less formal ways of education, should be emphasised. If I were an illiterate adult, I would get bored with *daily* literacy instruction! I would want something to relieve the monotony of the routine part of the teaching. It is essential that adult classes shall have times when interesting news will be given, lantern slides shown, singing parties arranged, and adults encouraged to discuss some topic which interests them.

We should not persuade ourselves that the *Reader* which we teach is of as great interest to the adult pupil, as it is to the teachers who understand its phonetic make up or other qualities, or who have had a share in compiling it! Probably, to the adult it is quite often an artificial sort of story which carries him into an artificial atmosphere. Variety is essential. If songs and little verses of interest to the villagers can be found, whether they have a crude love-interest or a religious interest, they should be utilised. The adult class should not be a monotonous kill-joy affair.

The Indian Adult Education Association

K. R. CAMA ORIENTAL INSTITUTE BUILDING, 136, APOLLO STREET, BOMBAY

October, 1941.

The Association has issued this Questionnaire in connection with the proposed All-India Adult Education Directory. The Association has sent the Questionnaire to some individuals and societies working in the field of Adult Education but on account of its limited resources and for want of addresses it has not been able to reach all individuals and societies directly. The Association therefore requests all individuals and societies who have not received this questionnaire to reply direct to the Hon. Gen. Secretary, Indian Adult Education Association, K. R. Cama Oriental Institute, 136, Apollo Street, Fort, Bombay. The reply date is extended and it is hoped that those who have not received this questionnaire will reply to the Questionnaire which is printed in this issue.

Societies are requested to send their annual reports along with their replies.'

DEAR SIR/MADAM,

The Association has to prepare a Directory of Institutions doing Adult Education work in India with a view to affording useful information on the subject of Adult Education to social workers and persons interested in the problem of Adult Education. The Association has to collect the information as soon as possible, with a view to publishing a Directory affording complete information.

I am enclosing a Questionnaire and beg to request you to kindly fill in the same and return it to us soon so that the information about your institution

may be included in the proposed Directory. We earnestly seek your co-operation as we know that the Directory will be more useful, informative and complete if we have the kind co-operation of the various institutions doing Adult Education work in India.

We shall be glad if you will also kindly send us a recent copy of the Annual Report of your Society, if any. Please write all particulars legibly so that mistakes in printing may be avoided.

It is the intention of the Association to print a large number of copies of the Directory which may run into many pages. The number of pages will

depend upon the number of institutions co-operating in the scheme. The cost will be heavy and any help your Institution can give towards the printing cost will be very much appreciated.

We hope you will kindly supply us the information as early as possible, and before 25th December, 1941 in any case. The Directory will be a useful book of reference and information to social workers, welfare institutions, Government, Municipal and all public bodies.

Yours faithfully,
S. M. BAHRUCHA,
Hon. Gen. Secretary.

The All-India Adult Education Directory

QUESTIONNAIRE

1. Name of organization or individual carrying on work.
2. Address.
3. Date or year of foundation.
4. Aims and objects (if printed, please attach a copy).
5. Types of Adult Education work being carried out.
6. What are the main features of your educational work? Give broad sectional details, if any.
7. Does the organization work entirely for men or for women or for both?
8. Give the average number of adult pupils (men or women or both) taught every year with their ages and occupation.
9. In what language or languages your work is carried on?
10. When are the classes held? Please state if you have to make any special remarks as to hours of teaching per week etc. Please give separate details for classes held in villages, and those held in mills and industrial areas.
11. Who are the teachers and what is their training and qualifications? Are they full time or part time? How are the classes supervised? Are there any voluntary teachers? What is the main method of teaching?
12. If your work is mainly of Literacy education, what is the criterion of Literacy? What text-books are used?
13. Is any use made of the magic lantern, the Cinema and the Radio? Have you any proposals under consideration?

14. What steps are taken to encourage continuity after reading and writing has been partially mastered? Are there any libraries in the locality where suitable newspapers or other readable materials for the use of this class of adults are available?

15. What cheap books and literature for adult schools are available? What 'Continuation' or 'Follow up' literature is available?

16. How is the work financed? Is your organization dependent on public support or is it self-supporting?

17. What is the monthly cost per student for your different types of Adult Education work? Do any students pay any fees? Do they pay for books or other class material?

18. What difficulties are experienced by your organization in carrying out several types of Adult Education?

What motives are appealed to, to awaken the desire to learn?

19. Is there any Extension Lecture work? Are you conducting any Night College? Are there any Diplomas for people instructed in the college subjects?

20. What should be the place of Adult Education in the general system of education in a country like India where literacy is very low?

21. How should employers of labour in mills, factories, Municipalities and other institutions be required to help in promoting literacy among their employees?

22. On what lines should the Adult Education for Women be conducted? What special steps are necessary to carry this out successfully?

23. Any other relevant information not covered by this Questionnaire may be kindly supplied.

3 ✓ The Sikh Adult Literacy Committee, Amritsar, 1940-1941. Singh, B.

At the invitation of S. Ishar Singhji "Majhail," President, Sri Darbar Sahib Committee, Amritsar, the first meeting of some of the well-known Sikh Educationists was held on 5-11-39 in the Khalsa High School, Lahore.

Constitution: - An Advisory Board under the name of "The Sikh Adult Literacy Committee" was formed with the following members:—

1. S. Ishar Singh "Majhail" President.
2. Jathedar Udham Singh Nagoke.
3. Jathedar Mohan Singh, Sri Akal Takhat, Sahib, Amritsar.

4. S. Niranjan Singh, Principal, Sikh National College, Lahore.

5. S. Indar Singh, A. D. I. of Schools, Jullundur.

6. S. Kehar Singh, Headmaster, Khalsa High School, Lahore.

7. S. Barkat Singh, Deputy Divisional Inspector of Schools, Lahore Division, Lahore.

8. S. Jagdish Singh, M. A., F. C. College, Lahore.—Secretary.

Later on S. B. Hukum Singh, Vice-President, Golden Temple Committee, Amritsar and S. Tek Singh, member of the Golden Temple Committee, Amrit-

sar, were taken as members in place of S. Indar Singh and Bawa Barkat Singh, who had to leave the Committee's membership for some departmental reasons.

Donation:—S. Ishar Singh, President, informed the members that the Golden Temple Committee, Amritsar, had sanctioned an amount of R. 5,000, per annum for a period of five years for Adult Education in the Amritsar District and that the Managing Committee of Gurdwara, Tarn Taran, had allocated a sum of Rs. 1,000 per annum for this purpose.

1st Batch of Teachers:—To impart training to teachers and an Organiser in Dr. Laubach's method an Experimental Class was started. Miss R. M. Redman, Bhagsar and Mr. Walter S. Khan gave the necessary training for a week.

Centres and Teachers:—In the beginning only five centres of work were opened. Later on in January, 1940 the number of centres was increased to 30 by the Amritsar and the Tarn Taran Committees. The necessary articles and literature (such as Books, Slates, Black Boards and Kerosene Oil etc.) were supplied free. The number of such Schools was ultimately raised to 53 in 1940. At present there are 37 centres working in the District. Out of our teachers we have selected some 8 or 9, who move about in their appointed circles to supervise the work carried on by other teachers. Some of them are Matriculates and trained hands. They take keen interest in social and rural uplift work in villages.

Office:—Due to rapid increase in the work of management etc., S. Pritam Singh, B. A., LL. B., was appointed as Assistant Secretary of the Literacy Committee in March, 1940 and thus a regular office came into being. It is situated in the premises of the Sri Darbar Sahib Committee office, Amritsar. Later on S. Niranjan Singh was appointed an Organiser in place of S. Gurdit Singh. His main work is to visit the Schools from time to time, to attend to the needs of the teachers and adults and keep the office informed of necessary facts.

Inspection:—Our Schools are inspected by the departmental authorities as well as by responsible persons of the Illaqa, teachers of Khalsa Schools and Professors of Sikh Colleges. National Workers of fame also see some of our Schools and the work at all centres has been found to be quite satisfactory and the progress of the scheme was pronounced to be very encouraging and much scope for further work in this field was anticipated by the above mentioned gentlemen.

Course and Session:—The course of studies is of three months duration and there are 3 sessions in a year. The classes are held for the following period in a year.

1. 15 November to 15 April (5 months)
2. 15 June to 15 October (4 months)

In winter adults read at night and in summer at noon or in the evening, for about fourteen hours a week.

Attendance:—During the year under Report 1,024 adults were admitted out

of whom 818 were granted Literacy Certificates specially prepared by us. The particulars regarding their number and caste are as under.

1. Sikhs 783 (men 675 and women 108); Muslims 18; Hindus 17.

There are 760 adults receiving education at present in 37 centres.

Conditions for admission:—There are no caste restrictions for admission to our schools, as is apparent from the above details. Even untouchables in large numbers joined our schools. Adults above 14 years of age are admitted, but this condition is relaxed in special cases. After the commencement of a session no admission is made.

The villages applying for schools in their villages are personally inspected and necessary census is taken to ascertain the average of literacy among them and then in suitable villages only centres are started.

Teachers' Allowance:—Our teachers are given necessary training at Amritsar and an allowance of Rs. 5. p.m. is paid to them afterwards. The teacher is selected from the locality in which a centre is opened.

Literature supplied:—We have got prepared and published a special Primer for beginners in Gurmukhi script. When an adult finishes his Primer he is given various other small books of literary and historical interest etc., written in Punjabi language, in Gurmukhi script. We also publish and supply free an 'Adult supplement,' which is a weekly organ. The con-

tents of the paper are of religious, historical, social and literary interest. We publish some matter with a view to encourage rural uplift work and economic progress among the villagers, and give news relating to important events in the country and abroad, specially news about the European War. We supply the Sunday Edition of the "Daily Akali" newspaper also to our schools. An interest to read newspapers in Punjabi is created for the adults so that they may not relapse into illiteracy after they discontinue regular studies. There is a regular record of admission and attendance and success of the admitted pupils.

Expenditure:—The Expenditure incurred from 1-4-40 to 31-3-41 is Rs. 3,840/14/6. Thus the average expenditure per adult throughout the year comes to about Rs. 4.

Conclusion:—Our past experience and observation go a long way to confirm our conviction that there is much scope and dire need for further work in this field and we consider it to be the primary and foremost duty of the state to pay their immediate attention to this cause of the country without which real progress is impossible. We must note that even most advanced countries in Europe have also realized the urgent necessity of making the masses literate in order to achieve lasting and substantial progress of their nations.

Literacy work among women calls for greater attention as it would serve as the real basis for the uplift of the ignorant millions and it has been ob-

served also that women attain literacy in a much shorter period than men and prove to be more intelligent, but it is simply regrettable to find that less attention is paid to their cause. Without financial help from the Go-

vernment private institutions can work only in a limited circle.

PRITAM SINGH,

Asstt. Secretary.

Sikh Adult Literacy Committee,
Amritsar.

4 ✓ Literacy and Adult Education in Mysore

"There can be no finer use of the leisure which our students enjoy than the passing on in this manner of the torch of learning to their less fortunate brethren. This will also give them a valuable opportunity of learning a great deal for themselves and making contacts with people outside their own immediate circle. For this reason, I look upon the work of the Mysore Literacy Council as twice blessed. If it is a means of bringing education to a large number of illiterate adults, I hope it will also be the means of bringing to our University students some knowledge of human nature and a realisation of the difficulties and obstacles that lie in the way of human progress. It should also be the means of bringing about understanding, and even friendship, between all classes and castes of His Highness's subjects."

Rajamantrapravina Mr. N. Madhava Rau, Dewan of Mysore, declared as above in his speech on the occasion of the celebration of "Literacy Day" under the auspices of the Mysore Literacy Council on 31st August, 1941. The full text of the speech is as follows:—

"I am very glad it has been possible for me to be present at this important meeting convened by the Mysore

Literacy Council to see something of the very valuable work undertaken under its guidance for the promotion of literacy and adult education. It is just a year since the Council which includes representatives of the University Union, the Mysore Municipal Council and the Department of Education commenced its activities. I am glad to know that, within the brief period during which it has worked, substantial results have already been achieved. The fact that as many as 650 students in Mysore City joined the summer classes this year is proof of the popularity these classes have already won for themselves. The further fact that, of 470 who took the literacy test, 450 were successful, is a tribute alike to the enthusiasm of the students and to the quality of the teaching. I am also very glad to learn that apart from the main work in Mysore City, several literacy classes both in Kannada and Urdu have been held in Channapatna, Yelandur, Kalukunte and Bhadravati and that instruction has also been given under the Council's auspices in forty-three villages in the State. There are other organisations at work on this vast task of liquidation of illiteracy, but I think they will agree to give to the work of the Mysore Literacy

Council pride of place in the Statewide effort which is now being made to tackle the problem of illiteracy and adult education in Mysore."

Post-Literacy Provision.

"I need hardly say that a true solution of illiteracy is a very different thing from the dissemination of a mere knowledge of the alphabet and of very elementary reading and writing. Literacy is not an end in itself but a means to an end. It must be the means of opening out to the student at least something of the great world to be found in books and should enable him to take an intelligent interest in day-to-day affairs described, perhaps more prosaically, in the newspapers. Literacy must teach the student not merely to read and write but to think new thoughts in the new fields which the rich world of books and papers unfolds before us all. For this purpose the organisation of education courses with suitable books is an integral part of a full literacy campaign. I am glad to see that you are fully alive to this need and have planned the course with a post-literacy stage and an Adult Education and Library stage so as to make sure that the tool of literacy is properly employed to secure the attainment of the end in view. Literacy and adult education are the twin aims of your work, and I can think of no more potent factors than these in the laying of the foundations of intelligent citizenship. I feel these aims should find a place in the activities of all local bodies and welfare institutions and I can assure you that the Government will give you all the assistance in their power

and will always use their influence to encourage all public bodies to take an active part in the campaign to spread literacy and adult education throughout the State.

It is, perhaps, of special significance that the greater part of the work hitherto done has been performed on an entirely voluntary basis by University students. There can be no finer use of the leisure which our students enjoy than the passing on in this manner of the torch of learning to their less fortunate brethren. This will also give them a valuable opportunity of learning a great deal for themselves and making contacts with people outside their own immediate circle. For this reason, I look upon the work of the Mysore Literacy Council as twice blessed. If it is a means of bringing education to a large number of illiterate adults, I hope it will also be the means of bringing to our University students some knowledge of human nature and a realisation of the difficulties and obstacles that lie in the way of human progress. It should also be the means of bringing about understanding, and even friendship, between all classes and castes of His Highness's subjects.

I may, perhaps, be allowed to commend to you another aspect of this work. The problem of educated unemployment which is becoming serious would be far less intractable if our students would agree to continue as a career in the villages the work which they have here so well begun. The prizes may not be glittering but, I am sure, the remuneration would in the long run be adequate, while the op-

portunities for service as educational missionaries and social workers in the countryside should make an appeal to some of those genuinely endowed with the high ideals of a University.

It is because I feel that your aims are so important that I am proud to be

associated with your work through this meeting held to-day. I wish the Mysore Literacy Council godspeed in the great task to which it has set its hand and trust it will receive all the practical sympathy and co-operation to which its high purpose entitles it."

5 ✓ The Bombay Presidency.

[We are grateful to the D.P.I., Bombay for the following information supplied by him. ED.]

The scheme of liquidation of adult illiteracy was started by Government in the Province in 1937 with only 29 classes. The whole of expenditure of these 29 Adult Education classes was borne by Government and during the year 1937-38 an expenditure of Rs. 7,500 was incurred in connection with these classes. In order to spread the movement Government also appointed a sub-Committee to work out a detailed scheme. The Committee made certain recommendations and drew up an elaborate scheme involving expenditure running into crores. This report could not be accepted by Government in view of the prohibitive cost. Government, however, appointed a Provincial Board for Adult Education *inter alia*—

(i) to submit, for the approval of Government, a programme for the spread of adult education in the Province;

(ii) to conduct propaganda for the removal of illiteracy and other forms of ignorance;

and

(iii) to encourage and supervise the publication of suitable literature for adult education.

In consultation with this Board a scheme for the registration of adult education workers and grants-in-aid to literacy classes was put into operation. Under the scheme grants-in-aid to adult education classes were paid at the following rates:—

(i) A basic grant of not more than Rs. 5 per mensem plus a capitation grant at Rs. 2 per adult who satisfied the prescribed literacy test, or a grant of Rs. 4 per adult satisfying the prescribed literacy test.

(ii) An equipment grant not exceeding Rs. 40 per class. By the end of March, 1939, there were some 460 adult education classes on the registered list with 13,800 adults under instruction, while the total amount of grant paid during that year was Rs. 19,800

During 1939-40 the number of these classes rose to 2,300 and 13,200 adults were made literate. The total amount of grant paid to these classes was Rs. 86,000 out of which about Rs. 27,000 was paid by way of an equipment grant. The average cost per literate amounted roughly to Rs. 4-8. In view of the heavy cost the rate

of grant was reduced, during the course of the year, on the recommendation of the Provincial Board of Adult Education as under.—

A.—*In villages with schools:*

(a) Equipment grant not exceeding Rs. 12.

(b) Maintenance grant at annas 10 per adult taught reading with understanding.

B.—*In villages without schools:*

(a) Equipment grant not exceeding Rs. 12.

(b) Maintenance grant at Re. 1 per adult taught reading with understanding.

This reduction caused a set back and there was a fall in the number of classes. At the end of 1939-40 nearly 50 per cent of the classes disappeared and only 25 per cent of the adults attending the classes became literate.

1940-41.

During the year 1940-41 there were only 300 classes working and a total grant of Rs. 2,700 was paid to them. The whole scheme was, therefore, reviewed with a view to seeing how the programme for the liquidation of adult literacy could be carried out more vigorously and it was decided that the rates of grants first sanctioned in 1938-39 should be restored with effect from the year 1941-42. During this year a provision of Rs. 1 lakh has been made in the budget at the rate roughly

Rs. 5,000 per district. Instructions have also been issued at the beginning of the year to Inspecting Officers to encourage, so far as possible, the opening of adult education classes in large villages with a population of 1,000 or over as well as in small villages in which it is possible to collect an adequate number of adults to form a class.

Post-Literacy Classes.

In connection with the post-literacy work Government have made a provision of Rs. 60,000 for village libraries in the current year's budget. Under the scheme of village libraries which is under the consideration of Government it is proposed to open some 100 libraries in villages in which there is no library at present, in each of the 20 districts in the Province, and pay to it a non-recurring grant of Rs. 30 for books, etc.

Bombay City.

So far as the liquidation of adult illiteracy in Bombay City is concerned, there is a separate Bombay City Adult Education Committee. During the year 1940-41 the Committee maintained 1,140 literacy classes for adults in Marathi, Gujarati, Hindi, Kannada, Telegu and Tamil. These classes were attended by over 21,000 adults (16,000 men and over 5,000 women). During the year 17,610 adults appeared for literacy tests, while some 14,860 were declared to have become literate. The total expenditure of the Committee was Rs. 64,840 out of which Government paid Rs. 46,000.

67 The Adult Education in the Indore State

(Supplied by the Education Department)

The campaign of Adult Education was started in this Department in 1939. The work was in the beginning carried on by Primary and Middle School teachers who, after school hours by day, used to teach adults in the night, by holding night schools. But, from the last year, *i. e.*, 1940, the scheme popularly known as "Each one teach one," for adult education was also launched on His Highness's Birthday *i. e.*, on 26th February 1940. Under this scheme a general appeal was made to all the citizens of the State to increase the number of literates by at least one literate individual teaching one illiterate within a period of six months. The scheme was received with enthusiasm.

The following are the figures of results achieved last year, ending 30th September 1940 and sustained efforts this year, from which it will be seen that it is progressing:—

	1940	1941
Pledge forms of "Each one teach one" filled in.	3,033	4,256
No. of literates turned out.	1,053+928 (by Each one teach one system)	1,814
Adults attending Night School as well as under individual tuition ...	1,801 (Attendance)+2,565 (under each one teach one scheme).	5,799
Subscription collected for this scheme ...	Rs. 173-4-6 Information awaited.	

The examination of adults is being conducted by Circle Inspectors. They are examined in reading, writing and arithmetic, thus measuring literacy according to the definition published by this department in the State Gazette.

As to the Rural Uplift Work, 9 Rural Uplift Centres have been opened in the district comprising 55 villages. Arrangements for starting libraries and reading rooms have been made at these places and classes for adults organized.

The literate public has begun to take interest in reading books and newspapers, which are also read over by Village Pracharaks to illiterate persons at places.

Departmental efforts are being supplemented by the Adult Literacy Association in Indore State and the State Harijan Uplift Organizations. There is a close and keen co-operation among all these agencies.

A regularly organized effort is being made to compile suitable literature for adults. A Primer has been written under the directions of the Director, School Education.

Rev. G. P Bryce of the Indore Christian College, Mr. S. R. Dube, M. A., LL. B., B. T., Head Master of the Teachers' Training School and Mr. S. S. Varma Sahitya Ratna, M. A., B. T., Inspector of Schools, Northern Division, Indore, have been entrusted with the work of compiling well-graded post-literacy literature for adults.

Owing to financial difficulties most of the work is confined to 'labour of love' so far.

Proposals are being considered to grant some nominal honorarium to the workers on the basis of results achieved. The campaign is gradually gaining strength.

7 ✓ Baroda Adult Literacy Campaign.

(Kindly Supplied by the Naib Vidyaadhikari.)

Adult literacy.

The adult literacy campaign started in May 1939 was continued. During the course of the year 569 adult classes were conducted with 6,623 adults studying in them. Out of these 1,274 have been successful in attaining the literacy standard fixed by the State, 1,731 adults left the classes without completing the course, and 3,618 are still attending the adult classes at the end of the year.

Work done till now.

From the inception of the literacy campaign till the end of July 1941, the total number of classes conducted was 1,795. In all 26,457 adult illiterates attended these classes and out of them 9,861 have been successful in attaining the literacy standard fixed by the State. Of the remaining 16,596 illiterate adults, 12,978 have left the class without reaching the literacy standard and 3,618 are still attending the classes to acquire literacy.

Government grants.

Adult classes conducted in backward areas or in areas of concentrated efforts are paid a monthly contingency grant of Rs. 2 to 4, and over and above this an yearly lump sum of Rs. 50 per every batch of 50 persons rendered literate. At other places the work is considered to be honorary, but schools or centres doing good work become eligible for prizes ranging from Rs. 50 to Rs. 250 per annum.

Poor public response.

Generally these classes are conducted in the evening in school buildings.

Primary school teachers form the major portion of the workers in these classes. In spite of the repeated efforts by the officers of the department the public response in the matter of organisation or finances of this scheme is very poor. The question of devising ways and means of extending increased public co-operation in furthering the campaign is under consideration at present.

Literature for newly made literates.

The question of preparing suitable literature for the newly made adult literates is also being examined and a committee is appointed to explore all the possibilities in this connection, and submit a detailed scheme about the preparation of such literature.

8 ✓ WORK UNDER THE SIND GOVERNMENT.

With the inauguration of the Literacy Day on 1st May, 1939, a wave of enthusiasm swept over the whole Province. All congregations—the Congress, the Anjumans, the Maha Sabha and various leaders and moulvis joined hands in this matter. Officers of all Departments, Education, Engineering, Revenue, Police, etc., also responded wonderfully. Many of the School Boards seemed to show willingness to place their men and money at the disposal of the Department for this purpose.

There was so much enthusiasm among the adults at most of the centres that one could not help wondering how

adults as old as 50 years and some even beyond that age could take so kindly to education. It gave them immense pleasure to find that they could read their books, write to dictation from them and work examples in simple arithmetic.

In order to make instruction interesting and real, a weekly paper entitled "Ilm" was being published and a copy of it supplied free to each centre. It contained articles on Hygiene, Sanitation, Public Health, Education, Agriculture and Morality, besides current important news of the world.

Soon, however, difficulties began to crop up—the cultivation season began and the Haris simply revolted at the idea of being more or less compelled to read at night when they were dead tired after the day's hard work. The Brohis in the Johi taluka created a serious situation which was managed very tactfully. But on account of the enthusiasm of the Government Inspecting Officers of the Department and the Officers of the School Boards and the kind co-operation of some of the Revenue Officers, work continued to be done. Monetary difficulties also began to be felt more and more, as in some districts, the Chairman, or even some officers of other Departments, slackened their efforts in this connection. The public reponse for funds also did not materialize to the extent it was expected, with the result that in most of the Municipalities and in some Districts, the remuneration to teachers could not be adequately paid. This also damped the enthusiasm of many teachers,

Hardly had we worked through the Abkalani season, when we were faced with a very serious problem—the month of Ramzan followed by Idd was approaching. In spite of our best efforts and our adapting the teaching periods to local conditions in each district, our work suffered. On this account and on account of commencing the work from the very start, it was considered advisable to extend the period of the Campaign upto 31st December 1939.

We were again just entering an intensive period of work after Idd, when the terrible riots took place at Sukkur which practically ruined the Campaign in the Sukkur District and gave a rude shock in all the Districts specially in Upper Sind. Ladies' centres practically all closed down.

There were critics, and very hard critics, indeed, who were decrying the whole campaign and trying to ridicule the noble work done, without realizing the tremendous odds against which we were working and without waiting to see what results we achieved. To them, the best answer is the actual work done as shown above. Fortunately at the helm of affairs there was one who was fired with enthusiasm for doing substantial work for the masses. The Honourable Pir Illahi Bakhsh rushed from place to place, district to district, covering miles after miles at mid-day or mid-night, enthusing every worker and spreading the contagion of work in all those who came in touch with him. But for his supreme efforts for the cause we would not have been able to achieve these results.

To make the work permanent, moving libraries have been opened in all the districts excepting Karachi district where also it is proposed to introduce the same.

Holding of examinations and results.

Final tests of the adults in the work done by them commenced on 11th December, 1939. The officer in charge of the taluka, i.e., the Government Inspecting officer or the Administrative officer, examined 5% of the centres within the jurisdiction of each of his supervisors while the rest were all examined by the respective supervisors. Practically the whole month of December was allotted to examinations all over Sind, excepting Karachi city where the examination was conducted in the end of February, 1940.

At the end of December '39 there were 1,679 centres, with 60,159 pupils consisting of 8,691 Hindus (6927 males+1,764 females) and 51,468 Muslims (49,415 males+2,053 females). Out of the above, 29,995 i.e. nearly 50% were made literate who could read and write and understand a little of domestic

accounts. Of 29,995, 3881 (3,038 males+843 females) were Hindus and 26,114 (24,880 males+1,234 females) were Muslims. This has remarkably raised the percentage of literacy so far as the Muslims are concerned.

Certificates were granted to those who became literate.

The total cost of educating each adult learner worked out at Rs. 5 only and the cost to Government was As. 11 only. This is a very negligible amount as compared with the cost of educating a child in an approved Primary School viz., approximately Rs. 16 per annum or Rs. 80 for five years required to complete the course upto Primary Std. IV and to the cost of Government viz., about Rs. 6 per annum or Rs. 30 for five years. The cost of educating a pupil in a District Local Board or a Municipal Local Authority School, is, of course much higher. Thus considering the time and the money spent, the results achieved were satisfactory and no doubt beyond expectations.

(From a Report of the Secretary
Central Literacy Committee, Sind).

Adult Education in Other Lands

9 ✓ THE NATIONAL COUNCIL OF THE ADULT SCHOOL UNION, ENGLAND.

42nd Annual Meetings at Churchgate, Leicester, June 14th-15th, 1941.

[We give below extracts from a report of a meeting of the N. A. S. U Council of England. The report which will be read with admiration, is a challenge to us in India.—ED.]

The story of these meetings must be told all too briefly—for lack of space. Some 70 members gathered and were most hospitably entertained by Leicestershire Union officers and members, in their homes as well as at meetings and meals. Harry Evatt, Presi-

dent of the Leicestershire Union, in a delightful speech of welcome, reminded his hearers that the first meeting of the National Council was held in the Mayor's Parlour at Leicester in December, 1899, and that his Union has provided three N. A. S. U. Presidents.

Harry A. Lacon, J. P., was warmly thanked for a quite remarkable year of service as President, with every engagement fulfilled, and he expressed his gratitude for the reception he had had in many parts of the country.

T. Fred. Williams, as the new President, had begun his service at the beginning of March and was not only confirmed in office but was asked to keep in office for a two-year period—that seeming to be a wise course in present circumstances. Happily he consented. His presidential address, created a deep impression and led to animated discussion as well as to warm thanks. Miss Joan M. G. Lloyd, of Birmingham, was unanimously elected President-elect, with the fervent hope that when, in March, 1943, she succeeds to the Presidency, we may be in times of peace and reconstruction.

Sincere tributes were paid to the memory and service of three who have died since the last meeting of the Council: Mrs. Barrow Cadbury, D.B.E., Horace Fleming, M.A., and Sir Walford Davies, each of whom have made distinctive contributions to the welfare of our Movement.

The Council was fortunate in being able to command, for another year of service, its principal officers, and A. Frank Ward, Chairman of the Council, R. Crosfield Harris, Hon. Treasurer, Ernest Dodgshun, Hon. Secretary, and John H. Robson, Chairman of the Executive, were re-elected and cordially thanked.

The Hon. Secretary's annual report was a verbal review of a year of diffi-

culty and opportunity. Inevitable difficulties of travel, etc., had limited the work of the N. A. S. U., though a number of committee meetings had been held and there was evidence before the Council of much work done by a reduced staff. Admiration was expressed for the work of the General Secretary and staff—work done in London and under harassing conditions. Maintenance of publication of *One and All* and the Handbook, with their standards well maintained, was something of which the Council might well feel proud. To some extent responsibility for carrying on had been increasingly thrown on Unions and Schools, and the fine manner in which many of them had risen to the occasion was repeatedly illustrated in the discussion which followed Ernest Dodgshun's statement. The General Secretary's "messages and bulletins," sent direct to Schools by post, had been greatly appreciated. Reference was made to lecture schools, non-residential schools, work for refugees, lunch clubs, Miss M. Chalmers' work in the Midlands, service at Rest Centres, etc., increased use of Guest Houses, dramatic work and music, and to the various Schools which have suffered by damage to their premises by "enemy action"; with even more sympathy to many members who have suffered in life or home by similar catastrophe. Some at least of these matters must find reference in the letter which it was agreed should be written and sent to all Schools.

Miss Alice Robson's presentation of the report of the Handbook Compilation Committee, with their outline of

their scheme for a Handbook for 1942, provoked some animated discussion.

It was excellent news that sales of the *New Fellowship Song Book* were actually rather larger (21,619) during 1940 than during the previous year, incidentally with financial benefit to N. A. S. U. funds. F. J. Gillman referred to the Song Book as "a priceless heritage and a veritable testament of beauty," and following his tribute to Sir Walford Davies it was agreed to make a substantial donation to the memorial fund that is being raised to commemorate the man and his great work for music in Britain.

Finance must always claim serious attention on these occasions. It did when R. Crosfield Harris presented the balance sheet and statement of accounts for the last financial year—seemingly belated because the annual meeting had had to be postponed for three months. Happily that year had ended with a small amount on the right side. The Treasurer drew attention to the approved scheme whereby a subscription promised under "covenant" for a period of seven years means that income-tax on that amount is repaid to the society to whom the gift is made. Several members later agreed to pay subscriptions on this covenanted basis. So the accounts and estimates were passed, with a final suggestion by the Chairman, A. Frank Ward, that it would be wisdom to build up such a reserve fund—if that could be done—as would finance strong development work after the war.

Just how best to carry on committee work during the war led to a lively

discussion. There was a recommendation that, instead of appointing fairly large standing committees, small nucleus committees should be created to meet as often as might prove possible and desirable. But the democratic temper of the Council rose in revolt! It was decided to reappoint full membership of the committees, giving them power to carry on with nucleus committees if they found it well to do so.

Correspondence Courses also had been maintained, though with fewer entrants from prisons as well as from Adult School folk—as was to be expected. It is hoped to run similar courses next winter. Three summer schools for unemployed—one at Barnard Castle and two in the Rhondda—had been very successful, but other summer schools had had to be given up. The Committee's new statement of the purpose of Adult Schools had been very generally welcomed and adopted.

Discussion on this report brought out some valuable news about activities which Unions and Schools are maintaining or developing—home and neighbour groups, one-day lecture schools, music festivals, arts and crafts exhibitions, etc. But there was general regret that Fircroft College had had to suspend its work "for the duration," whilst the work of Hillcroft College was restricted.

The International Committee's work continues to an extent that owes a great deal to the devotion of Lionel Sproule, who could speak of pen-friendships being made possible in relation to a number of neutral and allied countries, if at a much reduced rate.

In fact, he said, the International Correspondence Bureau was "very much alive," working on in faith that it attracts young people and will have a great contribution to make in coming days. Ernest Champness had something interesting to say about the way in which efforts to stimulate an indigenous Adult Education movement in India were proving fruitful in spite of war conditions, and the General Secretary spoke of letters from Adult Schools in Toronto, Canada, and Perth and Sydney, in Australia, sending messages of sympathy and greeting to folk in Britain.

The General Secretary's report was a summary of many activities. It had so far proved a wise decision to carry on at 30, Bloomsbury Street, for no major damage had been done to the premises so far.

Proceedings of the whole week-end were immensely encouraging, though there was regret that Scotland, Ulster, Cornwall, Essex and Suffolk, Hereford, Lincolnshire, South Wales and Sussex were not represented. There was evidenced strong determination to maintain the work of the Movement as a contribution to the spiritual and educational needs of the nation in these critical days, so that, in happier times, it may be able to make an even larger contribution.

Of the courage and generosity of our Leicestershire friends in entertaining the Council in days of rationing, travel difficulties and home limitations, no words can fully express thanks. They made a great contribution and we are all profoundly grateful to them,

Two New Schools.

Coombe Cottage School, BATH, for men and women, was opened on April 1st and has a membership of 18. Meetings are being held on Tuesdays at 8.0 p.m. at Coombe Cottage, Greenway Lane, Bath. The president is Mark Rutherford and the secretary is Albert A. Frankland, of Coombe Cottage, who writes that at the first meeting Mr. Payne, an experienced Adult School man, gave a delightful introduction to both subject and Movement.

The Windmill Avenue School, KETTERING, opened with a meeting on May 4th, and has a membership of 33 women, with Mrs. A. Essam, of 4, Althorpe Place, Kettering, as secretary.

— *One and All.*

ADULT EDUCATION IN RUSSIA AND THE U. S. S. R.*

An Outline of History and Tendencies—I.

BY G. FEOFILOV.

Cultural development in Tsarist Russia was directly or indirectly dependent on the outcome of the long-drawn out struggle between Russian progressive society and the defenders of absolute Monarchy. Normal collaboration between the Tsarist rulers and the representatives of the people was practically impossible. Thus there was very little time for peaceful cultural work. Nevertheless, some achievements in the field of cultural life were remarkable, and they were entirely due to the devotion and love with

*With acknowledgments to the World Association of Adult Education, London.

which the Russian *Intelligentzia* gave their services to the people. The official view of the education of the people was very primitive and incredibly backward. Even the most enlightened Russian monarchists were always anxious not to give the people too much education so as not to spoil their "natural devotion to the Monarch and to official morality" as prescribed by the Russian Orthodox Church. In 1840 the Minister of Education, Count Uvarov, in his report to the Tsar, said, "If only I could push Russia back fifty years from all these theories" (theories of liberty) "which are now making their appearance, I would die quietly and happily, feeling that I had carried out my duty well." Count Uvarov died in great anxiety because the awakening of the people was apparent all even at that time, and in the 'sixties of the nineteenth century Russian progressive society was strong enough to challenge the Monarchy openly, to demand from the rulers the general reconstruction of the whole of Russian internal life. Considering the strong demands of the whole country, the Government of Alexander II reluctantly advised the Tsar to give the people some concessions. These concessions were great, and in some instances very daring. The history of Russia, it seemed, was turning in a completely new direction. "The epoch of Great Reforms", as the reign of Alexander II was called, was only the beginning, it was felt, of the building of a new Russia. There were high hopes of that even among the *Intelligentzia* of the extreme left. A great Russian publicist, the pioneer of the Russian

socialist movement, Alexander Herten, who was at that time a political emigre in London, published an open letter to the Tsar, praising the Tsar's great deeds, especially the abolition of serfdom. In his letter he exclaimed, "Galilean, Thou has conquered!" But the rulers did not want to give the final concession, political liberty, and the struggle went on. All cultural achievements in the "Epoch of Great Reforms" were, so to speak, snatched out of the hands of the rulers and the education of the people passed into the hands of Russian society.

The first step towards Adult Education was the decree of the 8th January, 1861, providing for the opening of Sunday Schools for poor workers and peasants. According to this decree the initiative for opening these schools rested with private individuals and societies, who were to provide all the necessary financial and teaching means. The Government allowed them to use government school buildings free of charge. General control over the schools was left to the Government. This control was entrusted to the care of the secret police and the priests of the Russian Church; representatives of the Church, as the decree said, "had to watch carefully that nothing would be taught in these schools which ran counter to the rules of the Orthodox Church and the principle of morality." But very soon even some priests departed from these regulations and helped to organize the schools as real cultural institutions. On the 10th June 1862, all Sunday Schools were closed down, as being dangerous anti-government centres. But unofficially many of these

schools continued their activity without interruption, being under the care and protection of private individuals. As a remarkable example of that kind I would like to mention the Sunday School in Kharkov which was founded by a merchant's wife, Mme Alchevsky. It was a school for poor women. Mme Alchevsky gave to the school not only the necessary material help but gathered round the school the best teachers and educationists, and evoked such interest among the students that the school survived all difficulties and existed without interruption up to the October Revolution. The average number of students was never less than a hundred and there were eighty teachers on the staff. The school started with an official programme, recommended by the Government, which included primary education and some general subjects, history, geography, and religion; but in due course the programme was changed widely according to the interests of the students. The special care of the teachers was to help the students to read good books on various subjects. A large public library grew up at the school, and the teaching staff prepared and published a fundamental bibliographical work, "What to Read," which was widely circulated among all adult schools.

The second step undertaken by the Government of Alexander II towards Adult Education was the organization of systematic public readings and the establishment of public reading rooms accessible to poor people. These measures were introduced a little later than Sunday Schools (1870-4). A curious thing was that the initiator of

this cultural measure was the chief of the Petersburg Police, who naively thought that it would be an excellent counter measure directed against the voluntary cultural activity of the Russian *Intelligentsia*, who had spontaneously started the same kind of work. Furthermore, this zealous servant of the Tsar believed that a legal cultural gathering could easily disclose the unreliable elements both among the *Intelligentsia* and the people themselves. The Government accepted the view of the head of the Petersburg Police and took all the necessary precautions. A special committee was set up for the supervision and control of the whole activity. This committee consisted of representatives of three Ministries; the Ministry of War, the Ministry of Home Affairs, the Ministry of Education; in addition there was a representative of the Department of H. M. Office (the secret police department) and representatives of the Petersburg Police. In spite of all these precautions an open contact between the *Intelligentsia* and the people was established at once. Using legal means, voluntary lecturers and educationists threw themselves into this work with great enthusiasm. Free societies for the help of this movement were set up immediately in many towns, and the best amongst Russian society volunteered to help the movement. At the head of it was a committee, the acting members of which were: Léo Tolstoy, Pirogov, Ushinsky (famous pedagogues), and many university professors. All attempts of the Government to keep this movement within their original scheme failed, and

from the eighties of the nineteenth century public readings gave place to public lectures which became the normal system of Adult Education in Russia. The popularization of science and knowledge among poor people, was the aim which the Russian *Intelligentsia* put forward from the early days of the Adult Education Movement. Soon university professors came out (in many cases they were pushed out) from their academic walls and organized free public lectures for all who had not the opportunity of getting systematic education. The result of this was the creation of the so-called People's Universities, at which systematic popular lectures were arranged in all branches of science. The People's Universities became real cultural centres, providing systematic knowledge for all adults, whatever their social and political distinctions were. Among the ranks of the students one could find industrial workers, peasants, civil servants, university students expelled from the universities for political reasons; young, middle-aged, old people. It was a free community, representing all sections of Russia, united by an eager desire for knowledge. The best model of that kind of cultural institution was the People's University in Moscow, known as the Shanyavsky People's University (it was called after the founder Shanyavsky). It survived up till the October Revolution, and the Bolsheviks used its experience for their purposes very widely.

The voluntary work of university professors evoked another very important cultural movement, University Education for Women. It began as

private lecturing for women, and met with tremendous response from both Russian society and from young women themselves. Public lecture courses for women, as they were called, existed for less than a year. After this short period it became evident that the Government was not able to suppress this spontaneous movement, and in 1872 the first University for Women in Petersburg was officially opened. It was called The Bestuzhev Course for Women, after Professor Bestuzhev. In the same year a University for Women in Moscow was opened, called The Gerier Course for Women (Professor Gerier), then in Kiev, Kharkov, and later on in all the other University towns. All these Universities for a long time existed entirely on the support of Russian society: only in 1879 the Government made the first financial grant of 3,000 roubles. Since 1880 Women's Universities have had regular grants from the State budget.

RUSSIANS LIKE TO READ.

It might be well to say a few words about the public reading rooms established by the Government. Russians like to read very much. Books have always been good friends for Russians whatever their cultural level. This eagerness for reading one can explain not only by a natural human desire for knowledge, but by political reasons. Under any dictatorial regime people cannot stop thinking freely, and books are a sort of cultural refuge. Alone with a book a man or woman formulates his or her thoughts and feelings. To meet this natural desire Russian society did as much as could be

done. Isolated Government reading rooms were soon done away with or just stood empty; instead the organization of public libraries was started, together with reading rooms at libraries. These means of education became effective much later than any other; they depended on many other measures connected with the system of general education, which was once again discussed and worked out at the beginning of the twentieth century; but political events again prevented normal development.

Thus all that was done for Adult Education under the Tsarist regime had only a preparatory character, making of Adult Education a national problem, which could be satisfactorily solved only when the Government was really representative of the people, when the free will of the people could dictate the programme and methods of education, when the Government was ready to serve the interests of the people.

SOVIET RUSSIA.

It is extremely difficult to give a definite account of any cultural achievement in Soviet Russia. The difficulty lies not in the lack of appropriate facts, documents and materials; on the contrary, one might say that too much is

said and spoken about cultural life in modern Russia, and the evidence is very often so contradictory that it is impossible to have a clear idea of what educational system has been established and what has really been achieved. The revolution in Russia is still going on, and almost every day brings some important change. Recently the Government issued an order establishing a compulsory entrance examination for all high schools (universities and technical schools). If we compare this decision with what was said by the same Government a few years ago we find a striking contradiction on general views of education. In the early days of the Revolution the system of compulsory examinations was treated as bourgeois and reactionary; now it is the last word in revolutionary experiment.

Another example: until 1935 all humanitarian subjects, like history and philosophy, were regarded as unnecessary ballast for university students. Since 1935 the study of history, philosophy and law has been treated as the most essential part of education; and the first historical text-book for secondary schools was prepared under the supervision of the Government and published only four years ago.

(To be continued.)

News from far and Near

WORK OF THE INDIAN ADULT EDUCATION ASSOCIATION.

On the invitation of the Indian Adult Education Association, Mr. P. M. Gopalakrishnan, Secretary of the Y. M. C. A., Pudukottai (State) who has been also an Associate Secretary of the I. A. E. A., has assumed full responsibil-

ity as organising Secretary of the Association from the 1st October, 1941, for three months. The Y. M. C. A. has been pleased to release him for this work. Mr. Gopalakrishnan toured round in parts of Tanjore, Trichino-

poly, Madura, Ramnad, Salem, North Arcot and South Arcot Districts making a rapid survey of the Adult Education activities. During his tours he interviewed a few of the District Educational Officers, Deputy Inspectors and Sub-Assistant Inspectresses of Schools, Secretaries and members of District Boards, Commissioners of Municipalities, District *Panchayat* Officers, Secretaries and Office-bearers of various social service organisations. He observed that the Communique related to the ban on Adult Education of the Government of Madras, the slow progress and discouraging results and the lack of response from the people for whose betterment the movement is working were a few of the causes that led influential leaders (official and non-official) to be reluctant to associate actively with the great cause. During this tour he addressed a number of meetings in Educational Institutions bringing home to the minds of students the need for their active participation in the work and telling them of what students in Bombay, Bengal and Bihar are doing. We hope to publish a fuller report of the Organising Secretary as well as others as presented at the third Conference of the Indian Adult Education Association which is coming off on the 27th and 28th of this month at Bombay.*

AN ADULT EDUCATION COURSE IN RANCHI, BIHAR.

BY V. M. KOSHY (CONVENER, B.C.C. ADULT LITERACY COMMITTEE)

The course was held as planned, from September 13th-23rd, with the

*Now Postponed to Easter, 1942.

primary object of training Supervisors and Organizers in Adult Literacy work. Partly owing to the limitation in available accommodation and partly to avoid the classes becoming unwieldy the number of seats announced was only 25. There were, however, nearly 50 applicants. With some difficulty we made room for 32. 6 of these were deputed by the Rural Development Department of the Bihar Government, and the remaining 26 were representatives of various Churches and Missions in the province. It may be noted that a little over half the students were from Chotanagpur. This area being inhabited by aboriginal peoples constitutes a fertile field for work of this nature. In making the selections it was recognized that the younger applicants should have preference over the older ones, other things being equal. There were two women students.

The course was intensive in character with four hours of work every day. The programme centred in the following subjects: Psychology of Adults, Rapid Methods of Teaching Adults, Organisation of Literacy work, Post Literacy Literature, and Demonstration Classes. With a view to enabling the illiterates to realize the far-reaching effects of literacy in the village, Adult Literacy was closely linked up, in the curriculum of the course, with rural life as a whole by the inclusion of subsidiary subjects such as Rural Development, Co-operation, Sanitation and Health, and Agricultural Problems.

GOVERNMENT CO-OPERATION.

It is a matter of great satisfaction to us that the Government of Bihar

rendered us all the help that was asked of them. While a contribution of Rs. 100 from the National Christian Council and an equal share from the Bihar Christian Council helped to assist those selected for the training, the Bihar Government provided all except one of the members of the lecturing staff. Rai Sahib B.B. Mukerji, Secretary of the Provincial Mass Literacy Committee, The Director of Education and the head of the Rural Development Department co-operated heartily with the entire programme. Miss Ure, the only other member of the staff, representing the National Christian Council, took a series of addresses linking up Adult Literacy with Christian aims.

Two seminars one on Problems in Literacy work and the other on plans for the future were particularly valuable. In fact it has raised some new problems especially by opening up wider horizons of life. It must be admitted that a major problem in adult literacy work, that of arousing the interest and securing the co-operation of the ordinary villager in this stupendous task, has been left somewhat unsolved. It is, of course, largely a question of practical experience, on which mere theorising does not tell. Though Demonstration Classes of illiterate adults were held every day, practice work by the students themselves either inside or outside the class was deliberately omitted for the simple reason that the obstacles in the way seemed insuperable at the time. Indeed, the Demonstration classes were only possible by employing coolies and releasing them for that class period

every day! For another course it is hoped that these and other defects could be remedied.

One of the finest results of the course was that the trainees resolved after a good deal of thought and discussion, to constitute themselves into a Rural Welfare League, accepting a pledge on rural service. They have agreed to keep in touch with one another and to report progress to our Committee. Such ramifications of the programme however necessary will involve heavy work for the Committee.

It is also proposed to bring out the summaries of the lectures together with useful information concerning literature, Government aid to literacy centres and allied matters in the form of a handbook on Adult Literacy in Hindi.

GWALIOR STATE

“There are 24 night schools with 488 students on roll and 22 libraries (aided and departmental) in the State. These night schools and libraries are doing a good deal to liquidate illiteracy and to help the education of adults. The night schools teach Hindi, Arithmetic and allied subjects.

About Rs. 400 are spent on night schools by way of aid.

Out of the 22 libraries in the State, the Central Library is entirely financed by the Government. The Department spends Rs. 6,338/15/- on the Central Library and liberal allowances are given to other libraries by way of aid. These libraries provide a good many

books, periodicals, newspapers, and other readable matter suitable for adults.

The night schools are generally held at night for two hours and a half. The teachers are mostly part-time and work in the day schools. They are paid allowances for this extra work."

ORISSA.

In reply to a query, the D.P.I., Orissa, Cuttack, states:—

1. ".....owing to the lack of adequate voluntary efforts, the literacy work of this province was restricted to the district of Koraput and the Angul sub-division of the district of Cuttack. The work was conducted under official supervision. The expenditure on the campaign during the year 1940-41 was Rs. 1,226. The total number of adults under instruction was 2,289, out of which 428 were made literate.

2. The charts and readers based on Dr. Laubach's method were followed in the campaign."

BHOPAL.

The In-charge Director and Secretary, Education Department, writes:—

"The Bhopal Government during the last 18 months started four adult literacy schools in Bhopal town—two Urdu and two Hindi—and aids a fifth one of the kind privately managed. The literacy imparted in the said schools is of the Lower Primary standard. The schools meet in the Government school buildings at night for two periods,

Instruction is imparted by Government school teachers who are paid an allowance for the extra duty. The books and other educational apparatus are supplied to students free. At present there is no age restriction for admitting students to the said literacy classes."

BOMBAY BOARD RECONSTITUTED.

The Government of Bombay have directed that the Provincial Board for Adult Education should be reconstituted with effect from October 1st as follows: Chairman: Mr. S. R. Bhagwat, Sadashiv Peth, Poona; Members: Mr. Jugatram Dave, Valod, Surat; Mr. J. P. Naik, Dharwar; Prof. R. Choksi, Wilson College, Bombay; Mrs. Umabai Kunda-pur, Hubli; Mr. V. V. Sathaye, Poona; Mr. Bhaurao P. Patil, Satara; Sardar Iansingji Bhasaheb, Thakor of Kerwada, Khan Bahadur Muhammad Hidayetulla, Poona; Rao Bahadur P. G. Halkatti, Bijaipur; three representatives of district rural development boards, one from each division, to be elected by the commissioners of divisions from amongst the nominated or elected non-official members of the boards; Miss Amy B. H. J. Rustomji, Inspectress of Girls' Schools, Bombay; and Mr. V. D. Ghate, Educational Inspector, Central Division, Poona.

The Chairman and members of the Board will hold office for three years.

Government have also directed that in future all persons and institutions wishing to open adult education classes should communicate with the Deputy Educational Inspectors of the district concerned for the registration of work-

ers and classes and for grant-in-aid from Government.

The district rural development boards have been requested to carry on propaganda in the districts for the spread of adult education and, if necessary, to appoint, sub-committees in order to arouse special interest in adult education.

BOMBAY CITY ADULT EDUCATION COMMITTEE

(The Special Literacy Officer has supplied us with the following information. *Ed.*)

A Scheme of Short Training Courses.

The men and women who are serving in the Literacy Campaign both as teachers and Supervisors have neither training nor experience in teaching adults and as a result of this lack, it has been observed that considerable time and energy of the teachers and the taught is wasted. Instruction is generally imparted as if the methods of teaching adopted for children can be wholly transferred to adults. They are, therefore unnecessarily taken through the details of learning the alphabet and the writing process without due consideration for the conditions under which the adults come to the class. Some of the essentials are often lost sight of by the teacher. This increases the chances of the new adult literates relapsing into illiteracy. With a view to avoiding this waste and to create a yearning in the minds of adults to keep up their reading by adopting proper methods, the committee decided to train teachers and supervisors in a short term course of training.

The Training Course consists of two parts:—(a) Fundamental principles of the education of adults and (b) special methods of teaching.

The Word Unit Method of Teaching: In building the method of teaching beginners, a word has been taken as a unit of language. A familiar and convenient story or an incident is selected and a word representing the central idea in the story or the incident forms the basis of a lesson on each occasion and in the course of the lesson, different words are framed by the method of permutation and combination which form the mile-stones in the selected story. At the recapitulation stage, the different links of the story help the pupils to recognise the words and the latter help them to remember the former. Free use of pictures and charts is made and the lesson is conducted with free discussion with the pupils.

A Time-table as to how the whole period of one hour is to be utilized is prepared and contains (i) a short prayer 5" (ii) Revision 10" (iii) News 5" (iv) New lesson 25" (v) recreation 10" and (vi) Roll Call, conversation, silent prayer, etc. 5".

Three Training classes have been so far held and some more will follow during the remaining portion of the year.

ALLAHABAD, UNITED PROVINCES.

Provincial Conference to be held.

The Allahabad District Adult Education Committee decided, at the suggestion of its Chairman, Mr. Sangamlal, Advocate, to convene a Provincial

Conference of the District Adult Education Committees in Allahabad on the occasion of the coming Kumbh Fair.

Suggesting the holding of the Conference, Mr. Sangamlal remarked that such a Conference could clearly define the aim, which the Government and the public should have in the matter of adult education and draw a programme for securing universal adult education within a fixed time.

TRAINING INSTITUTE, GHAZIABAD, U. P.

The first, and, we hope, not the last, training Institute for Workers engaged in Adult Literacy was held in Ghaziabad, from September 22nd to 26th. Twenty-three delegates were present and 4 leaders. It was a very representative group for, with 2 exceptions, all Mission bodies connected with the U. P. C. C. sent delegates. The geographical range was also good, for some came from as far away as Mirzapur, Fyzabad, Lucknow and then from nearer Ghaziabad.

The first meeting was held after dinner on the evening of the 22nd and all delegates were present. At that time each introduced himself (or herself) to the group and gave a brief account of Mission represented and place from which he came. Then Miss Dragon, the leader of the conference, set the tone of the whole Institute in her speech on "Why Adult Literacy?" She approached the subject from two angles. First, that being of India, we desire the advancement and betterment of India in every way, and second, being Christians, we desire to see a literate, worshipping Church vitally at work in India.

The days that followed had an order, a schedule and it was a full one. Each day began with a time of prayer. Then followed classes from 8:30 until 11 o'clock. These classes were on various subjects—The Psychology of the Adult, a Study of Various Methods of Teaching Reading, Motivation, the Problem of How to Organize, and special classes and demonstrations in the Hindi and Urdu methods. After an 11 o'clock meal, half the group, under the supervision of 2 leaders, went to a village about 1½ miles away to do their practise teaching. The reception in this village was all too typical, being an indifferent one! However, as always, there were circumstances to account for it—harvest season and road work going on. It only served to point out how the times of the villagers must be suited and their confidence won.

Tea, another class, again on various subjects such as Literature, Reading and Life, etc., Games and it was dinner time. After dinner, at 8 p. m. the other half of the group, under the supervision of the other 2 leaders, went to another village 1¼ miles away to teach. This village, too, was typical of the enthusiasm there can be aroused once the people get converted to the idea of reading. More people wanted to read than could be handled with what lighting and seating facilities there were! They begged each night for a school to be opened in their midst. When we left Ghaziabad, the Paces were considering ways and means of acceding to their request. It should be said here that all the delegates took their practice teaching responsibilities seriously and, heat of mid-day or tiredness of night notwithstanding, there

was no murmuring nor being absent. Because of this faithfulness to their duty, all showed good improvement in their teaching facility.

The last afternoon was devoted to pooling experiences and laying plans for the future. The need for enthusiasm to be kept up was expressed and a Fellowship of Workers in Adult Literacy was formed. The fees for this are one letter a month to Miss D. L. Dragon (Kasganj), telling of advance in the work, of difficulties, of new books, methods or devices. These, or excerpts from them, are to be duplicated and sent on to all members of the Fellowship. All in all, everyone present voted it a good Institute and left with firm resolves to put into immediate practice what they had learned.

(Reported)

KANNADA SAHITYA PARISHAT AND ADULT EDUCATION.

(BY MR. D. C. SUBBARAYAPPA,
B.A., B.L., HON. SECRETARY.)

The Kannada Sahitya Parishat is, as its name implies, a literary academy for Kannada which is the language spoken by about 130 lakhs of people in the Karnataka country. It was established in 1915, with headquarters at Bangalore, with the main object of promoting the cultural advancement of the Kannada people by giving encouragement to the publication of books and journals relating to various branches of learning, such as, literary, scientific, historical, philosophical and so on and providing for the spread of education among the masses by arranging for popular lectures

in Kannada on topics of Scientific and general interest.

Among the chief activities of the Parishat may be mentioned the organizing of lectures in Kannada on subjects of popular, literary or scientific interest, holding of literary festivals to stimulate interest in Kannada literature and culture among the masses, arranging for poetry reading and literary classes, staging popular dramas for providing recreation as well as instruction among the young and the old, arranging for the publication of classical works as well as popular booklets on the model of "Books for the Bairns" and installing Libraries and Reading-rooms for creating a taste for reading among the populace.

The Parishat has, to promote the work in Adult Education, devised a scheme of examinations in three grades to be conducted under its direction in all parts of the Kannada country. The first of these examinations relates to the testing of an elementary knowledge of the three R's., the second to the testing of higher grade of learning in Kannada language as well as the history and culture of the Karnataka and the third to a still higher grade of learning in the same subjects. The Parishat has also been instrumental in getting improved methods in adult literacy devised and put into practice with the aid of teachers specially trained for the purpose and also in getting a Primer prepared for use by the people engaged in adult literacy work.

THE INDORE ADULT EDUCATION ASSOCIATION, INDORE.

An effort towards liquidating adult literacy was first initiated in 1938 by

the Director of School Education in Indore. Several night schools were started under departmental direction. Mr. S. R. Dube, Head Master of the Vernacular Middle School was in charge of the work, and specialized in adult literacy work. This work was also taken up by some teachers and students of the Holkar College and the Christian College. The visit of Dr. Laubach in April 1939 gave an impetus to the movement. Immediately after that a campaign for spreading literacy amongst Harijans was initiated by the Harijan Sewak Sangh with the support of the Holkar Government. A two month's campaign during the summer vacation was conducted by the Secretary, Prof. R. K. Yardey. Over a thousand Harijans were made literate and several night Schools were founded, many of which are still working, the cost being met from the funds of the Sangh. A direct result of Dr. Laubach's visit was the foundation of the Indore Adult Literacy Association under the Presidentship of Lt. Col. R. Samson and with Musahib-i-Khas Bahadur M. A. Rashid, the Home Minister, as the Patron.

The new Director of School Education, Pandit M. D. Moudgil initiated an "Each One Teach One" campaign on 26th February, 1940. A number of night schools have been started in "Moffusil" areas as a result of this campaign, and a new primer combining Dr. Laubach's method with the U. P. technique was produced under Pandit Moudgil's guidance, and is being used in this campaign.

The Movement is spreading and some work has been started in the Daly College and the Malharashrama.

The Indore branch of the All-India Women's Conference also is making some efforts in this direction.

There is great need of a central co-ordinating agency, and this the Indore Adult Literacy Association, which has now changed its name to the Indore Adult Education Association, is trying to supply.

Another important development is the proposal of the Government to start literacy classes in villages in connection with the rural uplift work, arrangements for which are being made.

JWALA PRASAD SINGHAL,
Hony. Secretary.

THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION

Madras.

Some resolutions of the Meeting of the Executive Committee that was held at the "Guests' House," the Annamalai University Buildings, Annamalainagar, Chidambaram on Tuesday the 30th September, 1941:—

That, with regard to the recent Communique of the Government of Madras, a deputation be sent to the Adviser-in-Charge of Education with a view to get a clarification of the recent Government Communique regarding Adult Education in the Province, and the following members form the Personnel of the deputation—

(1) Mr. J. L. P. Roche-Victoria,
M.L.A., Tuticorin,

(2) Mr. P. M. Gopalakrishnan,
Pudukottah State,

(3) Mr. G. Harisarvottama Rao, M.A., Madras,

(4) Dewan Bahadur C. S. Ratnasabapathi Mudaliar, Coimbatore, and

(5) Rev. Fr. S. Thomas, Mylapore.

That the following members be deputed to represent this Association at the Third Conference of the Indian Adult Education Association to be held at Bombay.

(1) Dr. B. V. Narayanaswami Naidu, M.A., B.Com., Ph.D., (*President*),

(2) Mr. J. L. P. Roche-Victoria, M.L.A., (*Chairman of the Executive*),

(3) Mr. P. M. Gopalakrishnan, (*Member of the Executive*),

(4) Mr. T. J. R. Gopal, (*General Secretary*), and

any other person who may be willing to go at his or her own expenses to represent the Association at the Conference.

That the letter from the Honorary General Secretary, Indian Adult Education Association, Bombay, dated 20th September, 1941 reporting on the action of the Executive Committee with reference to Resolution No. XVIII of the Third Annual Conference of the South Indian Adult Education Association held at Coimbatore, that the S. I. A. E. A. has been duly affiliated to the I. A. E. A.

(a) be recorded, and

(b) that the affiliation fee of Rs. 15 (Rupees fifteen only) be sent to the I. A. E. A., Bombay.

That the conducting of the Indian Workers' Sports at Coimbatore and other places

(a) be approved, and

(b) that it be definitely understood that no financial implication whatsoever is involved on behalf of the Association.

Signed: J. L. P. ROCHE-VICTORIA,
Chairman of the Executive.

Tuticorin,
16th October, 1941.

MADRAS CORPORATION COMMISSIONER EXPLAINS SCHEME

Madras, Nov. 2.

Under the auspices of the South Indian Adult Education Association, the "Roche-Victoria Free Reading Room," was inaugurated by Mr. O. Pulla Reddi, Commissioner, Corporation of Madras, last evening, at the Home School, Lloyds Road, Royapettah, Sir Mahomed Usman, Vice-Chancellor, presided.

Inaugurating the reading room, Mr. Pulla Reddi indicated the steps taken by the Madras Corporation to further adult education. While last year, they spent Rs. 2,000 this year a sum of Rs. 10,000 had been set apart and a scheme to utilize it was before the Standing Committees concerned

Stating that the Corporation of Madras was going ahead with a scheme, which would ultimately provide one or two reading rooms for each division, Mr. Pulla Reddi said that he could not agree with the view that those reading rooms should be converted into reading centres. Reading rooms and reading centres should be complementary to each other. The former catered to one type of people and the latter to another. He felt that reading centres should be run by social workers.

After pointing out the need for keeping the adult education centres above party politics, Mr. Pulla Reddi concluded by wishing the institution all success.

Dewan Bahadur K. S. Ramaswami Sastri pointed out that universal primary education should be supplemented by adult education to make democracy safe for India and said that in the matter of adult education the Government should take a leading part. The Universities should also make their own contribution. He urged the Government to withdraw their order

requiring licences for running adult education classes.

Mr. J. L. P. Roche-Victoria observed that the interest in adult education on the part of the members of the Senate of the Madras University was growing.

Sir Mahomed Usman thanked Mr. Roche-Victoria for extending his field of generosity to Madras and complimented Mr. Pulla Reddi on the interest evinced by him in the expansion of education in the city.

—*The Hindu.*

Book Review Section.

✓
" *The Future in Education*, by Sir Richard Livingstone. (Current Problems Series, Cambridge University Press, 3/6).

[*We reproduce below a review of this book from "One and All."* In these days when it takes long for books to reach us in India, after they have been ordered, it seems advisable that our readers should get the benefit of this review. Even from this review, it will be plain that the book which raises important issues in the mind of an English Adult Education Worker, will not fail to suggest creative lines of action for India. ED.]

THIS is the most stimulating book I have read for a long time, and one which is particularly welcome now, when, with our minds full of the war, so much planning must of necessity be short-term, and so much action in the nature of first aid. In all too short a book, Sir Richard Livingstone examines English education as a whole, suggesting that it has so far entirely failed to

produce an educated nation, analysing some of the causes for that failure, and making most interesting suggestions for the future. The picture is presented with unflinching clarity and force.

The survey deals almost entirely with adult education, for the author claims that a formal education which ends at 14, (as for 70% of the children of the nation it does), is not an education, and that "the chief uses of our present elementary system are to enable a minority to proceed to further education, and the rest to read the cheap press." Moreover the case is not met by raising the school-leaving age to 15 or even 16, nor by increasing the number of those proceeding to secondary schools or universities. For the root of the matter, as he sees it, lies in the need of the people as a whole for what he calls the 'cross-fertilisation of theory and experience' in education, which can only occur when the student has also become a citizen, in whom the

living of life has paved the way for a proper understanding and appreciation of history, literature and politics—subjects which are inevitably beyond the range of experience of the school child, he holds.

Present-day efforts in the field of adult education, valiant and valuable though they are, barely touch the fringe of the problem in this country. For they must of necessity, according to him, appeal to the "intelligentsia" among the masses, and "a liberal estimate gives 500,000 adults at the very most as the total influenced in any direct way be any kind of organized educational activity." What is needed, then, is an extension of education, which, seeming desirable as well as good in itself, shall appeal to every kind of human being, so that we "build up in England a society where each individual within the measure of his powers can make the most of body, character and mind."

How is this to come about? Sir Richard is ready with suggestions, and among them there is one most interesting chapter on the Danish attempt to meet the problem, in the People's High Schools, a subject which will be familiar to those who studied the Handbook lessons on Grundtvig and Kold. This Danish national education has three characteristics which seem to the author to contain the secrets of success: it is given to adults, it is residential, and it is essentially a spiritual force. It is in the development of this last characteristic that he suggests the Danes avoided the great defects of our civilization; lack of aim and driving power. "The world is full of admirable machinery, from the League of Nations downwards, which is useless

because there is not the idealism or the inspiration to move it." And for what does education exist if not for the creation and development of that driving power?

Could we develop in England the equivalent of the Danish People's High Schools? If they are unsuited to a largely industrialized country, what alternative forms of adult education could for us perform their function?

I suggest that as many of us as can do so get hold of this book, read and ponder over it, and then discuss, in large groups or small these and all the other questions which it raises. For this, as Sir Richard says, is an urgent problem if our civilization is not to perish and one in which the next step may be nearer than we imagine. We have our primary and post-primary education; next will come the long-overdue compulsory part-time education for all—and that reform immediately forces into view the whole question of adult education. What shape do we wish it to make?

M. BARBARA BARKER.

ADULT LITERACY MANUAL FOR HINDI WORKERS.

The Hindi title of this book is "Siyanon ko Shiksha Dene ke Liye Sahayak Pustak." It was prepared under the leadership of the convener of the M. I. R. C. C. Committee on Adult Literacy. This book fills a long felt need. It has chapters on the various problems to be met in teaching adults to read. At the end is a good list of books suitable for use in teaching adults and for their reading. It is a book of 36 large pages. Because

of a grant from the Indian Literature Fund, it sells for the very small price of one anna a copy. (Postage extra, nine pies on one copy and proportionately less when several copies are sent together.) Please order from THE MISSION PRESS, Jubbulpore, C. P.

ADULT EDUCATION.

(*A Monthly News Letter being the Organ of the South Indian Adult Education Association, Madras.*)

It gives us pleasure to welcome this News Letter of 4 pages. We are glad to see that it is now being published from Tuticorin, where that ardent worker in the cause of Adult Education, Mr. Roche-Victoria, M.L.A., can ensure that it shall worthily seek to link up the activities in South India. We wish the News Sheet a long life and a useful career of service in this great cause. The Annual subscription is Re. 1.

LATE NEWS

Sind Literacy Campaign

November 1941

The Government of Sind have announced the details of the second literacy campaign, which is to be launched from November 16. It will be launched in the rural areas, and one taluka in each district has been selected for the purpose. Each taluka will serve as a unit, consisting of a group of 40 adult education centres in suitable villages where rural reconstruction work has already been done. In these centres, permanent night schools will be established

where males between the ages of 12 and 45 will be taught reading and writing. There will be no age limit for women.

The heads of the various Government departments have been asked to direct their illiterate inferior staff to take advantage of the literacy drive and attend schools. The Director of Public Instruction, Sind, has been asked to prepare a 'follow up' scheme in order to prevent the literates lapsing into illiteracy.

For each taluka unit a District Committee, consisting of both an official and non-official element, has been formed. The functions of Committees, whose Chairmen will be the District Magistrates, will be to collect funds and stimulate general interest in education besides during propaganda work.

The scheme which is intended for six months only and will be applicable to 160 centres to begin with, will cost the Government a sum of Rs. 24,366.

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If a subscriber does not receive his copy of the Journal by the 15th of the month in which it is due, he should at once notify the Manager,

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VOL. III

NO. 2

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OF

ADULT EDUCATION

(RECOGNISED BY THE INDIAN ADULT EDUCATION ASSOCIATION
AS ITS OFFICIAL ORGAN).

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Punjab, Sind, U. P., and others.

FEBRUARY, 1942

EDITOR:

RANJIT M. CHETSINGH.

FRIENDS' SETTLEMENT, HOSHANGABAD, C. P.

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Editor :

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THE INDIAN JOURNAL OF ADULT EDUCATION

VOL. 3

FEBRUARY, 1942

NO. 2

To Our Subscribers

Subscribers are hereby requested that in case of non-delivery of their copy of this journal by the 15th of the month in which it is due they should write to this Office without delay to this effect. Complaints of non-delivery reaching us after the 21st of the month in which the journal is due will not be entertained. Normally copies are despatched before the end of the first week in each even month.

We are compelled to make this announcement, as several subscribers have written to us whenever they have felt like it and demanded fresh copies of certain issues. Some subscribers,

last month in response to reminders to pay their subscription for Vol. II, suddenly decided to claim certain copies of Vol. I *i.e.*, copies issued early in 1940, though they say they have been receiving copies of Vol. II regularly. In future we will not comply with such requests.

When notice of the expiry of your subscription reaches you please send us a postal money order promptly. If you have found the Journal helpful or of interest, please secure other writers, subscribers and advertisers for us.

Thank you.

All India Adult Education Conference

The third Conference of the All India Adult Education Association will be held in Bombay during the first week of April 1942. Further informa-

tion may be had of the Hony. General Secretary, All India Adult Education Association, 134-6, Apollo Street, Fort, Bombay.

Travancore Leads

That Travancore leads the rest of India in literacy, has been revealed by recent census figures.

The final figures of population and literacy for Provinces and States in

India have been communicated by the Census Commissioner for India to the Travancore Government.

The population of the chief states are: Hyderabad, 16 millions; Mysore,

7½ millions; Travancore, 6 millions; Kashmir and Gwalior nearly 4 millions each; Baroda nearly 3 millions and Cochin nearly 1½ millions.

From the point of view of literacy, Travancore takes the highest place in India, the figures being 47.88 per cent, Cochin coming next with 35.43; Delhi 25.7, and Baroda 23.01.

Among the provinces, Madras,

Bombay and Bengal have percentages of 13.01, 19.5 and 16.12 respectively.

The figure relating to literacy among women, that is 36 per cent, is even more striking, and Travancore has a higher relative place among the provinces and states; in comparison even with literacy among men.

Is the state trying to do even better?

The Education of the Adult in India

BY RANJIT M. CHETSINGH, M. A.

I

Presiding over the All-India Educational Conference in 1941, Prof. Amar Nath Jha, Vice-Chancellor, University of Allahabad, outlined the task of adult education more concisely and adequately than any Indian educationist has done in recent months. This is what he said:—

"In spite of some efforts here and there, adult education is still not attempted in India on any considerable scale. The percentage of literacy is still very low, and naturally our first endeavour should be to raise it.

But that is not to say that THE UNIVERSITIES AND LOCAL BOARDS should postpone to a distant future all attempts to work in the domain of adult education. The training of teachers for adults is a task which can best be performed by the Universities; they need to have a knowledge of adult psychology, as they will have to deal with persons who in some respects are experts and specialists.

Adult education should aim at CONTINUING EDUCATION THROUGHOUT LIFE for all types of adult individuals, for the University graduate as well as for the peasant, as much for the landlord and the mill-owner as for the factory labourer, as much for the legislator as for the office-clerk. *Education in maturity is of value to all*; it creates and provides new standards of value.

This throws open a limitless field. Hitherto the adult education movement has embraced only the illiterate or half-educated. But if it includes,—as it should,—even those who have in their youth received advanced education, how vast does the problem become and how heavy the responsibility of those in charge of the movement."

It is particularly gratifying that these words should come from one who has never known anything but University work and who happens to be one of the younger Vice-Chancellors in

the country. Adult education workers have a right to expect Prof. Jha to be in the vanguard of those who are labouring to see that the substance of what he has expressed so well is attempted on an adequate scale throughout India. The time has come when those who think as he has spoken should concert efforts to bring home to the Government, the Universities, the organs of Local Self-Government and to the public at large the central position which adult education must occupy in any considered plan of progress in the life of our people.

II

In spite of the tendency to 'short-range thinking' that war has fostered among those who exercise power and influence in the land, there are indications that more discerning people are realising increasingly the central role of education in the regeneration of India. In unofficial circles particularly there is a growing recognition of this. No true social (and therefore no lasting political) advance is possible in the life of 'a nation-in-the-making' inhabiting so large a sub-continent as India without homes which are rational, orderly and disciplined to a degree likely to foster loyalty to right values. Such homes can become not the exception but the rule only in an educated community—They are, humanly speaking, impossible with an illiterate population. 'The whole question of education in India,' observed a recent sub-leader in the *Times of India*, 'is bound up with the twin tasks of ensuring *literate children in literate homes*.' But literacy which is effete is akin to a paralysed limb!—and in India we have

too many 'non-reading' literates and too many readers who read only when they must in the course of their professional duties and calling. Prof. Jha is right when he envisages the need for "continuing education throughout life for all types of adult individuals."

III

The educational task in India is so gigantic that both administrators and publicists have more often than not failed to think through their way to a definite objective. And when the objective is not clear the methods to be employed cannot be clear either. The need for compulsory primary education is stressed often as an argument against the practicability of making the adult population of India on the whole literate. It is pathetic to find, even to-day, men occupying positions of eminence and responsibility in the educational and administrative world who make the confusion of thought in this realm worst confounded by their ill-conceived utterances and short-sighted policies. The Government of Madras provides, perhaps the most outstanding example of this confused thinking. Its chief educational officer has repeatedly stated that he is proud to place "a large and rapid increase in the literacy of the Province" as the first of his four main objectives. He has very laudably devoted a good deal of attention and effort to the education of girls in the southern Presidency. "The Government believe that if we concentrate" he has said, "on attempting to make every boy and girl in the Presidency permanently literate the problem of adult illiteracy will automatically solve itself." He has further

made himself responsible for the following statement: "We do not believe that it is good or effective policy to spend large sums of money on attempting to make illiterate adults throughout the Presidency learn to read and write." It would appear that this officer has never taken the trouble to ponder the educational statistics that succeeding censuses have provided. The rate at which our population increases is such that our efforts, if they are to continue at Mr. Statham's pace, will not solve the problem of illiteracy within the next century or two. We have no illusions as to the value of literacy in itself. But we know that it is impossible to make bricks without straw, and we believe literacy to be an essential element in the make-up of this straw. We are not blind to the possibility of dissipating energy and throwing away good money on ineffective programmes. But we believe that in the realm of adult education, almost more so than in any other realm, Government can make their programmes effective by co-operating with the public and by ceasing to be slaves of red-tape. Let them learn to look upon voluntary agencies and the public at large as allies and co-workers and not as inferior beings who must be kept at a respectable distance! What the Director of Public Instruction of Madras thinks will do for the promotion of girls' education will also do in the realm of adult literacy and adult education in its wide aspects. "A little consistent propaganda and a very little outlay of money," he said addressing a meeting of the Central Advisory Committee for Women's

education in October last "can produce wonderful results, but these tasks cannot be left only to members of my Department which includes, if I may say so, all those who are working directly and officially in the field of education."

It is amazing that with such sentiments expressed in one realm by their chief spokesman, the Madras Education Department should make itself a party to an order banning Adult Education Training Camps by students' organisations in the Presidency. The Government seems to have convinced itself that all students' Training Camps for Adults were meant to be organs of communist propaganda. Let us assume, for the sake of argument, that the Government did have some reason for suspecting certain Camps of such motives. Why not take action against the promoters of these Camps? Why not organise and aid students in utilising their energy and enthusiasm to better effect by enjoining and fostering the holding of genuine adult education Camps in the summer vacation? Let Madras learn from Mysore, where the State has given University students first class training in rendering national service by giving them every kind of help to organise themselves into an effective Union for the removal of adult illiteracy.

We are not forgetting the fact that the Madras Government has graciously expressed its willingness to grant permits to students who wish to organise genuine adult education Camps and campaigns. But the onus of proving that what they mean to do is going to be genuine is on the students. The

test of the pudding lies in the eating thereof, and unless students are *encouraged to go and prove their mettle* it is unfair to sit in judgment upon them. The Madras order reminds one of the second Round Table Conference where in the course of discussion, spokesmen of British interests were urging that the Governor General in India be required under the new constitution to exercise all kinds of safeguarding powers. While suggestions for the manifold duties which it was proposed that he shall perform were coming in from all sides, a seasoned Indian social worker whispered to his neighbour "and the Act shall lay down that His Excellency shall issue dog licences!" Instead of passing such a ridiculous and sweeping order, it would have been more reasonable and better policy for the Provincial Government to instruct its educational officers to go out of their way to rally round them all kinds of voluntary workers, including University students, in the cause of adult education and particularly literacy work. We are glad to note that the South Indian Adult Education Association appointed a deputation to wait upon the Adviser in-charge of education with a view to discussing this astounding order. We hope the Government will show itself amenable to reason and will gracefully make amends.

IV

Those who had looked forward to a lead from the Central Government in the matter of adult education have been sorely disappointed by what has happened, or shall we say failed to happen, during the last 3 years or more. The

Central Advisory Board of education soon after it was constituted addressed itself to an examination of the possibilities of adult education on an All-India basis. Their Committee had the advantage of the services of many ardent yet practical enthusiasts who had done a good deal in their respective provinces to further this great cause. The Educational Commissioner with the Government of India happens to be a man whose sincerity of purpose and whose experience of adult education and educational work by Local Authorities no one can question. He is anxious,—we believe more anxious than some of the members of the Central Board,—to see the movement for adult education go forward in India. The Central Board has given its approval to the main conclusion of the Adult Education Committee we have referred to above and yet nothing is happening. We have a right to ask why. It is one of the tragedies in Indian life that the reaction of British officials in Delhi-Simla and in London should be so different in the matter of Indian and British problems. In Britain to-day because of the stress of war,—with all that it means for England,—the Government of the day is not unmindful of the necessity for continuing the different types of educational work that goes on in their country in peace time. It is actually engaged in devising ways and means of adapting it to war-time needs. And what is more it is studying and planning for the future. In India, however, education and particularly adult education is dismissed with the remark that "for the duration such things should not be mentioned."

What "after the duration" will bring to all countries involved in war directly or indirectly it needs no prophet to foretell. There will be a thousand problems demanding immediate settlement, and these problems will have international ramifications. The Central Government which has never taken its duty in the field of adult education at all seriously in peace time, is not likely suddenly to develop a peculiar concern for its furtherance after the war. It is high time the non-official members of the Advisory Board showed themselves more alive to the trends in the country. They should regard themselves as exponents of the desires and enthusiasms in the educational realm, of which there has been ample evidence, during the last four or five years. They should take the initiative and help the official members to see educational needs in their right perspective.

V

We are gratified to note that individual teachers and University bodies are beginning to show signs of willingness to consider problems of adult education. There is still a tendency in certain quarters to speak of adult education in a somewhat patronising and superior manner. Those who know University circles from the inside happen to know that very often this assumed superiority is no more than a cloak for ignorance of practice in foreign Universities and of adult education work in other lands. Oftener still it is a way of expressing disinclination to leave the fairly comfortable beaten track.

The Bombay University has had under consideration for ten years or so a scheme for instituting extension courses offering diplomas and other incentives for systematic adult study. We are glad that they are actually framing syllabuses in co-operation with the Bombay Presidency Adult Education Association and that something definite may take shape within the next few months. Similarly the Nagpur University has under consideration the establishment of extension departments in its constituent colleges and in the University itself. The Senate of the Madras University has unfortunately thrown out a proposal for the starting of Training Centres for adult education teachers which was brought forward by that energetic enthusiast, Mr. J. L. P. Roche-Victoria. We have reason to believe, however, that the matter does not end there. We hope that some of those who opposed the proposal because they saw in it all kinds of inadequacies will do their duty and help to put on the University Statute Book something less impractical and more effective. Universities such as Mysore, Delhi and Allahabad are also alive to the opportunities for service and training that the field of adult education offers their students.

When all this is said, however, the fact remains that our University teachers and administrators have yet to prove that they are no longer under the spell of out-moded 'academic' and 'high-brow' notions of University work.

VI

In concluding this short review of adult education in India to-day we cannot fail to note with gratitude what

several provincial Governments have been trying to do. Bihar, Bombay, Assam, Punjab and to a lesser extent the U. P. have already earned the right to be ranked as Governments who are concerned to-day with the intellectual and mental development of the adult. There are not many organs of Local Self-Government, however, which have risen to the opportunities that the enthusiasm of the last five years or so placed at their disposal. Half-hearted and halting efforts have been made here and there. But these are not enough. The disease is far too serious to admit of quack and half-hearted treatment. Some Municipalities have tried to persuade themselves that by introducing compulsory primary education in part or whole of the area under their charge they have really done their duty! A study made by Mr. S. R. Bhagwat of Poona, who is the Chairman of the Bombay Provincial Board of Adult Education,—a study which we hope to publish in a later issue of this Journal,—has shown successfully that in an enlightened city like Poona compulsory primary education has failed to grapple with the problem of illiteracy at all successfully. Responsible workers in Indore State assure us that they discovered in the past few months that unless opportunities for building up habits of reading

and writing and discussion are given through adult education agencies, those who pass out of primary schools in compulsion areas soon lapse into illiteracy. These are lessons which all local bodies need to take to heart.

No nation can look forward to enjoying the fruits of any kind of representative Government in an orderly fashion unless its people are trained in habits of thought and study. An illiterate nation could not maintain self-governing institutions for long. An illiterate nation untrained in the art of group discussion and corporate mental activity would soon break down under the strain of the tasks that political emancipation would bring in its train. It is a happy augury that Gandhiji is showing a new recognition of this fact. Elsewhere in this issue will be found a brief statement which he has made on adult education. Let us hope that no crisis in our internal political life, nor emergencies raised by international conflicts, will make us blind to the urgent need for steady work for enlightenment and learning for the adult. This work can be done effectively not for the adult but with the adult. The educated section of the community has a grave responsibility in this matter. May it prove equal to it.

13 ✓ Gandhiji on Adult Education

In the little booklet "*Constructive Programme: Its meaning and place*" just issued from the Navajivan Press, Gandhiji has sought to set forth the 13 items in his Constructive Programme

which he considers essential for the attainment of freedom to do what India considers best calculated to promote the welfare of her people. Workers in the field of Adult Education must be

thankful for small mercies. We, therefore, welcome the inclusion of Adult Education in his list of 13 items. We reproduce below what he has to say on this subject:—

“This has been woefully neglected by Congressmen. Where they have not neglected it, they have been satisfied with teaching illiterates to read and write. If I had charge of adult education, I should begin with opening the minds of the adult pupils to the greatness and vastness of their country. The villager’s India is contained in his village. If he goes to another village, he talks of his own village as his home. Hindustan is for him a geographical term. We have no notion of the ignorance prevailing in the villages. The villagers know nothing of foreign rule and its evils. What little knowledge they have picked up fills them with the awe the foreigner inspires and their helplessness. The result is the dread and hatred of the foreigner and his rule. They do not know how to get rid of it. They do not know that the foreigner’s presence is due to their own weakness and their ignorance of the power they possess to rid themselves of the foreign rule. My adult education means, therefore, first, true political education of the adult by word of mouth. Seeing that this will be mapped out, it can be given without fear. I imagine that it is too late in the day for authority to interfere with this type of education, but if there is interference, there must be a fight for this elementary right without which there can be no Swaraj. Of course in all I have written, openness has been assumed. Non-violence abhors fear and

therefore secrecy. Side by side with the education by the mouth will be the literary education. This is itself a speciality. Many methods are being tried in order to shorten the period of education. A board of temporary or permanent experts may be appointed by the Working Committee to give shape to the idea here adumbrated and guide the workers. I admit that what I have said in this paragraph only points the way but does not tell the average Congressman how to go about it. Nor is every Congressman fitted for this highly special work. But Congressmen who are teachers should find no difficulty in laying down a course in keeping with the suggestions made herein.”

We have carefully studied this short statement. We confess it is very difficult to reconcile the thought underlying the following sentences of Gandhiji:—

1. “We have no notion of the ignorance prevailing in the villages. The villagers know nothing of foreign rule and its evils.”

2. “.....The result is the dread and hatred of the foreigner and his rule.”

Those who work and move among the villagers in the normal course of life and may therefore claim familiarity with village conditions and the various types of ignorance which pervades village life, realise the necessity of dispelling the gloom that ignorance casts over our village-compatriots. They cannot forget, however, that to the average villager the colour of the skin of his ruler does not mean very much. Whether a Deputy Commissioner is a

white man or a brown man makes very little difference to a peasant under existing conditions. It is *the content of the contact* of the Deputy Commissioner, *i.e.*, of Government, which needs to be changed. The brown Deputy Commissioner may sometimes show less concern for and more ignorance of the real needs of the average villager than his white colleague. *The foreignness of the rule over the villager consists essentially in the lack of regard for his welfare.* All true workers in the field of reform and regeneration in India have to be concerned, therefore, not only with the external garb in which Government is clothed but the inner character of its organism. Our compatriots to whom the privileges of education and knowledge have been largely denied,—whether in towns or villages,—must be put in the way of acquiring and judging facts for themselves and not be indoctrinated.

With this approach to adult education it is difficult not to feel Gandhiji's emphasis is misplaced when he lays down that "adult education means, therefore, first political education of the adult by word of mouth." A little later Gandhiji does add: "Side by side with the education by the mouth will be the literary education." This would appear to be an after-thought, and this impression is strengthened by the concluding part of the statement which we have quoted above.

It is an irony of fate that adult education should be so limited, miscon-

strued and prostituted, as it is in India, whenever people with power and influence, whether they be representatives of the Government or unofficial guides and arbiters of India's life,—deign to pay any attention to it. Governments constituted by law in India interfere with adult education work in a most thoughtless and ill-conceived manner, the moment it begins to develop among adults the capacity to think for themselves and the desire to follow current affairs with intelligent interest. (Consider 'the ban' placed by the Madras Government on the conducting of adult schools.) If Gandhiji's pronouncement is adhered to at all strictly, it will let loose forces of crude political teaching of the worst form, comparable with some of the disgusting loyalist propaganda which is sometimes passed off as adult education. It will make the steady adult education work which is now going on even more limited and difficult. We trust, therefore, that Gandhiji will not directly or indirectly lay down the law in this matter. Let him entrust this task to a board such as he envisages. Let such a board be given a free hand. Let them not be required in actual practice to reconcile their whole policy and programme to pronouncements or less formal dicta from Sevagram. Let him focus attention on this need and help to create the atmosphere in which it can be met.

14 ✓ A Statement on Adult Education in Delhi

BY SHAFIQ-UR-RAHMAN QIDWAI

When one thinks of the imperial city one thinks of many things that have been and are yet to be. Those who come to the city as visitors look mainly for the symbols of past grandeur; and these symbols console many who see the city as it is, and begin to lose confidence in the future. For there is little in the city, except for those who occupy the seats of power, to inspire hope, to create the assurance that the imperial city is adorning itself in a fitting manner to become the cynosure of the country's eyes. Everything one can think of as a citizen of Delhi belongs to the category of what has yet to be, and there are so many vital problems to think of that adult education appears by contrast of no significance whatever. At least it is best to say so at the start, for the reader might feel at the end that we have only filled up with words and hopes what is really an emptiness.

I

The Delhi government has taken no interest in Adult Education and given no encouragement to private enterprise. Some years back a sub-committee of the Central Advisory Board of Education made recommendations regarding Adult Education and appealed to the universities to devote special attention to this work. As a result, the Delhi University exhorted its constituent colleges to undertake literacy work with the help of their staff and students. There was no particular response from the colleges

themselves, but associations had already been formed in the Arabic College, the Commercial College, and the St. Stephens' College and they were conducting night schools and doing social work. There was also a Delhi Students' Literacy League, the moving spirits of which were students of the Hindu College, and this League had established education centres in various quarters of the city where local support was available. These societies derived great confidence and strength from the nationwide movement for literacy and the general awareness of its urgency which the movement created.

II

The Social Service Association of the Anglo-Arabic College has been doing very valuable work through its central night school and its branches. (A report describing their activity appeared in our issue of October 1941). The Commercial College is also conducting a night school in which, apart from reading and writing, education is imparted through lectures and social gatherings. The Delhi Students' Literacy League is an association whose members are drawn from different colleges; originally it was affiliated to the Delhi University Students' Federation, but is now a separate body. Last year it was completely reorganised with a view to form a common front against illiteracy of all the constituent colleges of the Delhi University and other institutions and societies engaged in adult education. The

Literacy League was remarkably successful in its attempt to re-constitute itself. The Vice-Chancellor of the Delhi University, Sir Maurice Gwyer, consented to become a visitor, other office-holders and professors of the University and notabilities of the city were kind enough to accept offices or membership of the Leagues' Working Committee. But unfortunately, this was almost all the League could achieve from its reorganisation. It is, however, very much alive and active, as its report shows, largely owing to the enthusiasm, energy and perseverance of its secretary, Mr. V. S. Mathur.

A review of the various reports will show that there is no lack of workers or of zeal in the teachers and students of the Delhi University. *What has been lacking is proper response from above.* Students have been encouraged and applauded but the work they have done has received no formal recognition. *The University has given no indication of a desire to affiliate adult education work to its other activities, to make it, formally, a department and accept full responsibility for organising and conducting it.* Until this is done, adult education will remain a philanthropic enterprise that will always bring credit but may never show substantial results.

The government can hardly be expected to show enthusiasm for duties which an educational body like the Delhi University has failed to acknowledge. But the Delhi Municipality last year allotted a sum for adult education in its budget, and thanks to the enlightened view which its present superintendent of education takes of

his functions, in many quarters of the city the buildings of primary schools have been utilised as night schools for adults. The Superintendent of Education has himself taken keen interest in the work, and as will be seen from the report, he has tried to make the best use of the funds allotted by the Municipality for this purpose. But adult literacy is an objective which cannot be attained by half measures, and in spite of what has been done, we are compelled to say that like the University, the Delhi Municipality has only blessed an enterprise which it ought to have itself undertaken. It has not acknowledged adult education as one of its regular functions or endeavoured to make citizens aware of this pressing need.

The chief private institutions or associations that have taken up adult education are the Social Service League, New Delhi, the Marwari Library and the "Taleem-o-Taraqqi" department of the Jamia Millia Islamia. The Social Service League works mainly for literacy among menials, and arranges for the education of their children. The Marwari Library, which is an old civic institution, organised some time back a special section to serve as a circulating library for rural areas, and it thus supplied literates in the country around Delhi with books and periodicals. 'The Taleem-o-Taraqqi', or Adult Education Department of the Jamia Millia has been established for the purpose of studying the problem and methods of adult education, of testing the various methods by means of experiments, and of preparing teaching aids and liter-

ature necessary as equipment for work on a large scale. The 'Taleem-o-Taraqqi' has been at work for three years. It has issued about 40 posters; prepared primers specially adopted for adults and drawn up a syllabus covering the whole field of general knowledge. This will consist in all of about 300 booklets on various subjects, and of these fifty have already been published. In addition to this, some literature has been published for those who wish to take up adult education, and booklets, souvenirs, cards and other things are distributed free on different occasions to propagate knowledge and remind the literate of their duty towards those to whom the blessings of education have been denied. The 'Taleem-o-Taraqqi' has established a local centre at Karol Bagh to carry out its programme and make the necessary experiments. The report of this centre and a list of its publications is given in the appendix. The main purpose of this centre is, of course, to provide an example from which others interested in the work may learn, and it may in course of time initiate a movement for the establishment of such centres.

III

We believe there are other individuals and societies in Delhi doing adult education work in some form or other, but unfortunately it was not possible to obtain information about them, and perhaps these people are themselves unaware of the character and significance of their work. This is not surprising. Adult Education is a very comprehensive term, and com-

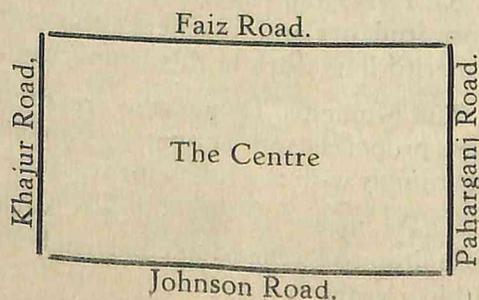
prises all the various agencies that provide information and general knowledge to grown-ups of all strata of society and in every sphere of life. In India, where the vast mass is totally illiterate and ignorant, the few who are educated naturally consider adult education to mean the attainment of bare literacy by the millions. But this is only one aspect of the problem; it is also a phase that will pass. As soon as we have set about our task in the appropriate manner and on the vast scale that the magnitude of our country demands, we shall find illiteracy to have been the foremost obstacle but also the easiest to overcome. Illiteracy is indeed only the smoke screen of ignorance, which is far more difficult to contend with and far more insidious in its workings. It is because of the ignorance that survives literacy that we find it impossible to organise or improve the conditions of life in our country; it is ignorance that neutralises all our efforts in the various spheres of life, religious, political, economic or cultural. Any conception of adult education which overlooks this enormous fact is, therefore, defective. We must not consider our task as different or diverse from that of all those institutions and societies whose object is to impart education or to improve the individual or social standard of life, and any comprehensive plan of adult education must be based on a co-ordination of all educative activity. Specialised or local effort can be fruitful only when enlightened opinion forms one uniform front against ignorance and determines to eradicate the evil in every sphere of

life and in every shape that it is capable of taking.

It will, of course, take time to organise a general campaign against ignorance. In the meanwhile those engaged in adult education in its present limited sense might with benefit evolve a plan of co-ordinated and co-operative activity. Those institutions and societies we have mentioned as consciously engaged in adult education in Delhi would work better and faster if a central body could be constituted for Delhi, so that the various activities now isolated and unsupported could be brought together to form a complete scheme, and individual effort could be stimulated and equipped with all the means that are requisite in order to achieve substantial results. Experience so far has shown that these various agencies are not only willing to co-operate but would welcome the constitution of an organisation which would take over the responsibility of planning, of providing equipment and literature, of knowing and not merely hoping—that what they do is the right thing and that they are doing it well.

TALBEM-O-TARAQOI, JAMIA MILLIA ISLAMIA, NEW DELHI

This centre has been working for two years in Johnson Road, Qarol Bagh, Delhi:



The rectangular sketch given above indicates the area which the centre has set out to serve. In March 1941 an educational census of the area was taken. The total population was found to be 1,628 distributed over 433 homes. Of the adults 213 were "educated," 449 literate, and 966 illiterate. Of the children 153 were literate while 360 were found to be illiterate. There are 137 people in service, 78 are shopkeepers, 77 students, whereas the rest follow various vocations,—mainly artisans and day labourers.

A Library

A Library particularly designed to meet the requirements of New Delhi literates has been started. Some 250 people have taken advantage of this library. The workers of the library are required to signify their willingness to be regarded as such by signing a membership form. They do not pay any fees. In the year '40-'41 some 4,000 copies of different books were circulated among 75 families.

Various Sections

Among the many interesting sections which are maintained by the centre the following may be noted:—

Literacy Section: This meets each evening in the centre premises. Adults are free to come to this section according to their convenience, receive instruction and leave as it suits them. No regular class register is maintained. In fact, the centre did not give particular attention to this particular section during the year,

Current Affairs Section: Ordinarily this section meets nightly. News from

the daily papers are read and explained with the help of maps and charts. Both literate and illiterate adults join this section with eagerness. The average attendance during the year has been 20.

The Giant Newspaper: Cuttings are taken from various daily newspapers. Cartoons, photographs and maps are specially included. A section of the paper deals with local news. It is prepared every morning and is put in a prominent place in the area. It is estimated that 300 to 400 people read bits of this newspaper daily. Ordinarily it is 4 ft. × 3 ft. The paper observes Friday as a weekly holiday and takes a few other holidays each year. It can be consulted in bound volumes at the Centre.

Dramatics: The Centre staged 4 dramas during the last year. These were so popular that the local people carried most of the responsibility for them and the average attendance was about 150.

In addition to the above regular activities 15 educational meetings were held which included a display of educational films and some meetings at which special programmes of the All-India Radio were made available. On most days in the week Radio news is made available to the locality.

The centre has also helped in making available religious knowledge to Muslim congregations in the area in which it is located, and also in certain other Mosques. As a result of the dramatic work of the Centre a new dramatic association has been formed, which carried on its work very enthu-

siastically, so much so, that the voluntary workers began to find it too much!

ED, I. J. A. E.

THE DELHI MUNICIPALITY AND ADULT EDUCATION

I took over charge in the Delhi Municipality as Superintendent Municipal Education in August, 1939.

At that time there was practically no activity in the Committee in respect of Adult Education.

A scheme was accordingly prepared and submitted to the Committee embodying the following suggestions:—

1. That all Heads of Departments be asked to make literate all the illiterate employees working under them.
2. That every Municipal teacher be asked to make at least three adults literate during the year.
3. Students of Middle classes above primary stage be asked to teach 3 R's to at least one adult per year.
4. In order to push up a vigorous "No thumb-impression" campaign a "No thumb-impression" week be observed.
5. Children be encouraged to teach "how to sign" to women folk at their homes.
6. Prizes and rewards be given to those students and teachers who put in meritorious work in this connection.

The Municipal Committee accepted these proposals and action was taken accordingly with the following results:—

(i) As many as 993 adults were made literate by the Municipal teachers within a year.

(ii) 202 persons were educated by school children.

(iii) During the "No thumb-impression" week 10,826 males and 634 females were taught how to sign their names.

The following further steps were taken in this direction :—

(i) With the co-operation of Mill authorities arrangements were made for teaching mill employees through Municipal teachers.

(ii) The President of the Municipal Committee was moved to issue an order prohibiting the practice of affixing thumb-impressions on the acquittance rolls in token of receipt of pay by the illiterate employees.

This order had a very speedy and salutary effect. Hundreds of Municipal peons, malis¹, kahars², bhishtis³, sweepers, etc., took up pen and paper to learn signing their names with the result that no employee of the Municipal Committee has now to put his thumb-impression on any record or on acquittance rolls.

(iii) With the co-operation of the Students Literacy League a Literacy week was observed when a grand procession was taken out headed by Sir J. P. Srivastava, Ex-Education Minister, U. P., and the effigies of illiteracy were burnt. At the conclusion of the procession a public meeting was held under the presidentship of Sir Sayyed Raza Ali, M. L. A. (Central).

(iv) The most important step that has been taken in this direction is that

¹ Gardeners. ² Hindu watermen. ³ Muslim watermen.

16 night schools have been opened—one in each ward of the city.

It cannot be said that all that could be done or should have been done by a progressive Municipal Committee has been done but perhaps there will be no fear of contradiction in saying that a good beginning has been made and that for those citizens who were deprived of the benefits of primary education in childhood, facilities have been provided so that they may get the blessings of learning even at an advanced stage if they so desire.

(Sd.) Superintendent,
Municipal Education,
Delhi.

Dated, 15th October, 1941.

THE NEW DELHI SOCIAL SERVICE LEAGUE

Removal of Illiteracy, 1940-41

The New Delhi Social Service League came into being on the 4th of June 1940 with Miss J. E. Copeland (President); Rao Sahib J. A. Limaya, (Senior Vice-President); Dr. Mrs. Kagal (Junior Vice-President); Mr. R. Gopalan (Hony. Secretary); Mr. Sundar Lal (Joint Secretary); Mr. Brij Bhushan (Hony. Treasurer).

Immediately after its establishment the league decided to assist the local movement to tackle the problem of removing illiteracy. It took under its control a literacy centre which was already working in Chatta Lal Miyan near Delhi Gate and another at the New Delhi Y. M. C. A. In October 1940, it also opened a third centre at the D. A. V. School, Lady Hardinge

Road, New Delhi. The Committee is glad to report that at these centres several adults and children have already been made literate and at present about 90 pupils are attending the various centres for purposes of instruction. The League takes this opportunity to thank the authorities of Y. M. C. A. and the D. A. V. School for all facilities given in the running of these centres in their premises. The thanks of the League are also due to Messrs. J. N. Saksena, A. A. Hasan, U. C. Majumdar and R. Gopalan for periodical inspection of the centres and to Rao Sahib J. A. Limaye for present-

ing materials for indoor games for the use of the pupils. The League is also obliged to Miss J. E. Copeland for presenting a number of specially designed Hindi primers published by the Committee for the Removal of Illiteracy in the Central Provinces.

Literacy Certificates

The question of issuing literacy certificates to pupils attaining the minimum amount of literacy is engaging the attention of the League and will be taken up with the local educational authorities as soon as possible.

Adult Education Activities In Mysore State

(Contributed)

For many years spasmodic attempts to attack illiteracy met with a varied amount of success. In 1940, the University Settlement conducted a study-circle on illiteracy. Proposals were made for a state-wide campaign—starting in the cities of Mysore and Bangalore—and they resulted in 1940 with the Mysore City Campaign started very much on the lines suggested. In 1941, the Bangalore City Campaign was started. Now, thanks to the keen interest and enthusiasm of the Minister of Education, there is every possibility of the State-wide campaign being inaugurated by a non-official State Literacy Council with financial assistance of the Government.

I. Details of Activities:—

Missionary Bodies:—Methodist Mission, Mysore City

A regular night school is being held in Adikarnatakupura, a Harijan suburb

of Mysore City, for adults. There are 22 students on the roll; but the average attendance is only 12. The cost of the school is about Rs. 7, per month out of which the Government give a grant of Rs. 5. The school has been working for the last 15 years or so.

Methodist Mission, Chennapatna:—

Adult literacy classes are being held from the last two years. There are four centres. One class is held in the early afternoon when the workers return from the fields; other classes are held at night. Some women also are taught in their houses. Generally the Laubach charts are used, but the "Each one teach one" slogan does not work well as a rule. Mr. Devudu's charts and primer are also used. Mane matugalu ('fire-side talks') from Dharwar and the Mission Village Series are also used. The students read a weekly newspaper regularly. Simple arithmetic and hygiene

are also taught. The adults require a good deal of coaxing to make them learn at all. Mill workers feel ashamed not to be able to read and so are an exception. Attendance is irregular owing to many reasons. Seasonal field work makes the villagers come too late or too tired to attend; night and day shifts in mills make attendance irregular also.

II. Factories and Estates

Central Welfare Committee, Kolar Gold Fields

The only adult education being carried on is night schools for labourers. The curriculum consists of reading, writing, arithmetic and general knowledge. The students pay a small fee and the rest is met out of Central Welfare Funds.

The Mysore Iron and Steel Works, Bhadravati

In 1939 the Welfare Department opened free night classes for adults in some two labour colonies. The teachers were paid a monthly allowance of Rs. 3 each. On the 24th of May, 1941, adult literacy classes were started with the help of the Mysore Literacy Council. The teachers will be paid on the basis of one rupee per successful student judged by the results at the examination. The amount allotted for adult literacy during 1941-42 is Rs. 216. The full course of the training covers six months.

Coffee Estates

The attendance of the students is very sporadic. The C. L. S. in Madras have specially written a large number

of booklets. Three schools are carried on by full-time Mission workers. It is to be observed that much depends on the character and influence of the teacher.

III. Government Rural Welfare Centre, Closepet.

Mr. Devudu Narasimha Sastry trained some of the teachers of the Primary schools in his method. As a precaution to see that the adults already trained do not relapse into illiteracy, it is recommended that reading rooms and libraries be started in all centres.

IV. Private Bodies.

Kannada Sahitya Parisad, Bangalore City.

The Parisad has not taken up directly any general Adult Education work on a large scale. It has drawn up a scheme of examinations consisting of three grades. The first examination is in literacy and the other two concern themselves with general educational and cultural interests. Mr. M. R. Srinivasa Murthy a member of the Parisad, has prepared a literacy primer. The first examination is being conducted twice a year since 1940. Out of 288 students, 248 from 13 centres were successful.

Seva Asram, Bangalore.

Adults are not only made literate but attempts have been made to educate them in the day-to-day problems. It is happy to note that the response from the adults is, far from being spasmodic, steady. It is proposed to develop the recreation part of the programme.

Deena Seva Sangha, Bangalore.

There is a labourers' fellowship night school working under the auspices of the Sangha. In addition to the literacy carried on, the Sangha has some activities like dramas, wrestling, etc.

Bangalore Literacy Campaign.

The literacy campaign in Bangalore City is having a fair start full of promise. The Government has aided the Campaign by giving a grant of Rs. 2,000. Extra aid is given through public donations, etc. There are 13 centres working,—out of which two are Urdu ones. The classes are working for the last three months. The number of students in a class varies from 12 to 20. The Parisad is conducting examinations. The Mysore University Union's method is followed. Continuation classes are proposed to be started having the Mysore books as texts.

Mysore Literacy Campaign, Mysore.

It is satisfactory to note that literacy at Mysore City has passed out from the experimental stage to one of consolidation and solid work. The work is largely carried on under the auspices of the University Union. The Union has evolved a literacy chart of its own based on the ease of movement of the hand. It has also evolved a primer of its own. In addition to the chart and the primer, a post-literacy reader and a continuation reading series are published. The volunteer-teachers are given training in the method for three or four days and then they are given classes to handle. The strength of the classes varies from 12 to 15; in the case of continuation class-

es, the strength is sometimes 20. There are different committees to look after Kannada and Urdu literacy work. Generally, classes work from 7.30 p.m. to 9 p.m. The first quarter of an hour is used for greetings and general conversations so that all the pupils gather together. Then one hour is devoted to instruction in reading and writing. The last quarter of an hour is used for a short talk on any topical subject usually connected with civics. Great care is taken in formation of the classes in the various talimkhanas, bhajana-mandirs and temples. The co-operation of the 'yajamans' of the various localities and the respective Municipal Councillors is always solicited. The classes are periodically inspected by helpers who very kindly offer helpful suggestions to the volunteers and so encourage them in not an altogether pleasant work. Constant touch with the volunteers is kept through occasional rallies. All the materials like the black-board, board-chalk, books and pencils are supplied free of cost. During the year 1939-40 there were in all 45 classes with the total strength of 470. Some work outside Mysore City is being carried on especially during holidays by the student-volunteers. By incessant propaganda the importance of the literacy drive is kept constantly in the minds of the public. For the last two years a literacy stall is being taken during the Dasara Exhibition. The Parisad is conducting the examinations.

For the purposes of the campaign, literacy is defined so as to include:—
(a) Reading and understanding an article in a newspaper. (b) Simple

home-arithmetic. (c) Writing a letter to a relation or an application to an office. (d) Elementary knowledge of the history and the geography of the country and its institutions.

University Settlement, Bangalore.

Adult Literacy classes have been conducted by the Settlement ever since it began its activities in six different centres. The classes are held for two hours every evening for at least five evenings a week. In addition to the purely literacy work carried on, other activities in the way of general adult education are also conducted. Some stipendiary University students reside in the Settlement and they are conducting their work in different

centres mostly in the evenings under the guidance of the Warden. The common items of work that the students carry on include the following:—

(a) Organization of games for adults. (b) Educational talks on temperance and sanitation, etc. (c) Organization of dramatic leagues, youth leagues, etc.

(d) Libraries for the literates.

The Settlement is the first of its kind in the life of the Universities in our country engaged in education work including that of the adults. It is hoped that as time goes on the work will gather more and more momentum and put itself on a secure and serviceful basis.

Adult Education in Other Lands

ENGLISH ADULT SCHOOLS CARRY ON

1. Birmingham

"I attended Alcester Street School (**Birmingham**) this morning. Though about thirty young men from it are on active service, though the building is dreadfully badly damaged and none of their weekday activities continue there, though about fifteen of their members or more have been bombed out, and those present seemed largely older men and women, yet they seem to be carrying on splendidly—three members won prizes in the recent Musical festival—and they keep in touch with all their absent members. I felt it to be encouraging that the leaders especially showed pluck and determination."

MAX A. WITNEY writes that the WATFORD (Derby Road) School has

benefited by introducing into its programme some subjects other than those in the Handbook and has gained new members—which may also be due to reports in the local press. The School has had the Headmaster of the Central School to speak on "Religious Education in Schools," the General Manager of the Co-operative Society on the dilemma between profits and ideals in business, a Negro gentleman on Dr. Aggrey, whom he had known at Accra, and a member of the staff of Leavesden Asylum on "The Care of Mental Defectives." Perhaps the secret of the present success of this School is found in the fact that members hold strongly that "there is a great work for us to do at the present time."

"Service of Youth" at Sutton

A large part of the fine Adult School premises at Sutton, Surrey, is occupied for Government or similar purposes. But when the General Secretary of the School (Frederick C. Hagger) attended a meeting of the Sutton Council of Youth he was able to offer to them the use of some part of the premises needed because a "Youth Centre" had had to be closed down by loss of premises. The School Committee approved and the lounge and an adjacent room were made available. Of the committee formed to manage the new Centre, practically half are Adult School members. In a recent letter Mr. Hagger writes that "167 young men and maidens have to date been enrolled as members.....they are of a fine type." For the following account we are indebted to the *Sutton Advertiser*:

"Sutton has at last a youth centre of its own. It was officially opened on Saturday at the Adult School, a building ideally suited for the purpose. It started off on the right note: the youths themselves ran the show. They arranged the programme, they themselves provided the entertainment, they saw to the refreshments. It was an exhilarating experience being among them, for they radiated happiness, jollity and high spirits. Everyone wore a smile as they bustled about seeking entertainment or a job of work providing entertainment for others. If there was a dull minute it was when the adults held the stage and talked of their own accomplishments!

A tremendous responsibility rests upon youth centres, for it is to them

we look anxiously to see that youth is ready to play its tremendous part in the rebirth of Britain. If youth centres are to be mere play-pens for the adolescent, hopes of instilling sanity into the world will be just super-optimism; if they become merely recreational centres run by adults, they will likewise prove but the shattering of another vain dream.

"Youth centres, if they are to be of lasting benefit to the nation, must combine training in leadership and self-expression with the attainment of fit minds and bodies: they must be temples of happiness of such appeal that youth will flock to them and readily absorb the medicine because of the entertainment to follow.

"One excellent way of educating youth, without youth being too conscious of the fact, is by the formation of debating societies. Somehow or other youth must be interested in social and national problems. It can be achieved through youth centres, but we confess to some uneasiness with regard to the way the problem is being tackled. At Sutton, for instance, the youth club will be at the Adult School and the classes will be held elsewhere. There is a very grave danger that whereas the purely entertainment side of the centre will flourish, the academic side will be almost entirely neglected by the youths. Some system of talks followed by debates, dances or competitions, might prove far better attended than continuation classes in a school. The average youth, having attended school compulsorily for at least ten years, is inclined to steer clear

of evening classes at any price. They do not respond kindly to invitations to return to school—but they can be got to absorb useful learning if the right methods are used.

“The essentials are a centre which is such a happidrome that youth will hate to miss it and good education surreptitiously delivered.”

[From *One and All*, London.]

Adult Education in Soviet Russia*

(Continued.)—II.

BY G. FEOFILOV

On October 2nd, 1940, Radio Moscow announced that the Presidium of the Supreme Council of the U. S. S. R. had issued a decree concerning the formation of a Labour Reserve. According to this decree, Soviet youth between the ages of 14 and 18 is to constitute this Labour Reserve. Every year between 800,000 and one million young people are to be called up and distributed among three types of schools: craft schools (mostly for peasants), railway schools and, thirdly, factory schools. All these young people will be entirely supported by the State for the duration of their studies, which will last for a period of between six months and two years.

After passing through these schools, they will be mobilized on the same lines as military recruits, and will be at the disposal of the Council of Commissars, which alone will have the right to make use of these qualified young workers in accordance with the State economic plan.

On the same day, another decree was issued abolishing free education. From the autumn of this year, students at secondary schools who wish to stay on for the final two years to complete their studies must pay, in Moscow and

Leningrad, 200 roubles a year; in all other towns the fees are to be 150 roubles a year. The fees for a university education are now to be 400 roubles a year at Moscow or Leningrad, and 300 roubles elsewhere.

Students of art or music are henceforward to pay 600 roubles a year.

One can find innumerable examples of that kind. Revolutionary experiments still seem to prevail in the cultural life of modern Russia; in order to understand and appreciate concrete achievements it is necessary first of all to be clear about the principles which are the basis of the Soviet educational system. A complete summary of these principles was given in the Soviet Constitution. Article 121 says: “Citizens of the U. S. S. R. have the right to education. This right is ensured by universal, compulsory elementary education; by the fact that education, including higher education, is free of charge; by the system of state scholarships for the overwhelming majority of students in the higher educational establishments; by instruction in schools being conducted in the native language, and by the organization of free vocational, technical and agronomic training for the toilers in the factories, state farms, machine and tractor stations and collective farms.”

*With acknowledgements to the Bulletin of the World Association for A. E., London.

As we see from this Article, Adult Education in Soviet Russia was limited to technical instruction, provided for grown-up citizens in connection with their professional occupation. But in fact the Adult Education Movement in Soviet Russia has had much wider scope. The Soviet Government realized that the overwhelming majority of the Russian people, especially the peasants, could not accept the new regime unless they became conscious sympathisers with all the October revolutionary experiments.

The starting point of the Adult Educational Movement in the U. S. S. R. was the decree of December 1st, 1919. It contained the firm decision of the Government to abolish for ever illiteracy among Russian peasants and workers. The Government spared neither money nor energy to fulfil their solemn promise to abolish one of the worst inheritances of the old regime. The whole problem had to be solved in the shortest possible time. A perfect plan was worked out, the necessary statistical research was done, authoritative committees for dealing solely with illiteracy were set up, called "Committees for Combating Illiteracy", thousands of propagandists were sent to the most remote districts of the country. Russian people wanted to learn; they responded to the Government's efforts with great enthusiasm. Schools organized by the Committees for Combating Illiteracy were packed by people of all ages. Very soon, however, the wave of enthusiasm subsided and in 1937 the Government of U.S.S.R. reported that, in spite of increasing expenditure for the abolition of illiteracy,

the whole problem was still far from definite solution. They declared that the work of the Committees was not going on satisfactorily, and even in the R.F.S.S.R. there were about 50 per cent of illiterates who did not attend school at all. In the same year (April 27th, 1937), IZVESTIA published an article in which we read that "Out of 22 million members of the Trade Unions about one million are completely illiterate, and about 2½ million are semi-illiterate. Moscow radio has recently reported that the Government is still very busy with the problem; it was admitted that the whole system was completely changed. The "shock brigade" method was rejected as amateurish; instead, a systematic training was introduced, and the problem of the abolition of illiteracy has now become part of the general scheme of Adult Education. The scheme comprises the following measures: 1. The establishment of polytechnic schools at the factories, called rabfacs (workers' faculties). These schools provide lecturing and teaching on various technical subjects relating to the production of a particular factory; in addition there are lectures on politics, and lectures on Marxism and Leninism are compulsory. The aim of these schools is also to prepare the most able students for entrance to higher technical institutes. 2. The organization of systematic courses for schools in the villages with the same purpose as the rabfacs. 3. The organization of evening institutes at the trade unions. 4. The organisation of lecturing at the professional clubs. 5. The establishment of free reading rooms, "red corners", at any large or

small factory; and the establishment of similar reading rooms in the villages.

6. The enlarging and improvement of national library systems.

This system has continued to exist without any essential alteration, but the programme and the method of teaching has been changed several times. The essential thing in the whole Adult Educational system in the U. S. S. R. is that the students are not free to choose what they learn but learn what is given them; furthermore, any school, any cultural institution has to keep to the general scheme of education which is defined only by the Government. What is the Bolshevik aim in general? "The creation of a new type of man." This answer was given on many occasions when the whole cultural problem was discussed, and it is not a mere phase; it is a concrete task. Pursuing this task, the Bolsheviks fully realized that they needed something more powerful than academic schooling, teaching and training. They needed something which could influence the formation of a new mentality in the people; they needed an influence working constantly, freely and deeply: that is—art in general, and particularly literature, novels and poetry. Thus the question of creating a special Soviet literature has arisen. Reading in modern Russia is the most typical feature of cultural life; the circulation of favourite books among the people is colossal. Soviet literature has had to replace old Russian literature, as the Soviet regime has replaced the old one. What is the difference between the old Russian literature and the new? What does Soviet literature

give to the reader? Here is the definition of Soviet literature, as given in Soviet encyclopaedias: "proletarian literature expresses class interests, and the ideology of the proletariat. It is defined, not by the proletarian origin of the author, but by his creative power. In the ranks of the proletarian writers converts from other social groups can find a place, but only if they take up a class standpoint." I do not know if this quotation still has the same value, as there was a wide purge among the collaborators of the encyclopaedia, the consequence of which was the complete revision of some volumes of the encyclopaedia. In any case, the chief idea still remains intact. This was vigorously expressed by the Soviet writer Alexi Tolstoy at the Comsomol Conference in 1936. In his speech at that conference he said, "Some Soviet writers have realized with difficulty that truth is one, clear and precise and real; truth is being accomplished by all our reconstruction; that is the theory of the four great thinkers and leaders of humanity (Marx, Engels, Lenin, Stalin). This truth is in the keeping of the Central Committee of the Communist Party; the leadership of our history and of the soul of man in our country is not entrusted to a private individual." Stalin encouraging Soviet writers to increase the, so to speak, output of literature, gave to the writer an industrial title; he called him "the engineer of the soul of man." The task of replacing old Russian literature by new, expressing the ideas of the four great thinkers, was achieved splendidly. Hundreds of Soviet writers appeared in the literary world, and some of them

showed great skill in writing and a fresh creative power; their books have been circulated in many millions. But the effort to create a monopoly of influence on the Russian people by a new literature has failed. Russian readers have kept their own free choice of what to read, and it has been the Russian classics which have retained the power of attraction. A longing for good books has been growing steadily. The Government felt it and could not resist it, and was forced to allow people free access to the classics. They chose a brilliant occasion to satisfy people's cultural desires. It was in 1937, the year of the Pushkin Centenary. The celebration of Pushkin's Centenary was a magnificent demonstration on the part of all nations of the U.S.S.R., a demonstration of the devotion of the people to the cultural values in Pushkin's immortal work. Let me give you some typical examples of the expression of thought and feeling on the occasion of Pushkin's Centenary. In *IZVESTIA*, No. 4, 1937, an article was published under the title "Why is Pushkin dear

to us?" in which the pre-revolutionary writer, Veresaev, collected material taken from answers to a questionnaire sent out on this subject. "Pushkin's poetry is for the most part the algebra of our thoughts and the music of our feelings. Pushkin's characters and his feelings reflect not only his times but ours also." "Pushkin presents to us such truth as even his class position cannot hide. Pushkin dominates our passion for beauty, for full-blooded human life, for love." "In answer to your question I would like to say nothing but to bare my head before Pushkin."

If these examples are typical of the present stage in the mentality of the people, and I believe that they are, then we have the right to a general conclusion: the period of revolutionary experiments in Adult Education is passing; a new period has started in the movement, which is controlled by the belief that humanism and beauty must be the basis of education; and Pushkin was a happy choice for this new start.

News from Far and Near.

AJMER

*Copy of an extract from the Report on
Progress of Education under
Ajmer-Merwara for
the year 1940-41.*

Adult Education. The Adult Night Schools in the district run by the Co-operative Department and the one at Nasirabad aided by the Cantonment Board, had to be closed due to the inability of these agencies to provide funds for their maintenance. There is

only one Adult School maintained by the Municipal Committee, Beawar.

The need for the provision of facilities for Adult Education is imperative. But it is not likely to be fulfilled unless Government take initiative and provide funds for this purpose.

*

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ASSAM

Those who are in sympathy with the work done by *the Society for the Spread of Literacy in English* will be

glad to learn that this Society has been affiliated with the World Federation of Education Associations which has its headquarters in the United States of America. Since 1934 the S. S. L. E. has been engaged in distributing free literacy charts, in imparting free instruction to those who are desirous of learning English but who are unable to attend any school for that purpose, in providing a free library to encourage the habit of self-study and in organising short training courses in the best methods of teaching English to beginners. Those who are interested in such work may write to the Secretary, S. S. L. E., Jorhat, Assam, for further information which will be gladly supplied.

J. N. SHIYAM,
Secretary, S. S. L. E.

BENGAL

Adult Education in Howrah District

The number of night schools and Maktabas was 91 with 4,034 students against 73 with 2,165 students attending them in the previous year. The total cost for these schools was Rs. 22,739 against Rs. 4,624 in the previous year. The entire amount was met from fees and other sources (Bengal Weekly dated 15th December, 1941).

BRAHMANBARIA

WATER-HYACINTH was cleared in Janodpur and Ibrahimpur unions by the local Palli Mangal Samities. The Co-operative Rural Reconstruction Society, Brahmanbaria, constructed twenty bore-holed latrines and estab-

lished fifteen night schools during the month in different parts of the subdivision. Two hundred copies of "Parer Bahi" were also distributed by the Society.

BANKURA

REPORTS from Bankura district for the months from April to August state that steady progress was maintained in rural reconstruction activity in the district embracing almost all aspects of rural life by voluntary efforts of the local people, in almost all cases, under the guidance of the official executive.

Adult Education

Twenty-two adult education centres in Belut-Rasulpur Union, 10 in Salda and 5 in Gelia Unions in Vishnupur have been started; these centres are continuing satisfactorily and Laubach system is being followed in educating adults. The Library Committee of Patrasayer in the same subdivision has been reconstructed and resolutions for implementing important programmes for the amelioration of Rural Reconstruction Societies as also the opening of a music class were made and decided upon. Adult education centres have also been started at Sikrabad and Dhabani in Dahala Union in Sadar and the Raipur village hall committee has constructed a spacious hall and library room. Four night schools have been set up, one each at Madhabpur, Bishinda, Haludkanali and at Dharkidihi. The Dogira Muktab in Bikrampur Union has been repaired and re-equipped at a cost of Rs. 40. Two musical schools have also been started—one at Baga and the other at Shyamsundarpur in Sadar.

Village Hall and Library

A spacious village hall was opened by the District Magistrate at Raipur (Sadar). A village library has also been started at Ajodhya (Vishnupur). The war film shown at Joypur, Rajgram and Vishnupur attracted no less than 1,000 persons in each show. A weekly newspaper named *Abhijan* has been started at Vishnupur to give publicity to and encourage rural reconstruction work throughout the subdivision.

A badminton tournament was organised in police-station Raipur in Sadar and a village playground has been completed at Salda in Vishnupur out of Government of India second grant of Rs. 60 and local contribution of Rs. 20. To provide impetus to sports Thana Sports Committees have started under the guidance of the Sub-divisional Sports Association. Each Committee is to run football matches under the league system during the rainy season. The Dwarika Society has opened an *akhara* for gymnastics.

(*Excerpts from Bengal Weekly*).

BOMBAY PROVINCE

Supervision Grants to Associations

The Government of Bombay has approved a scheme for the payment of supervision grant to associations running primary schools under the mass literacy scheme.

A primary school started under the scheme of mass literacy receives a maintenance grant at the rate of Rs. 4 per pupil in average attendance and this may be increased to Rs. 6 in the case of girls and of children of the Back-

ward Classes, subject to a maximum of Rs. 200 in all in a year. The associations running primary schools under this scheme, however, get no extra grant towards overhead charges.

An association maintaining a large number of schools has to incur some overhead expenditure. For example, it will have to maintain a supervisor to ensure effective supervision over its schools. It has also to spend some money on the upkeep of a central office. If the grants made by the associations and the Government for voluntary schools are to be utilised in a proper manner, the associations will have to see that their schools are adequately supervised, and for this purpose they will have to employ qualified supervisors. They cannot, however, do so at present without some Government help.

Rate of Grants

The Government has decided that the associations running approved voluntary primary schools should, with effect from the current year, be paid grants on overhead charges at the rate of two-thirds of the actual overhead costs or 10 per cent of the capitation grant earned by them, whichever is less, subject to the following conditions:

The following items of overhead costs will be admitted for Government grant: Pay and allowances of the clerical and supervising staff; office contingency; stipends to teachers deputed for training; cost of refresher courses; travelling allowance to teachers; and pay and travelling allowance to relieving teachers.

A full time peon will be allowed to all associations. The other staff will be: a part-time supervisor and a part-time clerk for an association running 11 to 29 schools; a part-time supervisor and a full-time clerk for associations running 30 to 39 schools; and a full-time supervisor and a full-time clerk for associations running more than 40 schools.

The pay scales will be: Supervisors, Rs. 40—5—100; Clerks, Rs. 25—5/2—50 (a qualified clerk to be started at Rs. 30); Peons, the same at those sanctioned by the Government for its inferior servants; Part-time Supervisor, Rs. 30; and Part-time Clerk, Rs. 15.

These pay scales are the maximum limits. The associations are at liberty to employ persons on lesser pay if they can secure the services of suitable persons without loss of efficiency.

REGISTRATION OF VILLAGE LIBRARIES

The Government of Bombay has issued rules for the registration of, and grant-in-aid to, village libraries and reading rooms under the Adult Education Scheme.

Private persons, village panchayats, sanitary committees, village uplift associations, co-operative societies or a body or an association desirous of conducting a village library in a local area should apply, in the prescribed form, to the Deputy Educational Inspector of the district for registration.

Ordinarily only one library will be recognised in a local area. Special libraries, may, however, be opened for

women and/or children. Other cases will be considered on their merits.

The conditions for registration are that the management of the libraries is in the hands of competent and reliable bodies, that a library is open and free to all classes and communities without any discrimination, is kept open for at least one hour a day, and maintains certain records.

The expenditure of a library shall be limited to 40 per cent on newspapers and periodicals, 40 per cent on books and 20 per cent on other items. Savings, if any, in "other items" may be utilised for either of the other purposes.

In the first year of its existence, a library may be given a grant not exceeding Rs. 30, or two-thirds of the actual cost of the books and periodicals purchased, whichever is less. In the large villages, a library may be given a grant of Rs. 50, or two-thirds of the actual expenditure, whichever is less.

A similar grant may, if the financial condition of the Government permits, be paid to a registered library three years after the payment of the first Government subsidy.

WORK IN BROACH

A comprehensive programme of work in propogating the principles of health and sanitation is recorded in the report of the Broach Sanitary Association for the year 1940-41.

Sixty-five lantern and demonstration lectures were delivered by the medical officer of the Association in Broach town and district. Health shows were

held at the annual fairs in the district and at the J. D. Vakil Sanitary Museum Hall at Broach. Health films were shown in different localities in Broach and at Samni Vilayet, Shukaltirth and Kerwada.

Leaflets on food and nutrition, personal hygiene, malaria, smallpox and child welfare were distributed to the child welfare centres and primary and secondary schools and village medical aid centres in the district. The Association also had a show-case at the railway station at Broach containing posters on different health subjects.

[*Bombay Information*].

THE BOMBAY ADULT EDUCATION COMMITTEE

Bombay City, 1940-41

We congratulate the Bombay Adult Education Committee on the excellent record of work turned out by them as a perusal of their 2nd Annual Report (1940-41) will convince anyone. We are particularly gratified to note that quite a number of women in various grades of life, especially Muslim women, have benefitted by their activities. We are sure these good results have been possible only through such material help and hearty co-operation as the Committee was able to get not only from the Government of Bombay, but also from various other public bodies in that city.

Bombay has set an example of what perseverance and patience can achieve in India, and other provinces will do well to emulate Bombay in this respect.

We are glad to note that co-operation has been extended to the Committee even by managements of several mills. Credit for all this is due to Messrs. the Hon'ble M. M. Pakwasa, Diwan Bahadur K. M. Jhaveri and K. T. Mantri, who have been in the vanguard of the movement.

BOMBAY CITY

A Scheme of Literature for Adults

The Adult Education Committee is conscious of the importance of suitable literature for adults after they become literate. This literature must accord with the mental and emotional development of adults, their richer vocabulary, wider experience of life, special interests in and attitudes towards the real problems of existence, conditions governing their living in a city like Bombay and such other factors relating to the life of the masses. A reference was made in the last Annual Report to the Book Committee appointed by the Adult Education Committee, in order to take steps to get such literature produced with the co-operation of eminent literary men and women. This Sub-Committee co-opted some writers taking active interest in such literature and representing different languages. A scheme has been prepared by the Committee for the guidance of the writers to start with. This scheme will, of course, develop as the campaign progresses, experience accumulates and writers come forward to take their proper share in the popular movement. With the help of these literary men the Committee prepared manuscripts of a Hindi Primer and eight books for supplementary reading during the year

under report and hopes to get almost all of them printed and published during the current year.

A Scheme of Books for supplementary reading for New Adult literates

With a view to providing suitable literature for literacy and post-literacy

reading for adults, the committee intends to produce graded series of books. Under the scheme, topics like personal hygiene, places of interest and Fairs in the city and suburbs, hotels, restaurants and roads of Bombay, lives of historical and religious persons and utility department have been selected for the guidance of the writers.

ADULT EDUCATION IN CENTRAL PROVINCES AND BERAR

(Kindly supplied by the Education Department)

A scheme for the establishment of 50 adult schools was sanctioned by the Provincial Government in 1937-38. The schools were started by local bodies with the approval and assistance of the Education Department, the grant paid per school per annum being Rs. 40 as detailed below:—

(i) Allowance to the teacher at Rs. 5 per mensem for 7 months in a year. (The adult schools remain closed during the hot weather and rains)	... Rs. 35.
(ii) Contingencies	... Rs. 5.
Total	... Rs. 40.

The adult schools usually meet in the evenings in the existing school buildings.

2. The following statement shows the number of adult schools started during the period 1st October, 1937, to 30th April, 1941, and the number that actually functioned.

Year.	No. of adult schools started.	No. of adult schools which actually functioned for 7 months during the year.	No. of adult schools closed owing to poor attendance during the year.
1937-38.	47	46	1
1938-39.	47	30	17
1939-40.	32	25	7
1940-41.	37	35	2

As an experimental measure a syllabus for use in adult schools has also been recently sanctioned.

3. Adult education under the control of the local bodies has not evidently progressed satisfactorily in this province, the main reasons being (i) the lack of sufficient funds (ii) a not very encouraging response from the adults and also (iii) lack of sustained interest on the part of the local bodies.

4. Some colleges and High Schools have also opened adult classes to remove illiteracy among adults. The number of such institutions is as given below:—

Year.	No. of colleges which started adult classes.	No. of High Schools for girls which started adult classes.	No. of High schools for boys which started adult classes.
1939-40.	7	3	27
1940-41.	5	2	13

5. The scheme of village public libraries started by this Department in 1928 has however, taken root.

Altogether there are now 44 libraries attached to Indian Middle schools situated in the rural area under the control of the local bodies and an equal number of circulating libraries. The village adults avail themselves of the facilities thus afforded. These libraries help the cause of adult education to some extent.

IN BIHAR

Over Ten Lakhs Made Literate

(From a Correspondent.)

Ranchi.

The impressive progress made by the Mass Literacy Movement inaugurated in Bihar in April 1938 is shown by the fact that 10,65,821 persons (including 71,744 women) were made literate and 6,25,696 persons were under instruction in a post-literacy course up to the end of March, 1941.

The movement retains its voluntary character. Except for a few organisers who receive a small allowance for supervision and a number of teachers who receive a small capitation fee just enough to cover their out-of-pocket expenses, the work is on a voluntary basis. Students still form the bulk of volunteer-teachers. In the first year, the burden of teaching work in rural areas fell on the teachers of primary schools, but with the concentration of work in selected areas, the greater part

of teaching work is now being performed by non-teachers. In 1940-41, out of 23,480 volunteer-teachers only 6,569 were teachers of primary schools. Volunteer-teachers are recruited from all sections of village society. Arrangements are being made to train them in the technique of adult teaching.

During the period between 1st April, 1939, and the 31st March, 1941, various modifications were made in the scheme with a view to improving the supervision of the centres. Each intensive thana area was placed under the supervision of a sub-inspector of schools and under him organisers were appointed, each to look after 50 to 60 centres.

With a view to preventing the new literate relapsing into illiteracy, a three-month post-literacy instruction was provided after the completion of the pre-literacy course. Lately, a post-literacy test has also been introduced.

Village Libraries

An important feature of the campaign was the organisation of village libraries, 4,000 in 1939-40 and 2,000 in 1940-41. A new series of library books has now been prepared and proposals are under consideration to improve the working of these libraries.

The progress made in literacy work during the last three years may be summed up as follows.

Number of intensive thanas 58,
number of centres in villages outside intensive thanas, about 6,000, number of persons made literate, 10,65,821, number of women made literate, 21,744,

number under instruction in post-literacy course, 6,25,696 (figures not yet complete), and total expenditure, Rs. 5,35,105 (out of Government funds Rs. 3,52,253 and Rs. 72,852 non-Government).

Besides, there are literacy centres in all the jails of the province and in the Central Jails, many prisoners have passed Lower and Upper Primary examinations. Thousands of chaukidars have also been made literate.

During 1941-42, sixteen new thanas have been selected for intensive work and literacy centres have been started in about 1,500 villages.

One of the important results of the movement has been that it has succeeded in stimulating the demand for primary education and in raising the average daily attendance in the schools of those areas where it has made headway.

After reviewing the progress so far made, the Provincial Mass Literacy Committee has recommended to Government that the Movement be continued and a scheme on the present scale during 1942-43 be prepared. The Committee has also decided upon various measures designed to strengthen and advance the Movement.

JODHPUR

Education Department, Government
of Jodhpur, Jodhpur

Adult Education in Marwar

This Department is trying to do something in regard to the spread of literacy among the adults in Marwar.

We have 13 Night Classes for the city districts where adults read. The Department is spending about Rs. 2,400 p.m., for this purpose in part-time allowances.

Besides this local bodies are also conducting Night Classes for adult education and this department allows them grant for the purpose from the Social Uplift Fund.

For Female Adults we have a separate class attached to one of the city Girls' Schools. There is also one Female Adult class attached to one of the aided Girls' Schools in Jodhpur. These women are taught, besides three R's., some practical work such as sewing, knitting, laundry, etc., and they are, after completing the course, employed by the department if and when there is any need.

SD. A. P. COX,
Director of Education.

SOME COMPARATIVE FIGURES IN STATES

There are now 6,52,975 literates (males 4,82,353, females 1,70,622) in the State, an increase of 50.2 per cent over the last Census figures. The number of male literates has increased by 35.8 per cent while literacy amongst women has shown the remarkable progress of 114.2 per cent. One out of every three is able to read and write, while the female literacy ratio is one in eight. The ranks of those who are only able to read (*i. e.*, the partially literate) have also increased from 1,02,7/8 to 1,60,515 (97,025 males and 63,490 females) or by 56 per cent. For calculating the percentage of literacy

the whole population is taken into consideration. So calculated the percentage of literates for males is 32.8 and for females 12.4.

A comparison of the literacy figures *per mille* shows that, next to Travancore (477) and Cochin (354), Baroda (229) ranks amongst the States and provinces of India, followed by Bombay, Bengal and Madras.

Literates in English now number 56,953 (52,300 males and 4,653 females). These figures represent an increase of 77.9 per cent over the strength of English literates in 1937 (73.1 per cent for males and 157.9 per cent for females).

IN SIND

(United Press of India).

Karachi, Nov. 8.

The Government of Sind have announced the details of the second literacy campaign, which is to be launched from November 16.

The campaign will be launched in the rural areas, and one taluka in each district has been selected for the purpose. Each taluka will serve as a unit, consisting of a group of 40 adult education centres in suitable villages where the rural reconstruction work has already been done. In these centres, permanent night schools will be established where males between the age of 12 and 45 will be taught reading and writing. There will be no age limit for women.

The heads of the various Government departments have been asked to direct their illiterate inferior staff to

take advantage of the literacy drive and attend schools. The Director of Public Instruction, Sind, has been asked to prepare a 'follow up' scheme in order to prevent the literates lapsing into illiteracy.

For each taluka unit a District Committee, consisting of both an official and non-official element, has been formed. The functions, of the Committees, whose Chairmen will be the District Magistrates, will be to collect funds and stimulate general interest in

education, besides doing propaganda work.

The scheme which is intended for six months only and will be applicable to 160 centres to begin with, will cost the Government a sum of Rs. 24,366. The literacy campaign is to be launched in the following taluka: Sujawal (Karachi), Badin (Hyderabad), Moro (Nawabshah), Sanghar (Thar Parkar), Garhiyasin (Sukkur), Thul (Upper Sind), Kambar (Larkana) and Sehwan (Dadu).

PALGHAT AND POLLACHI

STJ. M. N. NAIR, M.A., LL.B., B.S.T.C.,

*Director, Adult Harijan Night School, Pollachi and Manager,
Adult Harijan Night School, Pallatheri, Palghat.*

In the sphere of adult education, the most difficult of all the problems is the education of the Harijans, who are steeped in ignorance, poverty and superstition. Of the Harijan adults 99% as well as their children have not heard what education is, besides they have been kept down by the high castes for about 1,000 years, and to light the torch of knowledge among them is a herculean task.

1. *Pallatheri Harijan Night School*: With a view to improve the pitiable condition of the Harijans educationally, morally, socially and economically the Harijan Sevak Sangham was founded on 9th February, 1939, and a Night School was started from 1st March, 1939, with 30 students on the rolls. Very many adults are studying in the school. The present strength of the school is about 100. The school is receiving aid from the Government. There are 4 teachers of whom 3 are trained and 1 untrained. The Headmaster is trained,—secondary grade.

No. of classes I to V as follows:

Total on the rolls on 1-9-41—101.

I Standard	... 28
II "	... 30
III "	... 24
IV "	... 11
V "	... 8
Total	... 101

Average attendance in percentage.

March	... 49.5 %
April	... 52.5 %
May	... 47.5 %
June	... 80 %
July	... 79 %
August	... 80 %

Harijan Sevak Sangham Night School, Pollachi.

The Harijan Sevak Sangham Adult Night School at Pollachi was started on 1st March, 1941, with 24 pupils on the rolls. At present the number of pupils on the rolls is about 80. There are 4 teachers of whom 3 are trained and one untrained. The School, though it was started this year, is already recognised by the Government. Though recognition is given to conduct up to V class, at present there are only three classes.

<i>Month.</i>	<i>Rolls.</i>	<i>Average attendance.</i>	<i>Total.</i>
	B—G	B—G	
March	... 60—24	37—17	54
April	... 60—24	46—19	65
May	... 60—24	49—19	68
June	... 60—24	35—13	48
July	... 60—24	43—21	64
August	... 64—24	40—20	60

The School is progressing. The starting of another school is contemplated on 11th January, 1942, when Mr. P. M. Gopalakrishnan, Organising Secretary of the All India Adult Education Association has kindly consented to preside.

MADRAS CITY

Details of New Centres

MADRAS, Dec. 1.

The opening of 28 adult literacy centres with 43 sections (22 for Tamil, 14 for Telugu and 7 for Urdu) in different parts of the City has been suggested by the Education Committee of the Madras Corporation Council, in approving of the draft scheme of the Commissioner for Adult Education.

Out of the sum of Rs. 10,000 provided in the general budget for adult education, the Commissioner has proposed an expenditure of Rs. 6,200 for running adult literacy centres for a period of four months. Pointing out the need for adult education centres both for literate and illiterate adults, he has stated that "it is comparatively easy

to help adults between the ages of 16 and 40 to pick up and improve upon what they had learnt some years ago, and, though more difficult, it is worthwhile trying to educate illiterate adults between the ages of 16 and 40." The adult education centres will teach adult illiterates to learn the alphabet (Tamil, Telugu or Urdu as the case may be) in a period of about a month or two, to sign their own names, to read short stories, to read letters from relations and friends and write replies, to read interesting newspapers and periodicals, and to make themselves useful and enlightened citizens.

The Committee has requested the Commissioner to give full publicity to the proposal of opening adult education centres by means of pamphlets, radio announcements, etc.

Discussion at Mayor's Conference

MADRAS, Dec. 5.

With a view to giving a further impetus to the adult literacy campaign in the City and inviting suggestions from the public in respect of the scheme of adult education which the Corporation has in hand, an informal conference of individuals and representatives of organisations interested in the work was convened by Mr. V. Chakkarai Chetti, Mayor of Madras, last evening.

The Mayor thanked all those who had responded to his invitation and pointed out the supreme need for liquidating adult illiteracy in the City. He referred to the magnitude of the problem and said that the Corporation had in hand a proposal for making an earnest beginning towards its solution. An attempt was made in this direction last year; but the result was not satisfactory. It was obvious that the method adopted for imparting education to children would not be suitable in the case of adults. Some literature on the subject had been published. He was anxious that the amount of Rs. 10,000 set apart for the purpose should be spent wisely and he was also desirous of enlisting public co-operation for working the scheme successfully.

Mr. N. Sankaran, Educational Officer of the Corporation explained briefly the scheme the Corporation had prepared for tackling the adult illiteracy problem.

Classification of Illiterates

Mr. O. Pulla Reddi, the Commissioner, said that for the purpose of the

scheme, he had classified illiterates under two categories: total illiterates and those who had lapsed into illiteracy. An intensive course of training would be required in the case of the former. He was of the opinion that retired teachers could be employed for this work. The services of volunteers could be utilised for giving instructions to those who had lapsed into illiteracy. He was also for taking only adults between the ages of 16 and 40 for the purpose of the scheme.

Mr. G. Harisarvothama Rao said that arrangements should be made to train young men to conduct adult classes. Propaganda should be undertaken to induce adults to go to the education classes.

Mrs. Ammu Swaminathan desired to know whether the scheme formulated by the Corporation had made provision for teaching adult women.

The Mayor said that he would see that women were also included in the scheme.

Follow-up Work

Rev. C. W. Ranson said that, in any scheme of adult education, three points should be considered, namely, method, staff and follow-up work. The Missionary Education Council had already prepared a method for teaching adults based on the scheme worked out by Mr. Labauch. Follow-up work was very important and suitable literature should be produced. The Christian Literature Society had made a beginning in this direction.

Srimathi Ambujammal pointed out that the Women's Indian Association

was running two centres. They found that afternoons were best suited for women. There were also girls between the ages of 10 and 16, who had no education, because they could not get admission into Corporation schools. This class of illiterates had also to be tackled. The time that had been fixed for teaching adult men would not suit women.

Mrs. Ammu Swaminathan suggested the utilisation of Corporation Reading Rooms for conducting classes for women in the afternoons.

Mr. T. R. Kothandarama Mudaliar suggested that, besides having its own scheme for adult education, the Corporation could give contributions to organisations engaged in the work.

Mr. S. R. Ranganathan said that the question of age-limit would arise only when classes got over-crowded. Of the 20 classes proposed to be started, ten could be for women. In the case of adults, teaching had to be related to the vocation of the people if any result was to be achieved. He would therefore, suggest the selection of people belonging to a homogeneous set of professions for each course of training. Teachers selected for the work would also have to be given some kind of preliminary training.

Corporation Scheme Not Enough

Mr. K. V. Krishnaswami Aiyar said that adult education had to be voluntary and not compulsory. With twenty classes, each with 25 or 30 adults, he did not know when they would be able to reach all the two lakhs and odd of illiterates in the City.

Therefore, the scheme of the Corporation could only be part of a scheme for adult education. Other schemes should also be considered. Adults must be made to realise that by becoming literates they would be able to do better in their respective jobs and earn a little more than before. If they were able to evolve a good scheme, they would find that, after the first few years of preparation, remarkable progress could be made.

Rev. Fr. S. Thomas said that, if the Government, for example, passed an order that all the rickshaw pullers in the City should know how to read and write within three years to obtain a licence, good progress could be made.

The Mayor said that all the suggestions would be duly considered. He then desired the appointment of a Committee whose services he could requisition for further consultation in the matter. This was agreed to and a committee consisting of twenty members (including three ladies) not connected with the Corporation was formed.—*The Hindu*.

TUTICORIN

Speaking at the Tamil Nad Women's Conference on 22nd November, 1941 at Tuticorin, Mrs. Meenakshi Ammal emphasised the need for and moved a resolution urging that in every town adult schools and free reading rooms for women should be formed by the municipalities for the exclusive use of women as education and literacy of women alone could bring about the progress of the country. This was seconded by Mrs. Lakshmi Bharathi and carried.

14 Students and Adult Education

Delhi Students' Literacy League

It is now about three years that the students of the Delhi University, under the auspices of the Delhi Students' Literacy League have been doing their bit towards imparting the elements of education to the lower strata of society. We have a net-work of 'literacy centres' in the various localities of the city already functioning where for the most part voluntary workers from amongst the students do the teaching work though we have at times to make payments to poor and deserving workers to enable them to prosecute their studies further.

The Literacy League originally was running three night schools, one at Jhandewalan, Karol Bagh, the other at Valmeek Mandir Daryaganj and the third at Happy School, Kashmeri Gate. The pupils of the Jhandewalan Centre were mainly stone breakers. Their attendance at the school used to fluctuate between 15 to 45. We also found that these people had not made Delhi their permanent home. They were the residents of the neighbouring villages and had come to stay in Delhi and taken up some work here for a few months when they had nothing else to do in their own villages, after which they again went back to their homes. Thus these people seldom attended the school regularly for the whole term. We therefore thought it better to shift the school to a place, the adults of which could come for a greater number of days to the school. Accordingly we have taken this school to Gurdwara Road, Karol Bagh, where we have al-

ready had an encouraging response from the Harijans.

The second centre at the Valmeek Mandir was mainly for sweepers. But since the Commercial College, an Institution Member of the Delhi Students' Literacy League also showed an intention of restarting their night school in the college and another literacy centre very near to the Valmeek Mandir was opened by the Delhi Municipality in April 1941, we thought it better to merge our school in that of the Commercial College. We have, since then, organised this literacy centre in co-operation with the Commercial College and the average attendance in the month of September was 37 though the number of students on roll was 46. The third centre is in the Happy School, Kashmeri Gate and is going on well. The attendance per day there fluctuates between 22 to 26 though the number of adults on roll was 35 in September.

In June the Literacy League started a summer-vacation Literacy Campaign. We were very fortunate in having it inaugurated by a person of the eminence of Dr. Zakir Husain. Dr. Zakir Husain very kindly consented to address meetings of students in the five colleges, viz. the Hindu College, Arabic College, Ramjes Callege, Ramjas Inter College and the Commercial College, which had already become institution Members of the Delhi Students' Literacy League. Dr. Zakir Husain in his lectures explained to the students the utility and importance of this kind of

work and the place it occupies in the scheme of our national reconstruction. He also dwelt at length on the responsibilities the educated people owed to their less fortunate brethren who were deprived of the blessings of education and even of literacy. The only way, Dr. Zakir Husain went on, in which we can discharge our heavy responsibility is by bringing some light and cheer in the dull and drab lives of the illiterate people. Dr. Sahib thus exhorted the students to sign literacy pledges promising to make at least one person literate during the long vacation. He got the pledges distributed to the students and requested them not to fill them on the spot but to think over what he had said for about a week and if after a week's deliberation they found themselves in a position to take up some work, they may send their pledges duly filled and signed to the General Secretary of the league. In all we received 123 pledges from the students. The General Secretary then approached all the students who were to remain in Delhi during the vacation from amongst the pledgees. He enquired from them as to whether they would appreciate if some new night schools were started and they worked there. He received quite heartening replies from a great majority of them. Three new schools were therefore opened in July, one in New Delhi, the second at Subzimandi and the third at the Reclamation Colony. Our New-Delhi centre is in the Ramjas School, Doctor's Lane. This school has been started with the aim of serving the *chaprasis and daftaries** who have their quarters provided by

the Government very close to it. Though we started with 7 students the response gradually has been extremely encouraging. At present the total number of students on roll is 110 and more than 80 people attend the school daily. The second school started in Summer vacation is in Subzimandi.

It was originally started in the Birla High School. But unfortunately the attitude of the Secretary of the Birla Mills has not been very helpful. The Secretary of the Birla Mills as soon as the matter was put to him, disallowed us the use of the school building. The school for the last few months has had an average attendance of 43 with 66 people on roll. It has now been shifted to the house of L. Phoolchand Jain, a respectable resident of Subzimandi. The third literacy centre has been started in the Reclamation Colony inhabited mainly by persons of the criminal tribe. The response from them is quite encouraging to start with. In the month of September 1941, 24 people were on roll with an average daily attendance of 18.

Apart from teaching the three R's we have also been imparting to our adult students the elements of education. In every literacy centre we have weekly meetings. Our adult pupils entertain such meetings with stories and songs. The teachers then enlighten the students on any of the subjects, like personal and community hygiene, local administration, the Municipality, Post Office, Police, etc. etc., so as to create civic sense in them and to make them better citizens. To give them news of the week, the Publication Committee of the Literacy League brings

*Peons.

'weekly wall papers' in both Hindi and Urdu giving them important news. These wall papers are proving very useful and have already become quite popular.

To sum up, we have at present five literacy centres of our own with over 250 pupils on roll, two night schools are run by our Institution Members, the Arabic College and the Commercial College; three night schools started by the New Delhi Social Service League are organised and inspected by our workers; and lastly we have been successful in persuading the Delhi Municipal Committee, (through the keen and kind interest Khan Saheb Ali Ahmad Jaffery, Superintendent Municipal Education has shown in this work ever since he came to Delhi,) to start 16 night schools one in each ward of Old Delhi.

The Delhi Students' Literacy League has also been making efforts to popularise literacy work in Delhi. In November 1940 we were given a stall in the Swadeshi Meena Bazar organized by the Delhi Women's League. In that stall we exhibited some books and charts that had proved very useful in our work. We had also specially prepared some maps to illustrate the progress of literacy among males as well as among females in India. A "no thumb impression campaign" was also launched and our girl students were able to teach to 256 lady visitors how to write their names. A literacy week was celebrated in February 1941. Along with it an All-India Literacy Exhibition was also organised. Exhibits were received from the Education Expansion Office, U. P., Secretary, Mass Literacy

Committee, Bihar, Head Master Government Normal School, Gakkhar, the Editor, Indian Journal of Adult "Education," Secretary Sikh Adult Literacy Committee, Lahore, and the Jamia Millia Islamia, Delhi. The Literacy week and the All-India Literacy Exhibition was opened and inaugurated by Mr. John Sargent, Educational Commissioner with the Government of India. Messages were received from persons of the eminence of Sir Maurice Gwyer and Shree M. S. Aney. An impressive students procession was also taken out in that week which was led by Sir J. P. Srivastava, Ex.-Education Minister, U. P., Sir Raza Ali, M. L. A., addressed the meeting which was formed by the termination of the procession in the Municipal Garden.

A summer-vacation literacy campaign was also organised in June 1941, an account of which has already been given in the body of this report. These campaigns, demonstrations and functions are useful at least in two ways. Firstly they bring home to the public the lamentable magnitude of illiteracy in our population and convince them of the urgency and utility of literacy work; secondly they make people know that some efforts are being made, however humble and insignificant they may be, to deal with the problem and if they choose they can with profit cast their weight with us.

TAMBARAM, MADRAS.

The Rural Service League, Madras Christian College, Tambaram.

About four months ago an introductory meeting was held in each Hall of the College when the aim of the

League and plans for work were discussed. The result was the continuation of the work of four groups this year, one each at Selaiyur, Heber, Hogg Villa and St. Thomas's, with an average of 30—40 in each group. Selaiyur Hall works in Selaiyur village and *cheri, Hogg Villa in Mappedu village and cheri, St. Thomas's in Irambuliyur and Heber in Thiruvenerji village and cheri. Every member of the League gives up one evening for village work, visiting the village from 4-30 to 6-30 p. m. so that every village and cheri is visited by 4 or 5 students every day who on their return make a written report to their group secretary. Each group meets once a week or fortnightly and discusses the consolidated report presented by the Secretary.

The September number of the Christian College Magazine further makes reference to the successful functioning of Youth Leagues in villages. In Selaiyur increased attendance at the day school is attributed to the work of the Youth League there. At an entertainment that was held in the village school members of the League distributed books, slates, etc., to the poor students. The Youth League maintains a reading room for which they are buying their own Tamil papers in addition to the used papers and Journals that are being received by them from the members of the League. Thus a night school for the English-speaking people has come into being. The Youth League guarantees an audience and members of the R. S. League arrange useful weekly lectures.

*Cheri is that part of the village where depressed classes live.

Thiruvenerji work has progressed much this year. There was a meeting at the beginning of the second term when the League distributed books to poor and deserving students. The Youth League here has put up a roomy thatched hut for its meeting place, night school and reading room.

In the night school of Irambuliyur considerable time is given to teaching the villagers how to play games, keep healthy and clean, etc.

* * *

The following is taken from the latest report as given in the December issue of the Madras Christian College Magazine:—

The League extended its services to two more places, Mattucheri and Kadapperi.

Five night schools are functioning now. The 'Each-one-teach-one' scheme in some schools, and the relay system in some other schools are being followed. Almost all the night schools are run by volunteers from the villages themselves. For want of volunteers in Irambuliyur village two teachers of the District Board School were requested to run the night school for a nominal fee of Rs. 6 p. m. But as this paying system is affecting the voluntary system in the other villages, efforts are being made to convert the Irambuliyur Night School also into a voluntary institution. To encourage the voluntary teachers, special weekly tuition in English and other subjects is given to them.

Almost all the villages have reading rooms. The League has presented them with books on hygiene and poul-

try. Mrs. Barnes sends regularly eight Tamil magazines to these villages while students provide periodicals.

Lectures on Health are arranged with the co-operation of the Youth League as also periodical entertainments. A group of women students is visiting Mappeducheri regularly. They will soon begin sewing classes for the older girls in the cheri.

Note:—The Rural Service League has on hand a many-sided programme related to Rural Reconstruction of which Adult Education is one. But is not the whole programme in essence Adult Education? They budgeted Rs. 600 this year of which Rs. 300 were collected by monthly subscriptions from students and staff and Rs. 300 from a concert organised this term. Students and members of the college staff are to be heartily congratulated upon their achievements. (Information culled from the September and December numbers of the Christian College Magazine by P. M. Gopalakrishnan, Pudukottah.)

HIGH SCHOOL BOYS AND LITERACY WORK.

Union High School, Coimbatore.

The following paragraph is reproduced from the latest Report of the School:—

“In close cooperation with the Junior Red Cross are run both Scouting and a Social Service League. The Harijan Night School at Pappanickenpalayam has been making good pro-

gress, and more than 170 adults, boys and girls, have become literate since 1939. The adults have been helped to secure employment in the mills. Through the good offices of old boys who are the Municipal Councillors for the wards, street lighting and other amenities have been extended to the slum area. Their social betterment has been so marked that the relations of these villagers living in neighbouring cheris are seeking help in this direction and a mass conference of six Harijan villages is being organised this month to concert measures for the advancement of the whole community.

The work by the students and a few members on the staff has been going on for a little over eight years. Mr. P. M. Gopalakrishnan of the Indian Adult Education Association visited this village for a second time on 11-12-1941 addressing large groups of men and women showing them multi-coloured posters on the educational needs of the country. The adult literacy work was tried in Arunthiyar Lane and Haripura cheri in both of which there are one hundred and twenty literates now. Exacting demands on the time of the students and their guides and the slowness of the people to respond to the call of service, and financial difficulties make continuation of the work in all villages impossible. Notwithstanding these limitations, thanks to the unostentatious leader, Mr. M. J. Sargunam, M. A., L. T., Headmaster of the School, and his resourceful Associate Mr. Rajanayagam, the noble work goes on. With such steady training the Union High School is sure to turn out worthy servants of the country.

QUEEN MARY'S COLLEGE MADRAS.

Social Service League.

The League runs a part time School with a paid trained teacher. This was a night school for a number of years but since July of this year has been converted into a day class since black-out restrictions interfered with the working of the night school. There are 30 names on the roll and the average attendance is above 20 every day. The majority of those receiving instruction are between 12 and 20 years of age. They are not in a position to attend a regular school because they are too old and such as have to earn their daily bread, and could only utilise their leisure.

A sewing and singing class for girls and women is also held five days in the week; this class has been regularly held only since July this year. The attendance varies from 8 to 24. The average attendance may be taken as 10.

The League has about a hundred books, simple stories, readers and Tamil magazines. These are lent out to any who can make use of them. Pri-

mers are often borrowed by the Rickshawmen anxious to make themselves literate and are usually not returned. Those who can already read a little usually return the books and borrow fresh ones. There are twenty regular borrowers. Others in the cheri also make use of the books borrowed by their neighbours.

Literacy test :— Twice literacy tests were held and books given away to those who could read them.

The League holds Bhajans where stories are told, and meetings held in which talks are given on diet, cleanliness, etc., not less than once a month usually. Adults and children attend, the usual attendance varying between 80 to 120 of which 30 to 40 will be adults.

This work is reported to be experimental mainly to train students. The League consists largely of student membership, and members on the staff of the College. Some years ago the League brought out two leaflets in Tamil on Birds and Fishes for use in talks and distribution to the cheri folk. (Culled from a report letter.)

Book Review Section

Deepak - A Fortnightly Journal for Bombay Adults : Published by the Adult Literacy Committee, Bombay.

I was very much impressed with the fortnightly magazine called 'Deepak' which means a light to literacy.' I am sure this paper will be very popular with adults who have attained a fair

knowledge of reading and writing. The style and the contents of the first number are well-designed to serve the cause it means to promote. The type is clear and bold and does not show through. I wish this new periodical a long and successful life.

R. M. ANDHARE.

57 *Pushpa*—Published monthly for the All India Children's Association, 'Gulistan,' Khar, Bombay 21. Annual subscription Rs. 2 only.

We have received the November issue of this journal for review. We are glad to see among the editors the names of Mrs. Hansa Mèhta and Mrs. Krishna Hutheesingh. These names naturally make one expect to find a very high standard of suitable materials for children. We regret however, that this hope is not borne out altogether in the number under review.

It is not easy to determine what ages of children this number set out to serve. It has poems and stories, which seem to be suitable for children of tender years. There are other articles however, in which difficult terms such as "auto-suggestion," "micro-organisms," "communicable diseases," and words like "adage," and "congregate" are used. Perhaps the editors were preoccupied when matter for this number was got ready for the Press!

Pushpa has some attractive drawings and illustrations and seems to be well-supplied with advertisements. We trust that the management can give closer attention to the need for securing more carefully-written and graded articles for children. The contributions from youthful writers are in themselves praiseworthy.

The Englishman—By the Rt. Hon'ble the Earl Baldwin: Published for The British Council by Longmans Green & Co.—pp. 34—1sh. nett.

This attractively got-up series has given to foreign readers many useful

little booklets, some of which have been noticed in our pages before. Lord Baldwin's presentation of the *Englishman* renders further distinction to the whole series.

No better writer could have been secured for dealing with the *Englishman*,—a subject not easy to portray satisfactorily! Lord Baldwin has brought to his task his usual facility of language and something of that air of non-attachment, which he manages to give to even his most calculated writings and speeches. As one reads what he has to say it is difficult to avoid the feeling that the book is really addressed to the people across the Atlantic. The whole series, of course, is meant to be subtly propagandist, but Lord Baldwin makes this volume unoffendingly so.

We hope that many Indians will read this book, among other foreigners. It is seldom that we in this country get the opportunity of contemplating the *Englishman* shorn of his political and other dominating associations with India. This is essential for understanding.

"I do not think you can begin to understand England and her people," says Lord Baldwin, "unless you realise the peculiar environment in which their development proceeds. So long as the sea was an inviolable boundary, so long the *Englishman* felt secure, and human nature is such that it does not take long for a man to attribute that desirable state of things to his own ability and foresight rather than to Providence. Hence it is not difficult to imagine the growth of a certain appearance of complacency and a pleas-

ing sense of superiority over those countries which have failed to take similar precautions for their own safety."

In addition to this factor the author holds as essential influences the "native temper and disposition" of the Englishman which is "conscious of the mystery of life," and tends to cherish "a sense of dependence on a higher power, God." He maintains that the Englishman "seeks to reconcile his conduct to what he believes is the will of God, *i.e.*, to reckon his conduct by a standard of right and wrong."

A 'dread of excess and a desire of compromise,' the author traces to the same island isolation.

"Toleration brought with it a distrust of enthusiasm and what we call "tall talk," and a kind of humorous cynicism, rather superficial than profound. But superficial, indeed, would be the observer who failed to realise a certain temper of the English which often and for long lies apparently dormant but is always ready to shoot up from the depths: with a capacity for fervid conviction it is the temper of the crusader: it may take a religious, a political, a social form, or, when it is most formidable, all these at once."

"Often consciously, as often unconsciously, in seeking to reconcile Conduct and Duty, he cannot make up his mind as to action, private, political, or international, until he has satisfied himself that the action is right and that he can see it as his Duty. In the world as we know it, such issues are seldom clear-cut, and he is often apt to waver, to appear to be unable to make up his

mind. This inability may look to the clear logical mind as arising either from sheer stupidity or from a diabolical cunning: I don't believe it is either. He is asking himself where his duty lies."

Lord Baldwin refers to the capacity for co-operation, self-government, friendliness and considerateness, which he believes the Englishman possesses in exceptionally full measure. To members of races subject to the dominance of Britain it will seem very difficult, almost impossible, to believe all that he would have us believe! Yet it must not be forgotten that he is probably thinking of the Englishman at his best, probably with a picture of himself before his sub-conscious mind and therefore, we must give him a patient and so far as in us lies a judicious hearing. The Englishman "is fundamentally a friendly human creature whose dream is always a brotherhood of man. And in his child-like way he believes that dreams sometimes come true."

Here are two of the many passages which make it a pleasure to read this little booklet.

"The man without humour is liable to lose his sense of proportion, and if you lose your sense of proportion, you see everything awry. Wit is a rare gift with us: humour is everywhere. I think I spoke truly in Canada last spring when I said: "Wit is of the intellect, but humour is of the heart. You may pity humanity, you may hate it but humour is a saving grace: humour can only exist with love for your kind, and even behind the laughter there are often tears." Understand English

humour, and you have gone a long way to understanding the Englishman."

"Yet this strange individual, whose home is his castle, who hates interference, who cares little for what others may think of him—nothing of what the foreigner may think and little enough of the opinion of his neighbour,—has been a pioneer in co-operation and to-day is leading the way in unselfish effort to better the conditions of life in all its aspects for his fellow men."

In our next issue we hope to review four more booklets of this series.

R. M. C.

Written English: by Edward Parker, M.A., Ph.D., published by Longman's Green & Co., Ltd., Bombay—pp. 454, price Rs. 2/8/0.

This book has been specially prepared for Indian students. The author has drawn upon the fruit of 16 years of teaching English to Indian students. It has, therefore, many features to commend it to the Indian desirous of using the English language correctly.

Chapters 3 and 15 are particularly valuable. Chapter 3 deals with the "absence of *the* and *a*." This is one of the most difficult things for our countrymen to understand and Dr. Parker has done well to deal with the subject at some length. He has given a good many examples which are very helpful. Chapter 15 gives a good many examples of usage. These set in the context of grammar should prove particularly useful to the Indian student.

Exercises given at the end of certain topics are of great value.

The language used is simple and within the comprehension of students of High School classes. Teachers whose business it is to help students to master grammar and usage will find it worth their while to make use of this book.

G. P. BUXI.

We regret that a good deal of literature sent by the Jamia Millia, Delhi, has had to be held over. We hope to review this in our next issue.

Editor.

Late News

MYSORE STATE ADULT LITERACY COUNCIL

A meeting held at Bangalore on 2nd December, 1941, resolved to form itself into the Mysore State Literacy Council and elected the following office-bearers.

Rajasevasakta B. N. Srikantia, President,

Professor W. G. Egleton, Vice-President,

T. Krishnamurthy, Secretary.

An Executive committee consisting of the vice-president, Mr. W. G. Egleton, as Chairman, W. H. Hanumanthappa, G. R. Rangaswamy and T. Krishnamurthy, was formed.

It was resolved to request Government to depute an officer of the Education Department as the organiser of the Council.

A budget for Rs. 37,000 for the next six months was approved. This sum should enable the Council to make at least 10,000 persons literate during the summer.

Persons interested in literacy work in the state will kindly write to the Secretary of the Mysore State Adult Literacy Council, The University, Mysore.

ORGANISER APPOINTED

The services of Mr. S. V. Srinivasa Rao, B.A., B.T., have been lent to the Council as its organiser.

Mr. S. V. Srinivasa Rao, is a well known educationist of the State. He has been the secretary of many Karnataka Sanghas in the State and is at present the Secretary of the Mysore City Literacy Council. With his assistance, Mysore was the first City in

South India to organise a mass literacy campaign, with the active co-operation of the University Union and the City Municipal Council.

The State literacy Council is looking forward to launching a state-wide literacy campaign during the summer vacation and hopes to bring the knowledge of the three R's. to at least 10,000, adult illiterates of the State.

BIHAR

The Secretary Provincial Mass Literacy Committee, Bihar, Patna, requests all organisations in India engaged in adult education activities to send their reports and other publications to him on exchange basis. The Bihar Committee has decided to start an Adult Education Information Bureau and Library for their Province.

TEN MARKS OF AN EDUCATED MAN BY ALBERT EDWARD WIGGAM.

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5. He knows his strong point, and plays it.
6. He knows the value of good habits and how to form them.
7. He knows when to think and when to call in an expert to think for him.
8. You can't sell him magic.
9. He lives the forward-looking, outward-looking life.
10. He cultivates a love for the beautiful.

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OF

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APRIL, 1942

EDITOR:

RANJIT M. CHETSINGH.

FRIENDS' SETTLEMENT, HOSHANGABAD, C. P.

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THE INDIAN JOURNAL OF ADULT EDUCATION

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APRIL, 1942

NO. 3

Editorial Notes.

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Thank you.

ALL INDIA ADULT EDUCATION CONFERENCE

"The third Conference of the All India Adult Education Association has been postponed *sine die*" reads an announcement of the Hon. General Secretary, All-India Adult Education Association, 134-6, Apollo Street, Fort, Bombay.

15 ✓ Illiteracy and A. R. P. THE STUMBLING-BLOCK

BY MRS. SAVITHRI RAJAN, B.A.

Weakness in the body politic confronts the people of India at every turn. It gnaws the bud of improvement and uplift, and saps away the energy. The outstanding disease is the illiteracy of a vast percentage of our population. Whatever sphere of social uplift one may aim at, every sphere converges towards the one great stumbling-block "Illiteracy." There have been sceptics

in individuals and governments who think that adult education is an illusion. Their logic is to get the child into school, to care for the youngest generation, and see that he becomes literate and when he grows up into an adult, then the percentage will be higher. Surely as future citizens they deserve all care, but if the present adults remain uncared for their illiteracy will

only pull down the rise year after year and a worthy rise cannot be visualised till some six to eight decades hence. Then the present illiterate adult population will vanish from the world. Are we prepared to wait till then?

To-day the war is at our door. Almost all great cities and coastal towns are exposed to danger. With danger looming in the Eastern horizon the city of Madras becomes a theatre for very serious and practical precautionary measures. The A. R. P. began by trying to reach the entire population through the printed word. Posters, handbills and booklets were printed attractively and circulated, but they just proved the landscape to the blindman's eye! *The printed word could not produce any reaction on the hundreds of poor folk in the slum areas.* They remained

pathetically ignorant of what they had to do to protect themselves and their children. They could not easily distinguish between the alarm siren and the all-clear siren! To educate them to the sense of their danger and responsibility, under the conditions, becomes almost a Herculean task. Their ignorance in the use and abuse of facilities of precautions provided for them is so great that one wonders what use these millions would be when India's defence has to be faced.

An impending danger has brought in many an awakening in its wake; so also we are tempted to feel that at least now, we will all agree that every adult citizen has and can claim the primary right of being literate and that his government should stand by him to fulfil this claim.

16 ✓ Adult Education in Bengal

BY H. S. M. ISHAQUE, I. C. S.

[We consider it a privilege to be able to share with our readers something of the inspiration and sacrificial spirit in which the Director of Rural Reconstruction in Bengal approaches his task. *Editor*]

Adult education in this province has been fighting a very uphill battle, indeed.

But what do we mean by adult education exactly, may perhaps be explained first. In Europe adult education implies almost exclusively the advancement of learning or the improvement of the stock of knowledge of those adults who, for some reason or other, have not had the good fortune of receiving a very high standard of education in their [childhood. That

is the basis of the folk schools of Holland and Denmark and the Continuation schools of other western countries. Ability to read and write and some amount of elementary knowledge on the part of pupils is taken for granted. In India, however, the problem is entirely different. Here we have to deal with people who are totally illiterate and appallingly ignorant. There are, therefore, two schools of thought, one who think that adult education is synonymous with literacy and another who believe that liquidation of ignorance alone is real adult education and that literacy is not essentially necessary.

The Board of Education set up by

the Central Government, however, say that adult education is "a branch of social reconstruction and that its two components, literacy and post-literacy, cannot, in the present condition of the country, be separated." My own view is in complete accord with that of the Central Board. I do not think that mere literacy can mean real adult education nor do I believe that liquidation of ignorance alone can do so. The two must go together. Adults must be taught not only to read and write but also given a fair amount of useful knowledge particularly about matters of immediate concern to their present and future. Their latent curiosity must be aroused and their mental faculties developed atleast to some extent. They should be taught to think for themselves and taught enough to become free from the risk of relapsing into illiteracy again. Much of this is of course relative. But if reasonably useful results are to be obtained, in my opinion, the adults must be kept attached to the school atleast for one year. And since most adults cannot attend school every day or throughout the year, they will, in practice, need proper schooling for two years. I think a course of six useful readers is the essential minimum for the present and not very long after we shall have to think of continuation schools too. Taking a long view, adult education is, in fact, a permanent problem and is bound, in due course, to become an essential factor in the country's programme of fuller development.

A BRIEF CHAPTER IN HISTORY

This explained, I can now take up the history and development of adult edu-

cation in Bengal which may be briefly summarised thus:—

Apart from casual and insignificant efforts made here and there few people in Bengal knew or heard much of adult education till 1936. In that year the Rev. Bilash Chandra Mukherjee with some other eminent educationists like Prof. Basu and others constituted the Bengal Adult Education Association with headquarters at College Square, Calcutta. About the same time the present writer then Subdivisional Officer of Sirajganj, and Mr. T. I. M. Nurannabi Chaudhuri, I.C.S., then Collector of Bogra, took up adult education seriously and made it the most important item of their rural reconstruction programme. The rural reconstruction drive was gaining momentum and several executive officers of the Government were taking increasing interest. In particular, the work done in the Sirajganj Subdivision, where as many as 2,000 adult schools with over a lac of pupils were established and as much as Rs. 42,000 collected by doles to finance them, created a real stir in the province. Rural reconstruction and adult education, atleast for a time, occupied the front pages of the newspapers. Khan Bahadur Sir Azizul Haque, then Minister of Education, took some interest and constituted an official Adult Education Committee with the Director of Public Instruction as Chairman and Rai Bahadur Sukumar Chatterjee, then I. G. R., as Secretary. Soon after Government established an entirely new department named the Rural Reconstruction Department and appointed Mr. T. I. M. Nurannabi Chaudhuri, I. C. S. as Director. The

Secretary of the official Adult Education Committee did as much as he could individually but the Committee, as a whole, did not show any signs of life and died out soon after. But it left a legacy, an unfortunate difference of opinion, whether adult education should be controlled by the Education or by the newly established Rural Reconstruction Department. This tangle still remains unresolved and has been, directly and indirectly, one of the most outstanding obstacles in the path of progress.

A Statutory Committee

In July 1938, Government decided to constitute a statutory Adult Education Committee to go into the whole question of adult education and to report its findings to the Government. The Director of Public Instruction was appointed Chairman and Mr. Chaudhuri, then Director of Rural Reconstruction, as Secretary. Unfortunately the report of this Committee is still awaited. Consequently the Government have found it difficult to come to any definite conclusion or to sanction any definite scheme. Meanwhile adult education suffered, and very greatly indeed. There was no scheme and no financial support. It was complete stalemate.

The movement did not, however, die out, completely. A few officials and non-officials continued to work on, each in his own way. The Director did his best to keep up interest in the country-side. He was seriously handicapped. He had no funds and no agencies but he kept on preaching his message personally as best he could.

The Adult Education Association too, in spite of great financial difficulties, kept up a heroic struggle and went on and on. With the help of the Calcutta University Institute, they enlisted a number of students and teachers to the cause and trained a good few in the new technique of Dr. Laubach. The Rev. Bilash Chandra Mukherjee and Prof. Basu each produced a useful adult education primer to suit the new technique. Though dimly, the light was somehow kept burning.

At Sirajganj my successor, Mr. Quereshi, I. C. S. kept up the adult education programme alive and brought up the first part of the courses of studies, especially prepared for the adults under my supervision, to fit in with Dr. Laubach's method. Maulvi Panaulla, then S. D. O. did a good deal and established a large number of centres in his Subdivision. Maulvi Sadat Hussain Chaudhuri, S. D. O., Perojpur, established a large number of schools and collected donations from the public to build up the nucleus of a fund. At the instance of the Director several training camps for non-official workers, particularly in Midnapore and Asansol, were organised and some amount of training in the new technique of adult education given. As a result, somewhere about 10,000 night schools with about 1,50,000 pupils were reported towards the end of 1939. But as already pointed out there was hardly any supervision, or training for teachers and no financial backing. Schools came into being and went out of existence as the interest of individual officers increased or decreased and in fact, it became increasingly difficult

to put any reliance on them or on the figures and reports about them. How many were really alive, is difficult to say.

In October 1940 the writer, while still holding charge of a very heavy and new department of Jute Regulation, took over, in addition to his own duties, the direction of rural reconstruction also from Mr. Chaudhuri. As one of its earliest promoters and a firm believer that adult education is not merely a branch of social reconstruction but, in the present stage of rural India, the most essential and important part of it, adult education received the very best attention he could give. A new and definite scheme which provided for joint control of adult education by the Education and the Rural Reconstruction Departments, a scheme for training selected High School teachers in the new technique and thereafter to open training camps for local teachers in such schools, a definite scheme for raising funds by voluntary local effort with Government subsidy to ensure regular payment to the teachers at the rate of Rs. 3 per month together with Rs. 2 for contingencies on the basis of one-fifth Government contribution and four-fifths local effort, a scheme for the production and development of suitable adult literature, etc., etc., were formulated and submitted to the Government as early as January, 1941. Unfortunately these too have not yet received final sanction of the Government and adult education has once again, atleast for the present, failed to get that financial encouragement and support from Government that it urgently needed and fully deserved. I

am, however, sure this phase will not last long.

WHAT OF THE FUTURE.

But such set-backs cannot kill adult education, the brightest meteor that has risen on the educational horizon of India. Indeed, it has too great a vitality even to be pulled back for long by temporary difficulties, very great as they are and it shall not, I am sure, be beaten down. The position is already several times better. The dual responsibilities of the Director, which ordinarily would have acted as a distraction, have, in fact, proved a blessing of the greatest consequence. The existing agencies, on whom alone the Director, with no field staff of his own whatever, could depend for any interest and encouragement of rural reconstruction and adult education, were finding themselves increasingly pre-occupied with war emergency and a host of other new duties thrown on them. They had no time left for such activities and, left to them, the work would have certainly suffered a serious set-back. But the new agency, the Jute Regulation staff fully under the control of the Director, in his capacity as Chief Controller, had come to the rescue,—6,000 young men spread all over the countryside, about a thousand of them graduates and the rest at least matriculates living right in the villages, pledged themselves to devote the whole of their spare time and as much of their leisure as they could to this great task of national regeneration. It is only 6 months that they took up the matter seriously. But the results they have already achieved are more than

encouraging under the circumstances. More than 18,000 adult schools with over 4,00,000 of pupils had been established by the end of December last. And this is only the beginning. If conditions remain normal and circumstances not too unfavourable, in spite of the financial and many other difficulties, the dream, that by 1951 illiteracy completely and a very considerable amount of ignorance atleast from the male adult population of the province will become a matter of the past, may be nearer realisation than it has ever been before.

We have, however, not succeeded in solving some of the most serious difficulties yet though we have every hope that we shall solve them. A really good and successful adult education centre presupposes the existence of an interesting and inspiring teacher fully trained in the new technique of adult education. This cannot be done without having adequate training agencies and we cannot have adequate training agencies without finding money for them. But we refuse to be beaten by difficulties. In fact, thanks to the efforts of the great benefactor and champion of adult education, the Rev. Bilash Chandra Mukherjee, we are on our way to solve them. In response to my appeal he has prepared a manual on the technique of adult education and this is already in the Government press and will be, God willing, in the hands of every school master, teacher and Government Officer in the next two or three months. The problem of introducing the new technique will, to a great extent, solve itself.

THE UNIVERSITY AND ITS STUDENTS.

There is yet another factor of very considerable import indeed and rapidly coming into relief. Under the lead given by Dr. S. P. Mukherjee, now the Hon'ble Finance Minister of Bengal, the students of the Calcutta University have been taking increasing interest in this task. There is a growing consciousness that the students should play a more active rôle in rural reconstruction than has been done in the past. In order to further stimulate this effort, the Rural Reconstruction Department, in co-operation with the Calcutta University Institute, therefore organized, in March last, a very successful rural reconstruction exhibition. Many eminent scholars and leaders of Bengal took part and I had the privilege of delivering a full course of 12 lectures to the students of the University and colleges on all the important aspects of rural reconstruction including adult education. But mere casual interest during holidays will not do and so I went to the length, in my opening address, of making the concrete proposal that there should be compulsory social conscription for every youth of the nation who has the good fortune of coming up to the Matriculation standard. Rural Reconstruction in China, in Finland, in Japan and many other advanced countries of the world, has been largely done by the teachers and the students and no reason why our youths should not do so. Apart from that it is my firm belief that compulsory social service and actual and practical contact with rural life will, indeed, provide the most wholesome corrective to the great many evils

of our educational system, that are so often discussed and stressed upon. Independent charge of villages in order to ameliorate the condition of rural life by organised self effort will, provide splendid training for future leadership I can think of. Far from being a drag on their time, it will make them real men. This is what we need most both for the students themselves as well as for our villagers. And after all, if civilised nations can demand the very life of their youths, why cannot we atleast a year's service to pull up those ignorant and unfortunate brethren of ours who live a miserable existence in the villages and who sustain us all by 'the sweat of their brow'? They are anxious to do everything and to make every sacrifice if they get the right kind of friends and philosophers to show them the path. In fact nothing is more essential for rural reconstruction than a band of real, selfless and enthusiastic workers and the nation has every right to look to its youth to provide them. No reason why Rural reconstruction and adult education should not become a compulsory part of the school and college curricula.

As regards funds to meet the cost of adult education and other items of the reconstruction programme, the Rural Reconstruction organisations themselves, will, I hope provide the answer. Every village is to be organised as a Rural Reconstruction Unit and in Bengal such organisations are already functioning in over 21,000 villages out of a total of one lakh and odd

thousand. These organisations are working up a detached programme and are gradually raising a village development fund. Doles and seasonal collections are being made and very soon most of the villages will be able to formulate their own budgets, out of which adult education will be able to get as much as it may need, 60 lakhs of rupees a year is the estimated annual cost of adult education in this province and, I am confident, that in due course we shall be able to find much more than this.

In conclusion let me confess that I am an incorrigible optimist and enthusiast as I believe every rural reconstruction man should be. I feel hopeful indeed and for good reasons. The series of bulletins and circulars that the Department has issued, and the tearing campaign of propaganda we have been carrying on is producing definite effect. Slowly and gradually a real stir amongst the masses is coursing. The gospel of self-help, self-reliance, well planned and determined co-operative joint effort for achieving an ever increasing standard of life is taking roots. There is an ever growing consciousness for education and this, coupled with amusement and interesting socials in between the lessons and exclusive use of the village halls as club on these days in the week, is gradually fighting down the distressing fall in attendance in the night schools. The future of adult education is already bright, and will, I hope, grow brighter and brighter soon.

Adult Literacy Work among Women in the Madura and Ramnad Districts

BY MISS G. E. CHANDLER, M. A.

Through years of experience in Christian institutions and in close connection with the Christian Church of India the fact that has appalled me is the *Attitude of Complacency regarding Illiterates* especially illiterate women. There seemed to be no shame in reporting large figures under this heading and when given supervision of village work the first figure to stare me in the face was 6,258 Christian women and girls unable to read. The job looks almost hopeless and one year's effort has only brought the figure down very slightly because more illiterate women continue to come into the groups. How easy it is to see the reason for lack of mental and spiritual growth in the Christian Church when all these thousands of mothers have no source of inspiration except the occasional visits of educated leaders and those visits themselves are a mere scratch on the surface towards understanding of rural problems.

Obviously the first task is the *Finding of Leaders*. This we are attempting to do in two ways. First, a distinct shift of emphasis has been made in the effort of paid workers such as Bible women and Catechists, but that group is small in number to cope with the wide-spread area, and in many cases the training of such workers has been limited and their approach to the problem of Adult Literacy work is faulty. However, it is to their credit that at the present time 2,352 women and girls above 12 years of age are being

taught by 68 paid workers. Of these one half are from non-Christian communities. By patiently guiding these leaders a marked difference can be found in many isolated villages and this is bound to have a leavening influence. Second, we seek for voluntary help among educated women wherever we find them. The economic need which requires both parents to work to support a family slows down this possibility of stimulating service but there are young women tucked away in village homes, sometimes stalled in their educational career, and it is to these younger women that we are making a tremendous appeal to not waste and bury their talents. They also need much guidance and classes arranged for two weeks or a month's training in a village atmosphere seems to be the best way to help this group get the vision of service. Regular teachers have very strenuous requirements laid upon them now by educational authorities; but it is nevertheless true that a born teacher who really loves his or her work is usually the one who manages somehow or other to do this voluntary service for illiterate adults outside of regular duties and the spirit brings marvellous results.

The *Problems of Village Women* are many and one cannot persuade them that learning to read is worth attempting when their children are starving, when their own physical strength is decreasing rapidly, and when the conditions under which they are

asked to study are most unsatisfactory. The leader must be cognizant of all these facts,—must often win them by helping in many other ways before the actual problem of learning to read is suggested and the reading period must bring a speedy compensation for the time given. This is where new methods,—literature in large print, with material which is attractive to the villager plays a large part. Evening visits to villages where a petromax light has its own power of bringing joy is proving an extremely good method. When a group of twelve or fifteen women come in to the lighted school house eager to show progress to their leader and then settle down to help each other until all have had a turn, one can bring them relaxation and fun with a bit of geography for general enlightenment, songs and games, and then a closing Bible story and prayer which gives a lift to the heart. Such weekly visits would make a great difference in many villages and should be undertaken by more institutions trying to connect up with the villages.

The *Laubach Method* and the Laubach material prepared in Tamil is now being generally used in the area under our charge and has proved very useful in speeding up the process of learning to read, but there are still difficulties in making an easy transfer from Laubach material to other simple books and this problem demands further study. There is also a great danger of memory reading which must be constantly tested by flash cards and the use of Laubach's foundation chart. This is where untrained leaders often

go astray and need checking up. In villages near Madura *Roman Tamil* is being most enthusiastically championed by Mrs. Wilder and is gaining ground in its claim of even greater speed of attainment especially in the initial stages of reading, because of the smaller number of symbols to be mastered. The great hurdle for this method however, is that, as yet, there is not much general literature produced in the Roman letters. The general public is also slow to realize that *Roman Tamil* is not a new method but simply a new set of symbols representing the spoken language. Once the symbols are learned any method of teaching reading can be used.

Encouraging Signs, come only in isolated instances. There was a Village Day for Ratchanypuram, the Women's Industrial and Bible Training centre outside of Madura. The villagers came in not only to see small exhibitions set up by the students but to show their cattle and garden produce and eggs. At the end of the day came a programme consisting entirely of songs, a drama and items given by village people. Most significant of all to my mind was the fact that a village woman with a baby on her hip was willing to rise without any embarrassment and read from an easy biography of Pandita Ramabai and tell that mixed audience of her joy in learning how to read through the help of the students much younger than herself. The most outstanding village group at present is in Duthupatti near Uthamapaliam. There a group of twelve young unmarried women started learning to read in March, 1941 with no previous instruc-

tion. Right through the busy harvesting season when they were in the fields all day they pegged away at this new job at night. They paid for oil to keep the lamp burning, they begged for more help than the local teacher could give them and voluntary workers were sent for a month in the summer holidays. By August there were 26 women in the reading-group and four of the original students were able to read the Gospel of Mark with comprehension and in a public meeting; four more had reached the 4th book in the Laubach series. A community-consciousness of pride in the achievement has set in and that means strength and increas-

ing joy which augurs well for the future.

The *Changing Attitude of Government* in regard to the education of women is going to bring us very timely aid and I believe that public opinion is gradually shifting away from that complacency expressed in the beginning of this article. But the real success of the movement will only come when the educated individuals of every community will be stirred to a realization that mothers who know how to read and enjoy books will be sure to pass on the torch of enlightenment to their children. Then only will the flame become a light to lighten the world.

*Education in India, 1937-38

The Educational Commissioner with the Government of India has published, through the Bureau of Education in India, his Report for 1937-38. In his preface, he takes readers into his confidence and says:—"In the 1939-40 report which will cover the earliest period when I can claim any first hand knowledge of India's educational system, I am proposing to introduce certain changes with a view to making the report a more critical and, I hope, useful survey of the Indian situation."

This is a welcome change in spirit, and we are sure people will look forward to receiving the 1939-40 report with very great interest. The report for 1938-39 will be published in the near future.

In 10 chapters the report gives

*Manager of Publications, Delhi, pp. 109,
Price Rs. 2-8

valuable material on University, secondary and primary education. There are special chapters dealing with female education, professional and technical education and educational personnel and organisation.

We reproduce below the bulk of two sections of the report, which will be of special interest to our readers.

1. GENERAL SUMMARY.

This report (1937-38) should be studied in close connexion with the Quinquennial Review (1932-37) on Education in India.

It was stated in that Review that "probably at no period in India's history has there been a livelier interest in and concern for the future of education than at the present moment." The year under review, which coincided with the advent of provincial

autonomy and the coming into power of popular Governments in the provinces, gave a further impetus to educational reconnaissance. From this point of view the outstanding events of the year were the publication of two important reports. The first of these was a Report on Vocational Education in India by Mr. A. Abbott, C. B. E., formerly Chief Technical Inspector and Mr. S. H. Wood, M. C., Director of Intelligence, both of the Board of Education, England, who had been brought out to advise the Government of India with regard to this particular aspect of educational reorganisation. The second document was the report of the committee appointed by the All-India National Education Conference, Wardha, under the chairmanship of Dr. Zakir Hussain, Principal of the Jamia Millia Islamia, Delhi. The system of education embodied in this report was the well-known Wardha scheme which owed many of its special features to the inspiration of Mr. Gandhi.

Both these reports, which have this in common that they stress the urgent need for giving a more practical bias to the aims and methods of instruction, were considered by the Central Advisory Board of Education at its third meeting held in January 1938. So many issues emerged during the course of discussion that a more detailed examination of the proposals was felt desirable. Accordingly, the Board appointed a special committee to examine the system of educational reconstruction set out in the Wardha scheme in the light of the Wood-Abbott Report and other relevant

documents, and to make recommendations.

At the same meeting the Board also had under consideration reports from two of its standing committees, *viz.*, the Vernacular Education Committee and the Women's Education Committee which met in September, 1937, to consider certain questions connected with the administration and control of primary education, and the curriculum of girls' primary schools in India respectively. The recommendations contained in these reports which are of considerable importance are dealt with more fully later in this report.

Provincial Governments also carried out investigations mostly, of a comprehensive character into the general organisation of education. In Bombay, four special committees were appointed to report on physical education, adult education, vocational education, and the training of primary school teachers. The Bihar Government set up one committee to advise them on question of educational reform and another to consider the possibility of using Hindustani as the common medium both for instruction and preparation of text-books. Orissa, emulating the example of its parent province, also constituted two committees, one to consider certain questions relating to the reorganisation of secondary education including the deprovincialisation of Government high schools, and the second to explore the desirability of establishing a separate University for Orissa. The Punjab Government gravely concerned at the ever increasing unemployment of the educated

youths appointed a committee to study this problem. In the Central Provinces there was inaugurated the 'Vidya Mandir Scheme' which contemplates that "every village or group of villages within a radius of a mile having no schools and where about 40 boys and girls of school-going age are available shall have a 'Vidya Mandir'. The novel device embodied in this scheme for liquidating illiteracy without adding seriously to the burden on the provincial exchequer by obtaining gifts of land to be utilised for the support of the schools has rightly attracted considerable attention. Generally speaking it is exposed to the same criticism as that levelled against the self-supporting principle in the original Wardha scheme, *viz.*, that sound educational practice is unduly subordinated to economic considerations. Schools which are worthy of the name must cost money and cannot be expected to pay for themselves by the products of their pupils. Education which is cheap is almost bound to be nasty. In any general system of popular education, the cost of the instruction provided for his children will be far beyond the means of the average parent. The balance of the money required must, apart from the private munificence which is never likely to be adequate, be found by the State. Finance or the lack of it is the obvious explanation why in this country so many futile ideas and so much enthusiasm produce such incommensurate results. High hopes were entertained that the new popular Government would address themselves earnestly to the solution of this problem but although the best

intentions were in many cases apparent, it is permissible to regret from the educational point of view that they were committed to other policies which so far from increasing the revenues available for educational expansion were calculated seriously to deplete them. This year has been referred to with some justification as marking a distinct advance in the process of reconnaissance but reconnaissance is not an end in itself. Its sole justification is to supply the information in the light of which a successful attack can be planned and launched. One can only repeat the platitude that special committees and their reports should be regarded as the preliminaries and not the alternative to action.

Within the prescribed limits, however, it is satisfactory to be able to record some definite signs of progress during the year under review. The percentage of pupils under instruction to the total population has advanced from 5.01 to 5.18 in recognised institutions and from 5.21 to 5.38 in all institutions. The wastage percentage between classes I and IV in primary departments has decreased from 72 to 70 in the case of boys and from 86 to 84 in the case of girls but this can only be regarded at best as a slight amelioration in an appalling situation. Enrolment has gone up in all classes of institutions the total increase being the largest during the last nine years, but more encouragement may be derived from signs that in some areas inefficient and uneconomical schools are being systematically weeded out. There has been some progress in Women's education, particularly among

those communities which have been traditionally backward so far as the education of women is concerned. Successful attempts have also been made to rationalise curricula, to improve the standard of teaching though there is less evidence of that improvement in the status of teachers upon which any permanent raising of the level of instruction must ultimately depend. The pages which follow contain gratifying indications of progress in certain directions but these it must be admitted only touch the fringe of the main problem which is to revolutionise an admittedly topsy-turvy system so that the educational structure of the future may be based on a solid foundation of primary and middle schools.

2. ADULT EDUCATION.

With the advent of popular Governments in the provinces, the adult education movement received a fresh momentum. During the year under review the total number of schools increased from 1,303 to 1,584 and their strength from 38,060 to 46,634. The Bihar Government did extremely useful work in the campaign against illiteracy but this will be dealt with more fully in the next report. It is hoped that the enthusiasm which some of the Provincial Governments have recently displayed in the matter of the education of adults will result in a much higher literacy percentage for India being revealed in the forth-coming census.

The table below indicates the number and strength of the schools for adults.

Table XXXVII.—Schools for Adults, 1937-38.

Province.	Institutions.	Pupils.
Madras ...	4	258
Bombay ...	217	8,121
Bengal ...	703	19,659
United Provinces ...	350	9,885
Punjab ...	153	3,892
C. P. & Berar ...	62	2,411
Assam ...	3	149
Sind ...	24	704
Orissa ...	2	127
Delhi ...	17	272
Ajmer-Merwara ...	12	233
Total ...	1,547	45,711

In addition to regular schools, there were no less than 1,500 night schools, which were mostly attended by adults, although as a rule there was no restriction on the admission of children. The experiment of putting night schools in charge of day-school teachers is reported from the United Provinces and the Punjab to have met with no success.

In Bombay, the activities of the Village Uplift Committees and private bodies such as the Bombay Literacy Association, the Bombay Presidency Adult Education Association, the Saksharata Prasarak Mandal, Poona, and the Adult Education League, Poona, helped a great deal to stimulate a desire for education among adults. With a view to encouraging private individuals and bodies interested in the education of adults to start classes at various centres in rural areas, a sum of Rs. 10,000 was provided by Government as a grant-in-aid, and a regular scheme was framed to start

adult education centres in each of the 4 divisions. In all ten centres, consisting of 29 classes, were started. The total average attendance was 1,024. The Bombay Literacy Association also maintained 66 classes for 1,995 adults. Special classes were also conducted for the benefit of illiterate women.

In Bengal, as a result of the policy of Government a number of centres for adult education was opened in certain rural areas.

In the Punjab, the adult literacy movement, started as an experiment by the Moga school on the initiative of Government, made commendable progress during the year under review. A large number of volunteers, teachers in schools, pupil teachers of normal schools, mission workers, professors of colleges and private individuals, took up the work of instructing adult illiterates and reported excellent progress. The normal school at Gakkhar also began teaching all the illiterates living in one of the villages situated near the school; the Karnal normal school pupils taught prisoners in the local sub-jail and the Lala Musa pupil teachers con-

ducted two adult schools for railway employees.

In the North-West Frontier Province, efforts were made to start adult classes at several places, the District Board teachers having volunteered to run these classes. There were 26 regular adult schools in the province. The movement is, however, still in its infancy.

The opinion is expressed in the Sind report that "the problem of adult education does not consist so much in providing facilities for education as in inducing the people to avail themselves of the existing facilities. Village Sudhar Committees consisting of officers of the nation-building Departments and representatives of the public have been formed in this province, and the Government inspecting officers and Deputy Educational Inspectors for Mohammedan Education have been made members of these committees. A proposal to appoint a special officer to look after adult education is under consideration by Government."

It is too early to say whether the revived interest in adult education is likely to produce commensurate results.

Adult Education in Other Lands

IN WALES

Coleg Harlech organized its Fifteenth Series of Summer Schools in conjunction with the University Extension Board of the University of Wales. The Summer Schools lasted for four weeks from August 2nd, 1941. More students attended this year than in any previous year, being 364, and for the first time

the number of women students exceeded the men, being 234 women and 130 men. The exceptional enrolment put great pressure on local accommodation which had been taxed not only by ordinary summer holiday-makers but also by official and unofficial evacuation. For two weeks the position was relieved through the kindness of Birkenhead

L. E. A. which placed part of the accommodation of one of its evacuee hostels at the disposal of the College. The range of subjects studied included Music, Drama, English and Welsh Literature, Welsh History, Early Christianity, Nature of Society, Essentials of Government, War and Industry, American Democracy, World Economy and Nationalism, Propaganda, the Mediterranean. The largest classes were in Music, Drama, Welsh Literature, World Economy and Nationalism, and American Democracy. The number of students from different parts of England was considerably above the average, and all the Welsh Counties were represented with the exception of Radnorshire.

The remarkable success of these wartime Summer Schools, speaks well for the vitality of the Adult Education Movement, and it is hoped that circumstances will allow their continuation throughout the period of the war.

ENGLISH SETTLEMENTS

A joint conference of the British Association of Residential Settlements and the Educational Settlement Association was held in London on October 10th, 1941, and was attended by representatives from Settlements in England, Scotland and Wales. The subjects of the conference were (1) Movement of Population for reasons arising from the war, (2) The need for a restatement of the scope and purpose of Adult Education, and (3) Financial

and other support of Settlements during the war and after. The first session was introduced by Mr. J. Taylor, of the Factory and Welfare Department of the Ministry of Labour, who stressed the need for more and better educational and recreational facilities for young workers transferred from their homes to factory work in new and distant areas. Miss Batten, Secretary of the British Association of Residential Settlements, dealt with the difficult question of the financial support of Settlements and emphasized the change that has taken place since the first Settlement was supported by people who were personally interested in it. Now, the need for money was pushing Settlements into the business of impersonal money raising, which in some cases meant income procured on a commission basis by people who specialized in sobstuff appeal. This changed method was affecting the spirit and life of the Settlement, and Miss Batten thought that if they are to remain free and independent in thought and action they must be prepared to pay for it. She suggested that some form of Consumer's Co-operation was needed in which members and residents of Settlements and neighbours and associates of Settlements could unite in raising whatever funds were required. It was pointed out that the introduction of anything in the nature of Consumer's Co-operation would involve for many Settlements a revision of their constitutions to provide for a more satisfactory and democratic control of them. This in turn would lead to the need for much wider and consistently planned adult education.

ADULT EDUCATION AND POST-WAR RECONSTRUCTION

The Settlement at Woodlands, near Doncaster, held a conference during last Summer Term to quicken interest in two important questions, (1) What kind of England do you want after the war? and (2) What of your children's future? The subjects of the conference were Education, Health, Leisure, Reconstruction, Production, and Work and Wages, and were introduced by experts. About 150 people attended, 25 per cent of whom were miners, 25 per cent school teachers, 25 per cent housewives, and the rest clerks, electricians, social workers, and clergy. While the need for some measure of nationalisation, and for State support was frequently mentioned, there was a lively awareness of the inherent dangers of the curtailment of individual liberty, the cramping of initiative and the decrease of personal responsibility. There was common agreement that better education is needed in every department of national life.

"CAVALCADE OF CULTURE."

An Adult School in England.

This title is borrowed from the *Warrington Examiner*, which, in its issue for 20th September, devoted the whole of its long "leader" space to a review of educational activities in the town. This included full reports of a week-end lecture school arranged by the Warrington Adult School Union, at which Miss C. M. Troughton dealt with "Education To-day and To-morrow"; of two addresses by Miss M. Elliot, of Manchester University, at

anniversary gatherings of Stockton Heath Adult School, on "The Purpose of Education" and "Modern Trends in Education at Home and Abroad"; and of an address to the Rotary Club by Mr. Stanley C. Jones, J. P., on "Youth Service." The Editor says: "So Warrington's week-end cavalcade of culture passes by. We suggest it is of deep significance. Is it not the awakening, at long last, of the conscience of Warrington and of Britain? These various bodies may have disturbed that conscience by different and, sometimes, conflicting ways. They will fail in their duty if they ever let the national conscience sink once more to slumber.

Robert L. Jones of Stockton Heath, writes: "This is the start of what we hope to develop into a sustained campaign to create a more intelligent and informed public opinion on educational matters in our town. Already a small group—mainly Adult School folk—is meeting to try and work out ways and means of accomplishing this. It may be of interest to the Handbook Committee to know what their lessons have inspired." He suggests "that similar action might be taken in other towns," and adds: "We are finding that if care is taken to keep quite clear of politics and creeds there are quite a number of folk who are prepared to work together to create a wider and deeper appreciation of what education might mean both to boys and girls and adults, especially in its cultural aspects. Personally, I believe the Adult Schools have a unique opportunity right on their doorsteps, if they will take it and use imagination in working it out." (From ONE AND ALL).

News from Far and Near

I. A. E. A.

Work of the Organising Secretary in South India.

[We reproduce extracts from the Report of the Organising Secretary of the Indian Adult Education Association from the 1st January to 24th February, 1942. They will be read with interest.—*Editor*]

I toured in all 32 days. Mr. A. K. Moses, Instructor in Dr. Laubach's Quick Literacy methods joined me (as per arrangements made with his chief in December last) on 15th January, 1942. He got ill, and actually toured in the area for about 18 days, of which he toured by himself at my direction for 4 days.

Summarising the statement the Institutions tackled ...	23
Hood's Co-operative Institute (Students) Men ...	50 (2 plus 1)
Secondary and Higher Teachers ...	...
Training School Students Men-about...	575
Women ...	200
High School and Middle School Boys	1,178 including
Girls	355 Scouts &
Men Teachers in all ...	170 for C groups.
Women Teachers in all	30
Friends and well-wishers of the cause men about ...	40
Women ...	3
Rural People (Agriculturists) Men ...	20
and other Women	18

On the invitation of Mr. Devanesan, B.A., B.D., M.Ed., a champion of the cause of Adult Education, Mr. Moses was sent to him for three days to Tranganalur, Trichinopoly District.

He reports two meetings with the same group of Union Mission Training School Higher Elementary Grade, Porathakudo:—

8th Feb., '42 80 men plus 2 Teachers.

9th Feb., '42 90 men plus 8 Teachers.

Mr. Moses was discharged for the time being on 21st February, 1942 and Revd. Canon Manuel, M.A., had borrowed him in anticipation of the approval of the manager to whom Mr. Moses is responsible. This report I expect to have before long.

It is indeed gratifying to have reached the stage when we have begun to teach methods, thus our propaganda taking a very practical turn. We are now on the threshold of a new line of attack, viz:—creation of intensive training centres. Helping various agencies to start, finance and work up such centres I am trying to bring this about now. The places visited by me during the period under review are:—Madras, Yeranthangal, Serkad, Viruthamput, Katpaldi, Vandranthangal, Tirupattur and Vellore of North Arcot District, Chittoor, Coilmanna, Koduvayoor, Palghat of Palghat Taluk, South Malabar District, Karur, Thiruverumbur, Golden Rock, and suburbs of Trichinopoly District, Karaikudi and Amaravathi Puthoor of Ramnad District, and Tanjore.

Leaders of Institutions interviewed:—S. I. A., E. A., Y. M. C. A., Harijan Sevek Sangh, Women's Indian Association, Matharsangam, Teachers' Associations and co-operative concerns. Officers of the Educational Department, Educationists and others interested were seen.

On the whole it must be said that we have had another period of successful work notwithstanding the inevitable regrettable feature of the work viz:—Loss of valuable time by cancellation of engagements, postponement of organisation work due to various causes, and the nervousness of people arising out of the persistent attitude of the Government towards Adult Education work in general. Rightly the A. R. P. and other phases of work related to the war are absorbing the attention of a few of the very influential leaders who are too preoccupied to give the time and thought they had promised before.

During the period under review twelve students of the Maharajah's College High School, and C. S. M. High School are under my care in accordance with the orders of the Pudukkottai Darbar getting necessary training that they may be enabled to act as Adult Education agents in some humble way in their own villages. Five literacy classes of 1½ hours each dealing with Dr. Laubach's Quick Literacy and other methods were given to them by Mr. Moses with practical demonstration with illiterates. I taught in three class of 1½ hours each (1) How to take a Rural Survey, and (2) Poverty and its cure. Arrangements to secure the co-operation of Government offic-

ers and non-officials to give a series of seven more lectures on subjects of utilitarian value are in hand. Not only the authorised twelve students but a large number of others attend the classes (see our issue for October, 1941 ED.) Senior college students, (Arts and Science) of Pudukottai studying at Trichinopoly and elsewhere have offered to form themselves into a Union to associate themselves with me and visit, so far as practicable, the twelve villages representing the native homes of students specially trained.

In these times of growing perplexity we have to be grateful to God for small mercies. Mr. T. V. Apparsundaramudaliar, M. A., M. Ed., the resourceful District Educational officer of Tanjore scrutinised our literacy method, and with certain reservations, has recommended that this be given a fair trial. In his illuminating address on 'Major crops and cropping,' at the Hood's Co-operative Institute the District Agricultural Officer of Tanjore emphasised the need for the privileged classes to enlighten the masses. As President of that meeting I had the opportunity of making a strong case for initiating and developing Adult Education projects. Sri S. T. Ramanuja Ayengar that distinguished leader of the South Indian Teachers' Association who presided over our addresses at E. R. High School discussed with us our problems and programme and felt sure that we are moving in the right direction. Mr. Pitchai Pillai, B.A.L.T., the Junior Deputy Inspector of Schools, Trichinopoly, who attended these addresses welcomed us on behalf of the Teachers' Association at Thiruvarum-

bur which we visited. Mr. M. N. Nair, M.A., LL.B., S.T.C., Advocate of Pol-lachi through whose co-operation an Adult Education Society was tentatively formed, Mrs. Savithri Rajan, B.A., of the Women's Indian Association, Madras, Sri M. J. Sargunam, M.A., L.T., Headmaster of the Union High School, Coimbatore, Dr. C. C. Mathew, M.A., Ph.D., Principal of the Training Schools, Cochin State, Mrs. K. M. George, B.A.L.T., Inspectress of Girls' Schools, Cochin State amongst numerous others have been of immense help to our movement giving me valuable counsel based on their own experience. I spent many useful hours with these leaders and with several others in the area I toured.

Books, booklets and charts that are being recommended by me are being bought by a few Institutions. I had bought some equipment and giving sample copies everywhere, I establish points of contact. My office continues to send out literature of all sorts, and written instructions and circulars and thus acts as an Information Bureau. Enquiries are pouring in, and with all my responsibilities such as I have, it has not been easy to cope with these.

Popular songs of rural and educational value used during our propaganda with the help of Mr. Moses and others are in great demand, and arrangements, are being made to collect and publish them.

(SD.) P. M. GOPALAKRISHNAN,
Secretary, I.A.E.A.,

Office of the I.A.E.A.
in South India,
PUDUKOTAH,
24th February, 1942.

BENGAL.

Brahmanbaria.

Certain Pallimangal Samities and night schools were established by the Jute Regulation staff during the month of December 1941. The Co-operative Rural Reconstruction Society, Brahmanbaria, is engaged with the work connected with the Brahmanbaria Exhibition to be held for 15 days from January 28, 1942.

Chandpur.

The work was confined mostly to formation of Village Rural Reconstruction Societies, eradication of waterhyacinth and clearance of jungles. Night schools started before did good work and a few new ones were started during the month. The National Welfare Unit attached to Tippera worked in the Chandpur subdivision during the month—their shows had been of much help to Rural Development movement.

Vishnupur.

The Kochdih Rural Uplift Society in police-station Sonamukhi removed jungles from four pieces of land covering about three bighas in November. The Dihipara Palli Mangal Samity, police-station Sonamukhi, cleared jungles from one bigha of land and repaired a village road about a quarter mile long. The Indus Co-operative Anti-Malarial Society removed waterhyacinth and weeds from seven tanks and cleared jungles from two bighas of land. The Sitalajore Rural Uplift Society, police-station Sonamukhi, repaired one drain about 300 feet long. The Radhamohanpur Society, police-station Sonamukhi, has filled up one

insanitary ditch. The adult education work in Gelia and Salda Unions, police-station Joypur, is continuing. In Gelia Union the work is excellent. The Lougram Society in police-station Kotulpur has cleared one tank.

The circulating libraries were fully utilised by the Sonamukhi Harakusum Samity and the Patrasayer Sahrday Library and the reading public eagerly awaited fresh supply of books. The high schools held regular classes and a number of villagers were made literate.

Lalbagh.—Vishnupur.

Adult education is being pushed on in every union. Seventeen more night schools have been opened during the month of December making a total of 162.

Cox's Bazar.

It is reported that different adult education centres in the subdivision made satisfactory progress. Nine night schools have been newly set up—three each in South Nihilla and Ukhiya police-stations, two at Kalarmarchara and one each at Meranglos and Teknaf.

Noakhali.

The work of adult education also made considerable headway. In Feni subdivision alone 15 night schools were started during the term under review, and efforts were also directed to keep up the enthusiasm of the teachers and the taught of the old ones. Twenty such schools were managed by the Islampur Society (Brahmanbaria). A large number of adult schools were also or-

ganised by the Brahmanbaria Society in different Unions under police-station Nabinagar, Bancharampur, Nasirnagar and Sarail. Village libraries were popular in the Feni subdivision and that at Saraitkandi was particularly so because of its books and newspapers which were of immense service to the people.

The activities of the existing village defence parties in the Feni subdivision considerably reduced the number of crimes arising out of the prevalent distress, and attempts are being made to form such parties in every village under the supervision of the Union Boards.

Pirojpur.

The activities of the Council included amongst other things establishment of over 550 night schools throughout the subdivision, resulting in the removal of illiteracy of nearly 30,000 illiterate adults in one session and which have been renewed this year, compilation of suitable literature for adults, establishment of about half a dozen middle English schools and re-excavation of two major silted up khals on voluntary labour.

24—Parganas.

Night schools were held throughout the district and attendance, specially in Anantapara, Mirzapara and Heyekepara night schools was satisfactory. The Naturia Society in Basirhat subdivision has been running a night school by collecting *mustibhiksha* and subscriptions from members. Two new Adult Education Centres, one each at Sitarampore and Taktipore in Diamond

Harbour subdivision, and another at Bandipore in Barrackpore, were set up.

Rajshahi.

Night schools are working as usual and more night schools have been started. Arrangements have been made to start an M. E. School at Mirganj in police-station Charghat for which about Rs. 300 has been raised as subscription from voluntary sources.

BIHAR.

The following speech delivered on the occasion of the 3rd anniversary of the Bihar literacy campaign by Mr. E. R. J. R. Cousins, Adviser, to the Governor of Bihar will be read with interest and profit:—

In celebrating this 3rd Anniversary of the Mass Literacy Movement it behoves us to look back over the ground we have traversed and take stock of the position as a whole. We have done much upon which we can congratulate ourselves. From whatever point of view it is considered that feat of making 11 lakhs of people, over a million, literate in the space of three years is a most striking achievement. But I am not satisfied with it. The results attained during the last year are not as good as they ought to have been, and certainly not as good as I had hoped they would be. If you look at the figures quoted in the report you will find that in the intensive areas in which we were operating there were estimated to be one lakh and 51 thou-

sand illiterates to be dealt with. Of this number we succeeded in bringing into our scheme only 1,09,957 and of these again only 83,940 succeeded in passing the literacy test. If we allow, as we must, that a certain number of these will relapse again into illiteracy it will be seen that at the most we have succeeded in dealing with more than half the possible pupils, and this too in the intensive areas upon which most of our efforts have been concentrated.

In fact, it will do no good to conceal from ourselves that there has been some waning of interest in the scheme. I do not for a moment intend to censure anybody for this, because it must be recognised that such a tendency is natural. Enthusiasm which may be evoked by a new and brilliant idea cannot remain at full pitch perpetually, and during the period under review there have been other disturbing factors, such as the war situation, which have operated to distract the attention of every one in this country. I say therefore that I do not wish to blame anybody for what I regard as an unavoidable feature, but I mention it to show that we must be on our guard against such influences, and must firmly determine each one and all of us that we will not allow our interest and activity to wane. That striking results can be attained by enterprise and energy will be realised if you examine the figures for Shakhund and Dehri thanas and compare them with those of some of the other thanas such as for example Daudnagar which is close to Dehri yet compares very unfavourably with it in its results,

For a full account of the work in 1940-41 see their Annual Report just published.

Special Classes.

I am disappointed also at the slowness with which literacy is spreading amongst the rural Chaukidars and there has also been a disappointment in the great hopes that we entertained of assistance from the co-operative societies and certain mills and factories. The Tata Iron and Steel Company has done excellent work amongst its own labour, and I trust that they will afford a shining example to other large employers of labour.

I have dealt somewhat upon the dark side because in this as in other campaigns wishful thinking will not help us, and we must face the whole of the facts and all the facts squarely. There are on the credit side many encouraging features upon which we are entitled to congratulate ourselves, and from which we may draw inspiration for further efforts. Amongst the first of these I would place the undeniable fact that the movement has resulted in an all-round increase of literacy, and in a desire for literacy. Information on public matters which is published in *the Roshni* and also in *the Dehat* now reaches the most distant and backward areas rapidly and in a correct form, and this is most valuable at a time like the present. Owing to difficulties in the paper supply we have had to limit the number of copies of *the Roshni* which are distributed, but our information is that each copy is now read by many more persons than formerly, and there is no reason to suppose that the actual number of people who are reached by this means of publicity is not increasing.

A second encouraging feature is that the spread of literacy amongst adults has undoubtedly led to a greater demand for schools for the education of children. The demand shows that the benefits of literacy are beginning to be more widely appreciated, and it is a demand which will certainly be met.

Non-Professional Leaders.

I would draw your attention also to another feature which I consider is most encouraging and that is the very gratifying manner in which the heavy burden of the campaign is being transferred from professional to non-professional shoulders. In the intensive thanas with which the report deals out of 23,480 voluntary workers only 6,569 were professional teachers. If you will examine the figures given at page 28 of the report you will see that the overwhelming number of these voluntary workers come from the class of cultivators. I should like to underline this fact, ladies and gentlemen, very plainly, because it means that those who have themselves acquired a certain amount of literacy with difficulty are keen to impart its benefits to other neighbours, and if this feature persists the movement will increase and will acquire a momentum of its own which will carry it forward far more rapidly than any official efforts can do.

Newspapers.

One other little side-light I may mention which gave me very great pleasure is that at one centre to which certain newspapers have been supplied for the instruction of the literates the literates themselves combined to col-

lect the money for the renewal of the subscriptions to the papers for the ensuing year.

properly

Post-Literacy.

This brings me to the matter of post-literacy. The literacy work which we do in intensive thanas is that of shock troops who attack the demon of illiteracy and subdue him, but the territory thus gained must be occupied and held after the shock troops have passed on to a more extended front, and unless we can do this, slackness, inertia, fatigue and other distractions which are the guerrilla forces of the enemy will work behind our lines and deprive us of the fruits of our initial victory. For this occupation and consolidation of the ground gained by the shock troops we must rely more and more as the area so gained increases in size upon the sustained energy of our voluntary non-official workers. "Each one teach one" has been a good slogan in the past, but I will give you a new slogan for the coming year namely "teach one and keep two." It is perhaps more spectacular and more satisfying to the individual worker to reclaim a fellow being from illiteracy, but it is equally important and needs far more sustained efforts to keep him literate and I would earnestly ask all our workers whether school boys, college students or adults to take up this new slogan and make certain that our new literates do not relapse into illiteracy for want of the necessary friendly interest and stimulation.

In the work of consolidating literacy the village library will play an important part and we must devote more

attention to increasing the number of these, and seeing that they function ~~probably~~.— Here is a field in which our voluntary workers can be of the greatest assistance. They can undertake to run a village library and persuade the new literates to attend it regularly, to read the newspapers and books and to discuss points that arise from their reading. Even if a worker can only spare one or two hours a week for this purpose his assistance will be of the greatest value.

A Mistake.

I am afraid that not all of our early publications were entirely suitable for the purpose for which they were intended. They were inclined to be too didactic or instructional; some of them were full of facts and figures about such subjects as scientific agriculture, sanitation and hygiene, animal husbandry, etc., and some of them contained rather long words. We were in fact trying, in the course of the process of teaching a man to read, to cram him at the same time with useful information. This I am convinced was a mistake. When a man is devoting the whole of his powers to learning his letters and spelling out his words with difficulty he has no attention to spare for memorising the actual import of the words. There is a story of a high official who was making an inspection in a certain locality, which was difficult to reach, and the only way he could get was on horse-back. He was not, a good horse-man, and had considerable difficulty in remaining firmly in the saddle. When his guide began pointing out to him the interesting features of

the area the distinguished visitor said "Please do not interrupt me. Do you not see that I am busy riding." It is the same with our new literates. They are busy learning to read and have no time for considering what it is they are actually reading. For this reason instead of dull and uninteresting though useful information we are now endeavouring to provide them with light and diverting reading matter such as fables, riddles and traditional songs in their own dialect, and the result has been an amazing increase in the interest which literates are now showing in the village libraries. But we want more literature of this kind. A man cannot be expected to read the same books over and over again, and as he becomes more accustomed to the effort of reading and reads quicker he will get through the books in the library in a shorter time and will need more and more of them. We shall have to meet this demand and publish more and more short but interesting books for the new-made literates. I would ask the public to help us in this matter. I propose to institute a competition with substantial prizes for the best books submitted, and I hope we shall receive a large number of entries.

Local Bodies.

In the sphere of establishing village libraries I would appeal particularly to the local bodies to help us. The amount of money we can spend upon this is limited and whilst the growing practice of literacy means that new books have to be supplied to existing libraries, the addition of new areas each year means also that more and

more libraries have to be established. If each district board, local board and municipality would spend a little money in establishing and maintaining libraries of the books published by the Mass Literacy Committee it would enable our resources to go very much further than they can otherwise do.

This has been a long speech but now I am done. I offer my sincerest thanks to all, whether officials or non-officials, who have helped us in this movement hitherto and I would earnestly ask you not to relax your efforts and not to let your enthusiasm wane. Stir yourselves up once more and press forward. The movement is now becoming too big to be conducted mainly under official direction, and we must rely more and more upon its spontaneous diffusion by non-official voluntary efforts. Make up your minds to do even better in the ensuing year than you have done in the past. "*Teach one and keep two.*"

Desire for Higher Education.

The Secretary Provincial Mass Literacy Committee, Bihar, Patna, writes:—

The acquisition of literacy by those who had been denied the opportunity of attending the school in their childhood has led to a growing demand in many Districts for higher education. Large numbers of the new literates below the age of 30 are now anxious to continue their studies and qualify for Lower Primary and Upper Primary Examinations. It is not possible for them to attend the Day Schools as regular students as they are busy during the day. In many Districts

teachers of Primary Schools are helping them in their studies. The Director of Public Instruction, Bihar, has very kindly ordered that these literate adult pupils may be permitted to appear at the Annual Examinations in all the Subjects prescribed for the Lower Primary and Upper Primary Examinations as private candidates. The examinations should be conducted by the Head Teachers of Primary Schools concerned who should also grant the usual certificates to the candidates passing the Examinations. It is expected that this new development will give a great stimulus to the Mass Literacy Movement as the doors of higher education are now open to this fast expanding class of new literate adults.

BOMBAY SOCIAL SERVICE LEAGUE

The Annual inspection of the League's Night High School took place on the 15th December, 1941. It was carried out by Mr. C. P. Budhrani, B. A., B. T., T. D. (Lond.), M. R. S. T., Asst. Educational Inspector, Bombay Division. At this school a three-day programme of the annual social gathering was also arranged, on the 18th, 19th and 20th of the same month. The programme consisted of the staging of two plays at the Damodar Thackersey Hall, one in Urdu by Mr. M. M. Syed, M. A., the Persian teacher at the school who is also an amateur actor, an elocution competition, recitations of lyrics, and light refreshments. On the 21st prizes were distributed to those who played their parts best in the dramatic performances or were successful in the competitions, at the

hands of Prof. V. G. Rao. In this address to the students, Prof. Rao laid special emphasis on the desirability of students taking interest in social service and preparing themselves for discharging their duties as citizens. A vote of thanks to Prof. Rao by Mr. V. G. Tamwekar, Chairman of the Social Gathering Committee, and tea and refreshment terminated this pleasant function.

—*Social Service Quarterly*.

January, 1942.

BOMBAY LITERACY WEEK

On Thursday, February 26th the Bombay Adult Education Committee inaugurated a Literacy Week for the purpose of enlisting public sympathy and support for a worthy cause. Over two years have elapsed since the adult literacy campaign was launched in the city and though the results do not entirely fulfil earlier expectations they are on the whole encouraging. In this period the number of adult literates has increased by over 30,000 of whom nearly 5,000 are women. The total number of illiterate persons in Bombay is nearly six lakhs and the leeway to be made up is therefore considerable. The campaign has fully justified Government's strong support; given more public co-operation and assistance there is every reason to hope that the rate of progress will be considerably accelerated.

Some four hundred classes are now maintained in different parts of the city by day and night at places convenient to adult pupils. An important part of

the campaign is the provision of post-literacy classes which are essential if the learning so laboriously acquired is to be maintained. Last year over forty of these classes attended by about 4,000 pupils were functioning, but there is obviously need for expansion in this direction; as we emphasised before, unless the deficiency here is made good without undue delay, the wastage will be considerable. The Committee should also take steps to provide more books and pamphlets suitable for adult literates; some progress has been made here, but the dearth of suitable literature is still felt. It is to be hoped that the public will subscribe generously towards the funds which the Committee proposes raising during the week. The Bombay Millowners' Association has given the campaign its active support; since literate workers make for a higher standard of intelligence and efficiency, employers generally would do well to encourage the campaign.

[*Times of India*]

TRAINING IN ADULT EDUCATION

Dr. Arundale's Appeal

On February 1st. Dr. Laubach's Adult Education Training Centre of the South Indian Adult Education Association was inaugurated at Royapettah by Dr. G. S. Arundale. Mr. V. Chakkarai Chettiar, Mayor of Madras, presided.

Mr. G. Harisarvothama Rao, President of the Association, said that the aim of the Centre was to train teachers in the methods of adult education. All political parties in the country and the

Government were interested in that work, and he hoped that the Centre would turn out useful service.

Mr. Chakkarai Chettiar said that the Association had been doing very good work and deserved all support possible. One could not over-estimate the importance of this work and he wished Godspeed to the Centre. Literacy must be spread in the land and he stressed the need for enthusiastic voluntary workers in the field. More than all, they needed trained teachers and he hoped that the Centre would turn out several well-equipped teachers.

Dr. Arundale said that he was a staunch believer in adult education as a means of maintaining the ancient culture of a country. He had been interested in the work ever since he was a Professor in the Central Hindu College, Benares, and even now in Adyar they had trained men to spread literacy among the masses. At present, they were engaged in making the people A. R. P. conscious. The teachers must have sustained interest in the subject and he was of the opinion that, besides teaching the adults the three R's, some art or handicraft must be taught to them. The culture of India could be kept up only that way. The teachers must endeavour to make their pupils feel that they were Indians first and to take pride in that fact. The aim must be to produce good self-sacrificing citizens of India.

Messages wishing success to the Centre were received from Mr. Roche Victoria and Mr. Penning.

HYDERABAD

A second memorandum on the census of 1941, issued by the Hyderabad Census Commissioner, shows that the population of the Nizam's Dominions, as provisionally ascertained, is 16,194,313, which is equivalent to the combined population of the Mysore, Travancore and Baroda States. The rise is 12.2 per cent. The State's population has increased during the last 50 years by about 40.4 per cent. Literacy in the State rose by 86.6 per cent during the decade.

U. P. NEWS

The Adult Literacy Committee of the U. P. C. C. held a meeting recently in Agra. At that time the work of the previous year was reviewed and plans laid for the future. While figures of any exactitude are difficult to obtain, it would seem that much work along these lines is going on. One Church Body, reporting for Moradabad, states there were 600 new semi-literates during the year (a semi-literate being one finished with the Primer and reading any one of several Readers, but not yet an easy or able reader). A survey made this last year in 2 areas (for Christians only) shows a total of 4,118 literates. Figures of illiteracy, however, show over 36,000 still illiterate! It is hoped that other areas will make similar surveys to give a more adequate idea of what conditions really are. The Colleges, also, have been doing much fine work. Ewing Christian College of Allahabad has a Social Service League which is in charge of 4 schools, as well as much other work. Lucknow Christian College does most of its work during the

week-ends, when some of the staff and boys go out to various villages to teach.

Work on the study of Basic Hindustani and on the Annotated Hindi Bibliography is still going on. It is expected the Bibliography will be printed this Spring. In the plans for next year, it is hoped to render a similar service for Urdu Books. If anyone knowing of useful and good Urdu books would communicate with the Secretary of the U. P. C. C. Committee, it will be appreciated.

D. L. DRAGON,
Secretary.

ADULT EDUCATION SOCIETY, KODUVAYUR-PALGHAT

The visit of Mr. P. M. Gopalakrishnan, Organising Secretary, I. A. E. A., to these parts has infused fresh life into Adult Education workers. The complexity of the Adult Education problem in India, especially with special reference to South India was described by him with the aid of charts and maps, etc.

A public meeting was held in The Koduvayur Higher Elementary School on 11th January, 1942, under the presidency of Dr. M. K. Menon, when Mr. P. M. Gopalakrishnan delivered a lecture on Adult Education and National Reconstruction. In the course of the lecture he spoke of the experiments made in the matter of Adult Education in different parts of India, the difficulties in the way and how they are tackled.

With a view to start Adult Education Classes, a committee was formed at Koduvayur, with Sri M. N. Nair,

M. A., LL. B., S. T. C., as Director, Dr. M. K. Menon, President; Sri. S. K. Mannadiar, Vice-President; The Vice-President, Panchayat Board, Koduvayur, Sri A. M. Mannadiyar, Head Master, Higher Elementary School, Secretary, Messrs. P. V. Vasu Nair, B. A. L. T. and P. R. Nair, Committee members with power to co-opt.

The first committee meeting of the above society was held on 8th February, 1942 at 5 p.m. when Sri M. N. Nair took the chair and the following programme was chalked out:

1. The classes are to be held once a week from 7 to 8 p.m.
2. The classes to be begun on 1st March, 1942 with an inaugural lecture on "Literacy Problem in India" from Sri M. N. Nair.
3. The committee is to awaken interest by conducting preliminary propaganda.
4. Magic Lantern Lectures, lectures on Health Problems, on the Civic Conscience, first-aid, as also exhibitions and excursions will be arranged.
5. A Public Library and Reading Room shall be established in due course.

Pallashi, M. N. NAIR

20th Feb. 1942

MANGALORE

A Section of a report relating to Adult Education amongst women of Bhagini Samaj, Mangalore, (Sub-constituency of the Karnataka Branch—All-India Women's Association) is given below.

Special Classes for Adult Wmen:

We are deeply grateful to all the ladies for their self-sacrificing work in spreading useful knowledge and culture amongst the womenfolk. The work in the Hindi classes is specially noteworthy for the striking successes of the scholars in the examinations conducted by the Dakshina Bharat Hindi Prachar Sabha. From the Pentland-peta centre, 11 members took the Prathamc Examination and 9 secured I class and 2 the II class, Mrs. Lila Bai Kamath standing first in the district. From the Jeppoo centre, 9 members took the Prathamc Examination and 7 got I class and 2 II class. Mrs. Parvathi standing first in the Presidency; 8 took the Madhyama Examination of whom 6 got I class and 2 II class. From the Codialbail centre 6 members took the Prathamc Examination and 3 got I class and 3 IIInd class, Mrs. K. Kamala Bai standing first in the district. 4 took the Madhyama Examination of whom one got I class and 2 II class.

Arts Festival:

An Arts Festival was held on 31st August, 1940 by the members of the Bhagini Samaj at the Besant National Girls' School. It was opened by Miss Jean Glen Walker a lady who had travelled far and wide and imbibed the culture of several countries. Various beautiful articles of handicrafts and visual art were placed in the exhibition. It was a great success and was enjoyed by all members.

Branches:

With a view to spread the activities and influence of the Samaj in the different parts of the District, a beginning

was made by starting branches at two places.—Kasargod Centre was opened by Mrs. Rama Bai Pandit on 2nd November, 1940 and the Udipi one on 4th November, 1940 by Mrs. Mary Britto. The branch at Kasargod has organised classes in Hindi and Spinning which are reported to be quite popular. Lectures on various topics and Hari-katha performances have also been arranged for the benefit of the members there. Mrs. Kalavathi G. Kumble and Mrs. Sarojini Kakkillaya are the enthusiastic Secretaries of the branch. The branch at Udipi exerted in organising the 2nd District Conference held on 23rd December, 1940 presided over by Mrs. Esther Soans and important resolutions affecting the welfare of women were passed. The members from Udipi went round the district and enlisted delegates for the Conference. Delegates from all over the district were present at the Conference. The Bhagini Samaj is affiliated to the Karnataka Provincial Constituency of the All-India Women's Conference.

Centre.	Classes.	Ladies in Charge.
1. Kodialbail, Samaj Building.	1. Hindi.	Miss Tara Kama-th, Miss Kausal-ya Rai, Mrs. M. Parvathi Bai, Mrs. P. Uma Bai, Mrs. K. Kamala Bai, Mrs. Varija Bai.

2. Basic English.	Mrs. Lila Bai Padubidri, Mrs. Lila Bai E. Rau, Miss Vimala Pan-dit, Miss M. K. Shambhavi, Miss M Gita.
3. Cooking.	Mrs. Lila Bai Padubidri.
4. Painting.	Mrs. B. Uma Bai A. Rao.
5. Music.	Mrs. Kalle Tara Bai, Mrs. Mai-trayini Bai, Mrs. Sharada Bai.
6. Needle-work.	Paid worker.
2. Pentland-peta Muni-cipal Ma-ternity Centre building kindly plac-ed at the disposal of the Samaj.	1. Hindi. Mrs. Saraswathi Bai Mallya, Miss Sumitra Bai. 2. Music. Paid worker. 3. Needle-work. Paid worker.
3. Jeppu at the resi-dence of Srimathi M. Lila-vathy R. Bhat.	1. Hindi. Srimathi M. Lila-vathi R. Bhat. 2. Ayur-veda. Srimathi M. Lila-vathi R. Bhat.
4. Falneer at the resi-dence of Mrs. Mary Britto.	1. Hindi. Mrs. K S. Rao. 2. Basic English. Mrs Radha Baliga. 3. Needle-work. Mr. Kamala Bai Tellicherikar. 4. Paper flowers. Miss Muriel Pinto.

News and Notes

The Christudasa Ashram, Olive Mount, Coilmanna Post, Palghat, is being run with the Rev. P. John Ver-gheese at it's head. There is an Adult Night School under the auspices of the

Ashram. During the time of the visit of the organising Secretary of the I. A. E. A. who had gone to that area in connection with A. E. work else-where he could not see the Adult

School at work that being a harvest holiday season. He had a profitable talk with the workers.

* * *

Adult Night School of the East
Buliward Teachers' Guild School,

TRICHINOPOLY,

SOUTH INDIA.

The Teachers' Guild of Trichinopoly has reasons to be congratulated upon this bold experiment which is being conducted for over four years fighting against tremendous odds and boldly facing reverses of a discouraging nature. The organising Secretary of the Indian Adult Education Association with Mr. A. K. Moses, Instructor in Dr. Laubach's Quick Literacy methods visited the School both on the nights of the 11th and 12th February.

The attendance was comparatively poor because of the recent blackout which has scared people. On the 12th February out of a total strength of 28 pupils 21 were present with two teachers and one visitor. The organising secretary and Instructor of Quick Literacy method taught them as to how to learn for knowledge, efficiency and usefulness to the country. The Age groups are as follows:—

36— 1
20-25—13
16-19—10
11-15— 4

Sri S. T. Ramanuja Ayengar, B. A. L. T., of the South Indian Teachers' Association and his associates richly deserve to be congratulated upon this laudable enterprise.

Students and Adult Education

I. WOMEN'S CHRISTIAN COLLEGE, MADRAS.

Thanks to the Principals coming in succession taking very keen interest in Social Welfare Work, members on the staff of the College and Students have been doing splendid work. Adult literacy work has rightly become the integral part of their social welfare work. From the year 1937 a place in the neighbourhood of the college called 'The Mohammedans Gardens' has been their main centre of work. The work has been steadily growing from small beginnings. A little over two years ago a few women were made literate while the Sunday class teachers concentrated their efforts in making the illiterate servants of the college literate. Old students of the college

undertook the task and visited the village thrice a week in the evenings holding classes in private houses. The attendance ranged from 4 to 7. There appeared to be an encouraging response for a time, but it was not wholly a successful venture. A senior intermediate student taught an elderly woman to read and write. The woman did not wish to continue. This resulted in a decline of interest during the third term of the college year 1940-41.

Notwithstanding these experiences now there are students and members on the staff who persist in carrying on and insist on giving effect to a full programme. About thirty students and four members of the staff go every Friday evening. They divide themselves into various groups doing various

kinds of social work of which literacy is an important section of work. There were practical difficulties. Timings were often found to be unsuitable. Student volunteers and others of the college could not give attention to details, and follow-up-work needed special preparation. So, from the beginning of the academic year 1941-42 a retired secondary trained teacher was appointed to be in-charge of the work on a monthly allowance of Rs. 15. She works for three hours a day in the evenings. Dr. Laubach's Quick literacy method (Tamil) is being followed. The social service section supplied books, notebooks, pencils etc., About fifteen women attend the class, and they have attained varying degrees of progress. Most of them can read well, and arrangements are being made to add another class here before long.

A few of them show great eagerness, but on the whole, it is a difficult piece of work requiring great patience, optimism and courage. The arrangement of holding classes in private houses is being found to be unsatisfactory. Sometimes there are petty quarrels amongst families, and thus, attendance suffers. Attempts are being made to secure adequate finance to put up an unostentatious building. The allowance of the teacher is being paid from the funds of the old students' Association of the College while other expenses are being met by College Collections and regular subscriptions from the present students and members on the staff.

Modest as the achievements may seem, the chief object of the venture is to help students to establish, permanent points of contact with the 'Real

Indias and bring home to their minds in a vivid, graphic and forcible manner that they are bound, actuated by the love of God and Man to carry on this great work at any cost. It may safely be said that this work, and experiences gained therefrom have resulted in awakening the minds of students to recognise and meet the great need of enlightening the masses not only in carrying on the extra curricular activities of the college but in developing some form of work in their own native villages, or towns.

—Culled from annual reports
and report letters

II. GOVERNMENT VICTORIA COLLEGE, PALGHAT.

The Victoria Night School attached to this college has been in charge of an Assistant Lecturer of the College. He is assisted by a committee of College Students. The organising Secretary of the Indian Adult Education Association visited the centre on 12th January, 1942, and discussed the work of the Institution, factors retarding progress, limitations and possibilities with the teachers and the Vice-President of the Night School Association. The report of this section of the work as appeared in the Government Victoria College Magazine Vol. VII No. 2. February, 1941, is reproduced hereunder:—

Victoria Night School.

The College continues to conduct this year also the Victoria Night School. Sri A. Govinda Wariyar is the Vice-President and Sri P. Surendranath Menon and P. A. Srinivasan are the joint Secretaries of the Night School Association. There are 57 adults attending the night classes, which are in the

charge of two permanent teachers who are assisted in their work by the students of the College. The College Dramatic Society put on boards two dramas this year for the benefit of the Night School, the net proceeds of which amounted to Rs. 175. The authorities of the School are much indebted for this timely help to the College Dramatic Society and to Messrs. V. Venkataraman and K. S. Unni, the producers of the two dramas.

III. PUDUKOTAH STATE, STUDENTS AND ADULT EDUCATION.

In October 1941 number of the I. J. A. E. a note was published regarding the action of the Pudukottai Darbar approving the recommendation of the Director of Public Instruction of the state in consultation with the Rural Improvement Officer by which the Secretary of the Y. M. C. A. who is also the Associate Secretary of the Indian Adult Education Association was directed that a course of training for a dozen pupils selected from the Maharajah's College High School and the C. S. M. High School be given that they might work during the summer holidays in their villages. The work

is being carried on. On the date of reporting this eight classes were held, apart from discussion hours with the students outside the Training class hours. Five classes of $7\frac{1}{2}$ hours duration ($1\frac{1}{2}$ hrs. each class) were given on Dr. Laubach's quick Adult Literacy method, and something of other known methods of imparting literacy. Instruction regarding the taking of rural surveys, ways of tackling poverty arising out of wastage, ignorance, and superstitious beliefs were given in the next three classes. Practical talks are being arranged to be given by the officers of the Educational, Agriculture, Medical and Engineering Departments in the hope that these boys may carry knowledge to the doors of the masses in villages or areas where they live. It may be noted that, not only the students deputed specially for the purpose, but a large number of students voluntarily attended the classes much to their profit. The natives of Pudukotah state who are studying in first grade colleges in Trichinopoly and elsewhere have offered to form themselves into an Association, and to work in a few of the villages wherefrom the twelve students come during the forth-coming summer holidays.

Book Review Section

Villagers' Guide and Calendar for 1942: Published by the Agricultural Department of the Government of Madras, pp. 313, price Re. 0-1-6, postage Re. 0-2-9—(not sent by V. P. P.).

The Agricultural Department of the Government of Madras, deserves to be congratulated on placing within the reach of the ryot in that Presidency

this Guide and Calendar. The very fact that this omnibus volume is priced at Re. 0-1-6 proves their anxiety to make it available to the poorest of the ryot, if only he is able to use it. Even a cursory glance through the Guide would convince anyone what exhaustive and useful knowledge such as care of the soil, selection of the seed, use of

suitable implements, knowledge of the pests and diseases, care of the cattle, leisure hours, etc., etc., is here provided. And the co-operation of such other Departments as Veterinary, Industries and Fisheries, Public Health and Education has enhanced the usefulness of this Guide, providing as they do very valuable instructive and educative information of a wide range.

We are particularly interested in the Section dealing with the education of the ryot. The Education Department seems to be anxious to provide each and every village with a school for the benefit of the children, and also to make it a medium of getting in touch with the ryot himself and induce him to shed his apathy towards a knowledge of the three R's, as also to enable him to live a clean, healthy and rational life.

As this Guide and Calendar is made available in all the South Indian vernaculars, we are sure it will be very widely used.

K. VEERAPPA.

British Life and Thought Series, Longmans Green and Co. Price 1 sh. each.

3. *British Justice*, by Sir Maurice Amos, K.C.K.B.E., Longmans Green and Co. Pp 52, 1 Sh. net.

Sir Maurice Amos because of his high legal qualifications is well-suited to write on such a vast and dry subject in a brief and presentable form. It is designed to give a bird's-eye view of the Administration of Criminal Law in Britain.

The book is designed to acquaint overseas readers who want to have some acquaintance with the day to day working of the Criminal law. It should prove particularly interesting to the Indian readers because the penal administration of this country is largely based on British jurisprudence.

At the end of the book the author has given a summary of an actual case, *The King Versus Thorne*, a notable British murder Trial. This will help the uninitiated reader to grasp some of the theories that the author has described in the earlier parts of the booklet which is suitably illustrated with eight full-page illustrations.

But the age-long traditions of the Criminal law have in many respects outgrown their usefulness, and a great deal of corruption has set in both in the system and its administration. This side of the picture is given in "*English Justice*" (now a *Penguin*) by Solicitor.

L. K. DUBEY.

THE BRITISH SYSTEM OF GOVERNMENT

This booklet of Dr. Robson reminds one of Lord Samuel's talk on the British Parliamentary system broadcast by the B.B.C. in December, 1938, but the former is decidedly more terse and illuminating. Dr. Robson displays a rare gift of combining brevity with comprehensiveness and is able to place before his readers with lucidity all the principal features of the British System of Government. The right way of studying the constitutional history of England is to begin with the present and to go back to the past. To those who intend studying the British constitution in this way Dr. Robson's booklet will be a very useful guide.

Not satisfied with a mere description of the political institutions of England to-day Dr. Robson adds a few paragraphs to show how the spirit of liberty and democracy resides in them.

In India the last portions of the booklet deserve careful study because the author proves how liberty co-exists with restraints of law and how a spirit of kindness and tolerance informs the actual working of the government. This spirit is revealed, he says, not only in the political sphere but also in the field of industry.

The author is not a mere propagandist because he admits the existence, in England, of serious social inequalities. But he points out the saving feature that the privileged classes have worked ceaselessly for the uplift, both moral and material, of the poorer classes.

C. D. PANDYA.

The Face of Britain, by Dudley Stamp, pp. 67 with 11 illustrations and 4 maps:--

This little book by the Reader in Economic Geography in the University of London will be welcomed by those who have read some of his previous works. In recent years he has been Organiser and Director of the Land Utilisation Survey of Britain. His experience in this connection is made available to his readers in this book.

Geography teachers who have to deal with England for their classes and lecturers in Method in Training Colleges and Schools will find a great deal of material here which can make their approach to England realistic and interesting to their classes. Those who have visited England will be glad to revive their memories of many inter-

esting visits which the traveller pays in his short sojourn in a foreign land. They will also find a great deal which is new to them.

British Sport and Games, by Bernard Darwin, pp. 42:

Cricket and Golf are supposed to represent the spirit of the leisured classes of Britain, and therefore it is but meet that a person who has represented England several times as a Golfer in the U.S.A. should write this little book. He points out that sport "is an almost unavoidable part of the average boy's upbringing....." It is said that when the Briton buys a Newspaper, he turns first of all to the sporting pages.

The good sportsman, the author tells us, "does not want to win through some misfortune of his adversary. The good sportsman is a good loser and what is perhaps as difficult a good winner." He thinks that the most typical example of the average Briton's devotion to sport is the Boat-race which though it concerns the two most exclusive and expensive Universities, moves the man in the street in a strange way. The other sports mentioned include Racing, Fishing, Tennis and Rugby. The sophisticated young Indian may spend an interesting afternoon going through this brochure and pick up information which will enable him to show off in the sporting pavilion!

SAKSHARTHA DEEP

This fortnightly paper published by the Bombay Literacy Committee provides very suitable material for new literates. The type is bold and the language easy, and topics dealt with of common interest to new literate adults.

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VOL. III

NO. 4

THE INDIAN JOURNAL

OF

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JUNE, 1942

EDITOR:

RANJIT M. CHETSINGH.

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If you do not receive your copy by the 15th, please complain at once to your Post Office and to us. Such complaints should reach us by the 20th at the latest.

All contributions should be written (preferably typed) on one side of the page only and should reach the Editor by the **25th of each even month** for inclusion in the next issue.

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THE INDIAN JOURNAL
OF
ADULT EDUCATION

VOL. 3

JUNE, 1942

NO. 4

18 ✓ **Five Factors in Adult Education**

BY M. J. SARGUNAM, M. A., L. T.

[This analysis of Adult Education by a member of the Senate and Syndicate of the Madras University is both simple and fresh. As an active worker in the field of Adult Education, Mr Sargunam speaks as a practical educationist—*Editor, I. J. A. E.*]

The adult education movement has not made much progress in this country and it is worthwhile examining the causes of the 'stagnation' if not of 'wastage' of the well-meant efforts on behalf of the movement.

The first factor is the lack of a plan of national reconstruction of which Adult Education is an integral and important part. You may call it rural reconstruction or village improvement. But without a comprehensive, complete and co-ordinated plan the movement can't go forward. All the officers of the departments of Government ought to have the welfare of the villagers at heart and give of their best to them. As yet there is no national plan before the country. The Advisory Board of Education has given some attention to the problem, and that quite by the way. The problem is so colossal and the need for its solution so imperious that a separate Department should be created and its

policy framed with reference to the entire problem of Indian Education.

This brings me to the *second factor*. The national plan needs to be implemented by a national Director of Public Instruction in each province. It has been said that Indian Education is very largely in the hands of Indian Ministers of Education and the department is manned largely by Indian members. But until we have at the head, an Indian Director of Public Instruction with a burning passion for the literacy and cultural advancement of the entire population of the country, one who will not be daunted by the financial stringency of the Government, nor satisfied by what has been so far gained, the Adult Education movement can't make steady progress. Education is our birthright and we don't want mere concessions and half measures. This is not to deny that British officers have done good and conscientious and efficient work. It is just to recognize

that under a national Government the national servant of the people can and will give better service.

Thirdly, the legislative enactment of compulsory elementary Education: So long as parents do not feel it their duty to send children to school, they will keep them away and use them at home or in the fields to augment the meagre family income. The longer this act is delayed, the more serious the problem will become. What propaganda can make the 400 millions of people literate in the course of even half a century? In fact at the present rate, it will take a hundred years to achieve the desired result. It is idle to discuss whether compulsion or coercion is moral and right. In times of physical danger, the bogey is not raised. When war goes on, individual freedom is taken away. It is not even correct to call it compulsion when peoples' representatives and chosen, trusted leaders demand such comprehensive measures for the common good of all.

Fourthly, we come to the agency for carrying on the Adult Education movement on a nation-wide scale. We have not an adequate body of trained workers. Not only for this reason, but also because of the country's poverty, the present rule requiring a teacher for a class of 40 pupils should be relaxed and what obtains in colleges with large classes of 100 or 200 under one lecturer may be tried in elementary schools and adult centres. Even then this Himalayan task can't be fulfilled by teachers only. No. Not even if we should increase their number tenfold.

We shall need all the 10% of the population—all the men and women—who are literate according to the latest census, to enlist and actively strive for the cause. Every pupil in the schools including elementary schools and every student in the colleges and every citizen must give his time and talents to achieve the permanent literacy of the remaining 90% of his fellowmen.

With the fourth is closely linked up the question of *Finance*. No Voluntary agency can tackle this question by itself. We need boldly to meet this vexed question of finance by further taxation if necessary and in any case make adequate provision in the nation's budget. I would not hesitate to cut the salaries of officials—the highest to what is the proper level for a country whose standard of life is so low as 1/24 of U. S. A. I would even appeal to the entire nation to take an oath of self-denial or fast for a day and make a gift of what might have been spent that day on food for the *body*, seeing that the *minds* of millions are starved for years because they lack the means of gaining knowledge and intellectual sustenance. The nation may be called upon to fast one day each month until all the people are literate. I don't know if such sacrifices are called for since the heavy expenditure on the army in India, whose people are unarmed, can be curtailed if not given up; and if without such penances and economies we can gain our object, well and good. I have other suggestions to give on this point of finding the money for the prosecution of our noble efforts in this

direction. But space does not permit me to deal with them here.

I do not mean that without these favourable factors the Adult Education movement will come to a standstill or

that nothing can be done. I only plead that the movement should be recognized as of supreme national importance and given every assistance and the fullest support.

19 ✓ Adult Education in Bombay

BY P. A. WADIA, M. A.

(Professor P. A. Wadia is a veteran in many a field. Adult Education is one of them. The story he tells here is a heartening one and will be read with interest and profit.—*Editor, I. J. A. E.*)

I

When people in India talk of adult education they seem to be mixing up usually two very different things,—namely, the spread of literacy among the masses who constitute the adult population and the need for giving the adults who have already had the benefit of a school education some amount of higher education or culture that would include the knowledge of human ideals and aspirations which go by the name of literature, history, the social sciences and philosophy, as also knowledge of the material universe which is covered by the physical and natural sciences. We here do not seem to realize that the task of spreading literacy which is undoubtedly the foundation of all further studies has been undertaken by all civilized societies as the task of primary education which would leave no adult illiterate, and that this task has been regarded as a first charge on the public revenues after defence and maintenance of law and order. In a population of 400,000,000 the work of spreading literacy among adults may very well involve a strain on the resources of the country which

even a national government cannot bear. And Russia in our own times has been able to accomplish this work within a generation. It may be that the education imparted has been regulated by propagandist motives and has been adapted to the ethos of the new regime. But the value of the work cannot be overlooked.

In a country like ours where government can find money for building up the instruments of destruction, but can find no money for the construction work of literacy and education, it lies beyond the resources of private enterprise to fill in this gap. If private efforts, however, and the missionary zeal of ardent men and women are employed in this direction we need not criticize these efforts as misplaced and futile. For when nothing is accomplished by those who are in charge of the destinies of this country, for lack of resources, whatever little private enterprise can accomplish is to be welcomed.

But it must not be forgotten that adult education has meant and does mean something different from the

work of making the adult population literate. It has meant the work of spreading cultural education amongst adults who may have received the benefits of a primary and even a secondary education in the earlier periods of their lives.

II

Apart from this let me return to my main topic. During the last 15 or 20 years, there has been an awakening of a sense of the value of adult education in the stricter connotation of the term in our country. So far as Bombay is concerned, as early as 1922, a few friends met in the house of the Principal of Wilson College to consider the desirability of starting adult education classes in the city. A committee was formed for the purpose of discussing details with Dr. Harold Mann as chairman and Principal McKenzie as secretary. It was felt that there was a large field for educational work on the university level amongst important sections of the people living in Bombay city. It was felt that amongst the clerks and subordinates working in commercial firms, in banks, in government offices like the secretariat, the postal department and the High Court, and also amongst men employed in railway workshops and other factories there might be very many who had no opportunity for a cultural education and yet who might have a desire for knowledge and culture. With a view to finding out whether there was a real need amongst such people for cultural knowledge the committee announced its readiness to form and conduct a few classes or study circles, the subjects selected being such as would enable

those who took advantage of the classes to take an intelligent interest in the civic and political affairs of their own country. Classes were accordingly announced in July, 1922, providing for the teaching of economics, political theory, Indian Administration and for literary subjects, like Browning and Tennyson. The work was conducted by the purely volunteer services of a few professors connected with the Bombay colleges.

Classes were formed with about 12 to 15 people on an average to each class. They were held after office hours in the University Buildings and elsewhere. Prof. C. N. Vakil took a class in economics, another in the same subject was held in the Parel Working Men's Institute, conducted by the Late Prof. R. M. Joshi of the Sydenham College; a class in psychology was arranged under Principal McKenzie in the Servants' of India Society and another class on the Principles of Democracy was conducted by the writer of this article at the Y.M.C.A. at Byculla.

III

In 1923, the committee thought that the time had arrived for the formation of an Adult Education Association. A preliminary meeting was held in October, 1923, presided over by Mr. Lallubhai Samaldas, with the writer of this article as convener and secretary. A committee was appointed for drawing up a constitution which was subsequently confirmed and adopted at another meeting. But though the Association was formed it did not evoke enthusiasm amongst the citizens of Bombay and it was allowed to lie dor-

inant, whilst the small group of professors who ran the classes continued faithful to their work. They have been during all these years carrying on, year after year, classes in a variety of subjects, and after the formation of a new Bombay Adult Education Association 5 years ago, the professors got themselves affiliated to this Association and carry on their work as part of the work of the Association. The total number of students taking advantage of various classes varies from 200 to 250, from year to year. The classes are conducted by professors from amongst a panel of about 15 of them who take turns according to their convenience. These classes are either terminal courses consisting of 8 to 10 lectures or they are two years' courses involving a little more intensive study. The subjects include psychology, metaphysics, literary subjects like the Drama or the Novel, political theory, economics, administration, journalism and scientific subjects covering a wide range. It might have been expected that as these classes became better known there might be a larger demand for such

classes. Our experience, however, in Bombay has been that though from year to year we get a fairly good number, that number does not rapidly increase. We feel that if some of these classes were conducted in the premises of the big commercial firms or banks or other government offices, during office hours even once a week there might be a better response and greater interest. It is obvious that an ordinary office clerk after a hard day's work does not feel any great inclination to attend a class of this kind, sacrificing other modes of relaxation. It is also possible that the people who work as leaders in these classes are not sufficiently inspiring and punctilious about their work. But the group of professors who are carrying on this work feel that there is enough by way of solace to them that they have been able to keep up the interest of those who wish to take advantage of these classes and building up amongst them a civic consciousness so indispensable in a century which holds out the promise of democracy as the only way of life which will banish the destructive forces of war.

19 ✓ A Beginning in Nagpur University

(We have pleasure in reproducing below extracts from reports of the Proceedings of the Court, Academic and Executive Councils of the Nagpur University, which outline the story of a small beginning with Extra-Mural work made under the aegis of the Nagpur University. We trust that members of University Bodies interested in adult education in other parts of India will take the initiative in bringing about similar or better arrangements in their areas—*Editor, I.J.A.E.*)

I

Copy of Minute No. 21 of a meeting of the Academic Council held on the 31st January, 1941.

EXTRA-MURAL DEPARTMENT.

21. Considered the following motion of Mr. R. M. Chetsingh referred

by the Court to the Academic Council for examination. (Minute No. 34, p. 711) viz:—

“That adequate steps be taken:—

(A) to institute an enquiry into the desirability of initiating and encouraging the

establishment of Extra-Mural Departments and the promotion of Extension Work in the Colleges maintained by or admitted to the privileges of the Nagpur University and so far as possible by the Nagpur University directly, in order to discharge more adequately functions which are being recognised increasingly as legitimate and essential in University work the world over and which deserve special attention in the peculiar conditions obtaining in India to-day;

(B) to bring forward concrete proposals for the implementing of any recommendations that may emerge from the above enquiry."

Resolved that the following Committee be appointed to consider the subject and make recommendations, viz:—

1. The Rev. T. W. Gardiner
(Chairman)
 2. Col. Sir K. V. Kukday
 3. Mr. S. C. L. Nasir
 4. Dr. M. A. Moghe
 5. Mr. R. C. Guha
 6. Mr. S. L. Pandharipande
- with 3 as quorum.

Resolved further that Mr. Chetsingh be requested to send a note on the subject for consideration by the Committee. If necessary, the Committee

may also request him to come to Nagpur for an oral discussion of the subject.

II

Copy of Minute No. 23 of a meeting of the Academic Council held on the 25th November, 1941.

EXTRA-MURAL DEPARTMENT.

23. "Read the report of the Extra-Mural Department Committee (dated the 1st November, 1941) appointed by the Academic Council on the 31st January, 1941:—

Report of the Extra-Mural Department Committee appointed by the Academic Council on the 31st January, 1941 (Minute No. 21).

1. This Committee was appointed by the Academic Council to consider the following motion of Mr. R. M. Chetsingh referred by the Court to the Academic Council for examination and to make recommendations, viz:—

"That adequate steps be taken—

(A) to institute an enquiry into the desirability of initiating and encouraging the establishment of Extra-Mural Departments and the promotion of Extension Work in the Colleges maintained by or admitted to the privileges of the Nagpur University and so far as possible by the Nagpur University directly, in order to discharge more adequately functions which are being recognised increas-

ingly as legitimate and essential in University work the world over and which deserve special attention in the peculiar conditions obtaining in India to-day ;

- (B) to bring forward concrete proposals for the implementing of any recommendations that may emerge from the above enquiry."

The Committee had also the benefit of a valuable Note* on the subject sent by Mr. R. M. Chetsingh at its request.

III

2. We met at 12 noon on the 1st November, 1941, when the Rev. T. W. Gardiner (Chairman), Col. Sir K. V. Kukday, Dr. M. A. Moghe and Mr. S. C. L. Nasir were present, and decided to report as follows :—

We are of opinion that for financial and administrative reasons as well as with a view to gauge the extent of the response of those whom it seeks to serve by such activities, the University should, to begin with confine itself to one or two extra-mural activities only.

These may for the present be—

I. Extra-Mural Courses in selected subjects, which may, for the present be—

- (1) Civics,
- (2) Public and Personal Health and Hygiene,
- (3) Every Day Science.

and II. Encouragement and co-ordination of the efforts for Adult Literacy.

3. *Re: Extra-Mural Courses.* These may, to begin with, be confined to Nagpur and restricted to those adults who have attained at least a Primary Certificate standard. There will in each of the subjects be three grades of courses which may be respectively called—(1) The Elementary, (2) Intermediate and (3) Higher. The courses for each grade will consist of 12 lectures of tutorial classes, attendance at at least 8 being compulsory for each student. An examination consisting of an oral test and a written paper will be held at the end of each course and successful students will be awarded a University Certificate in their respective subject.

4. For delivery of the lectures in the Extra-Mural Courses the University will have to depend on the honorary services of the teachers in the colleges. But, we suggest, that part of the work may be done under the guidance of the teachers by their selected senior students. Such students may be given a small remuneration, the total cost of which will probably not exceed Rs. 200 in a year.

5. The medium of instruction should be Marathi or Hindi, according as may be found necessary in the case of each batch of students concerned. The maximum number in a class should be 30 and the classes should be held in the University or college buildings as may be found convenient in each case.

6. The Academic Council should appoint a committee of three persons for each of the three subjects stated above—

- (i) to draw up the curricula of courses,

- (ii) to draw up the programme of lectures,
- (iii) to appoint lecturers for Extra-Mural Courses,
- (iv) to generally organise the courses assigned to it.

7. *Re. Adult Literacy*, we recommend that the University should, for the present, confine itself to the encouraging and co-ordinating the work of the other agencies such as the College societies or other societies in Nagpur at present engaged in the work. A committee for the purpose may be appointed by the Academic Council and it may be invited to recommend from time to time what action on the part of the University is considered feasible for promotion of Adult Literacy in the Province."

Resolved that the Council accepts generally the recommendations made in the Report and recommends to the Executive Council that, if the necessary

financial provision can be made, they may be adopted.

IV

EXTRACT FROM A MINUTE OF THE EXECUTIVE COUNCIL.

Extra-Mural Departments.

(b) the following resolution of the Academic Council, dated the 25th November, 1941 (minute No. 23, p. 568) viz:—

".....that the Council accepts generally the recommendations made in the report and recommends to the Executive Council that, if the necessary financial provision can be made, they be adopted."

Resolved—(i) that the Council agrees to incur the expenditure on the proposed scheme of Extra-Mural Departments;

(ii) that further details for giving effect to the scheme be worked out by the Academic Council.

Adult Education

WITH SPECIAL REFERENCE TO THE HYDERABAD STATE

BY SYED ALI AKBAR, M.A., (CANTAB.)

I

In view of the appalling volume of illiteracy prevailing in India and the need for removing it as speedily as possible, it is necessary that we should, besides paying special attention to primary education, provide facilities for Adult education on a wide scale. It is important to bear in mind that literacy is a means of further education and not an end in itself. Therefore, while limiting the ordinary instruction

to the 3 R's, steps should be taken to give useful information to the pupils of Adult Schools by means of lectures and also to organise libraries for them containing books written in simple language on subjects that appeal to them. The use of mechanical means of learning such as the radio, the cinema and the magic-lantern, would help to make the Adult Schools popular and to ensure good attendance. The Adult Education movement will also

receive much impetus if the instruction is related to the occupation of the pupils.

Boys under 16 should not, as a rule, be admitted to Adult Schools. But boys under 16, who have to earn their livelihood during the day, or who cannot attend schools due to straitened circumstances, may be exempted from this rule. Pupils studying in regular schools should, on no account, be admitted to Adult Schools.

The methods of teaching applicable to children are not suitable for adults whose psychology is different. Short term training courses for teachers of Adult Schools should, therefore, be started in the Training Schools. Another pressing need is the preparation of suitable literature for adults in the various Indian languages.

It is desirable to prepare a special scheme for providing facilities for adult education among women. This scheme should take into account the special difficulties caused by the purdah system.

The Government Departments could do much to help the movement by encouraging their menial staffs to become literate. In the case of new appointments, preference should be given to candidates who are literate. Whenever an industry is subsidised by Government, there should be no difficulty in inducing the employers to make satisfactory arrangements for the education of their labourers.

II

In the Hyderabad State, there are special rules and regulations as well as

a special curriculum for Adult Schools. The curriculum is spread over a period of 18 months and is divided into three stages of instruction. It consists mainly of the 3 R's, but it is provided that, apart from the regular course of studies in the mother-tongue and arithmetic, lectures should frequently be organised on subjects which are likely to prove attractive and instructive to adults. Another provision is that on the completion of the prescribed course of studies, the pupils should be examined by the Inspecting authorities and literacy certificates awarded to successful candidates. Most of the Adult Schools are held in Boys' School buildings, instruction being given for two hours in the evening.

Recently, the Hyderabad Municipal Corporation has opened a Night School in every Ward of the City of Hyderabad for municipal employees and others, while Government have sanctioned Rs. 10,000 a year to enable the Education Department to start Adult classes in Government Schools and also to stimulate private enterprise by offering Grants-in-Aid. So far, the public has not evinced that interest in the movement which is necessary for its success. The question of constituting an Adult Education Committee, consisting of officials and non-officials, is now under consideration, and when this Committee is formed, the movement is sure to receive a strong impetus.

At the end of September 1941, there were 90 Adult Schools in the State with 2,673 under instruction, while the expenditure for the year 1940-41 amounted to Rs. 16,321.

Roman Letters For India

MRS. E. W. WILDER

Now, when it is all but too late, we see the results of our tragic indifference to the problem of India's millions of illiterates; completely blind to the printed word when the times call for an understanding of public questions of great importance, inarticulate when India needs a clear pronouncement of the peoples' will. Self-government has waited for decades on a literate voting electorate; now the very lives of the people wait on literacy, that the ignorant may be informed how to save themselves from air-raids by a ruthless enemy. Adult education is shown to all as no longer a luxury but a necessity.

Some have told us, "Then let each one teach one, and soon we shall increase the number of literates by geometric progression." But nobody can guarantee such a happy consummation. For who can take time from earning his living to give an hour or two a day for six months or more to teach one person to read? Can any illiterates give that amount of time and energy? And if they do, can they give another long stretch of time to teaching another illiterate? Will they have acquired the necessary knowledge of teaching methods? These doubts become still more pressing when we find by the reports of the Educational Department that 70 to 80 per cent of the school children fail to attain permanent literacy in three years, thus completely wasting most of the country's resources in money spent on primary education.

Why is it impracticable to attempt to teach children and adults to read? If

the Indian alphabets are compared with those of European languages, the answer seems obvious. It simply takes ten times the time and effort to learn to read by means of an alphabet of some 247 complicated letters, than in one of 25 to 30 simple ones. An adult soon gets discouraged if the attempt involves too long a process; he has his living to make, and his common sense tells him that he must be up and doing lest his family starve. His wife is in the same case; she must care for the children, cook the meals, and work in the fields. If these people are to learn to read they must be given an easy and short, perfectly phonetic alphabet. Children could then attain permanent literacy in one or two months, and have their precious school years for getting information they need through their text-books on all school subjects.

Teachers would have an efficient and respected profession; why should their profession be looked down upon as unable to accomplish the task they are paid for?

The Roman letters, such as are used for English and all European languages except Greek, can be adapted to the Indian languages. They are simple and easy, can be designed for each language in a perfectly phonetic system, are available in every printshop, are acceptable for telegraphic messages, and can easily be placed on the keyboard of the ordinary typewriter. A host of educated young men and women, now unemployed, could then be given work as stenographers, and set to speeding up India's business and commerce.

The illiterate, when shown that he can actually learn to read through such an alphabet in an hour a day for a week, will gratefully devote his best efforts to the task. Children will read their first primers in a month at the most. Our trained teachers will learn such a system in a couple of hours, and will soon be copying in Roman type the text-books already in use and preparing new ones. Publishers will welcome the new outlets for their enterprise, finding Roman letters less expensive both in the time of the compositor and in the amount of paper used, than the old alphabets. Yet their business will be so increased that they will have the opportunity of supplying literature to six or seven times the people they now supply.

1.	2.
a bā yam abāyam	h k p l āhāya kapal
3.	
ō ḍ i s mōsam. ō ḍi pō.	
4.	
e ē n r dhu enna seivāi? aṅnāndhu pārkādhē.	
5.	
v ṭ i j g kēḷvi kēṭa vēṇḍum. janangaḷē, sikiramāi vārunḡaḷ.	
6.	
Oū r j ārindhu koṅḍāyā? abāyajanḡangu ūdhuhiradhu.	

Instead of a primer of fifty or more pages of elaborate hieroglyphics give the illiterate a simple chart of easy lessons, each introducing a few easy letters. Tell him the sound he is to associate with each single letter or digraph. The system for Tamil illustrated here has its own symbol for each of the 47 different sounds used in the Tamil language. If his first chart is based on the A. R. P. directions, he will read it in four hours and begin telling his neighbors about it. If God hears our prayers and gives India victory over her enemies before this issue goes to press, the more peaceful chart will be preferred, based on the frequency of the letters as used in the Tamil language.

1.	2.
n l ā i nalla nāi	dh ḍ u idhu āḍu
3.	4.
m h r ai miruham illai.	e k ṅ en kaṅ
5.	
v ē p ḷ nān vandhēn. apā nā ḷaiku varuvār.	
6.	
th s o ō y enaku ipō oru thamiḷ pusthahathai vāsika theriyum.	
7.	
r g ū ī unḡaḷ ūr enḡē? nīḡaḷ vāsikirirhaḷ	
8.	
b j j balan jāsthi. pajai niram.	

There are no capital, or upper case letters in Roman Tamil, as they would only double the work of the illiterate in learning to read. If later they are desired, a larger type of the lower case letters could be used, so that no new forms would be introduced. The cursive script is so like the lower case type that it can be learned in a few hours after the reading is mastered. As thousands of educated people habitually sign their names on every kind of document with English script, there can be no objection to literates in Roman Tamil doing so, and using Tamil script for all writing purposes. No doubt experts in phonetics could be found who could write other Indian languages in a phonetic system of Roman letters, as simple as Roman Tamil. It would not be necessary that the various languages should have completely identical letters; some have sounds which do not occur in other languages. Roman Tamil is written with 28 letters, seven of which are distinguished from short vowels or soft consonants by the addition of the macron. Six letters used in English are not needed for Roman Tamil; c, f, q, w, x, and z. It is desirable that as many sounds as are actu-

ally identical or nearly so should be represented by the same letters for the different languages of India, so that people of the various mother-tongues could easily learn to read neighboring languages. Slight variations in sound do not affect the practical usefulness of the alphabet.

In Madura we taught three sweeper women. One of them was an illiterate Malayalee, living with her son and having Tamil as a second language. She learned in two weeks to read, and began teaching her family at home. In four hours during one week we taught the outcaste Christians in an illiterate village to read. They now take part in the church service by reading the responses and singing from the lyric book, and a few are reading Mark's Gospel. There are about a hundred and fifty literates in Roman Tamil now in our District. None have yet read all the material available, which consists of the mudhal puthaham, the catechism, the lyric book with order of service, an illustrated Bible story book, and the Gospel of Mark. By the helpful co-operation of Mr. J. M. Doak, of the Madura Mills, the text-books used in the Harveypatti School are in process of preparation and publication. These include readers, geography, civics and agriculture, arithmetic and history text-books.

Is Adult Education A Failure ?

By K. D. UPPAL, B.A.

Kashmir State.

We hear very often people saying that the scheme of Adult Education

failed. Cynics point out that the utility of the expenditure on the scheme is

diminishing daily, that there is little genuine and solid work, but mostly statistical records.

Recently I undertook an educational tour. I visited Delhi, Jaipur, Ahmedabad, Baroda, Poona and Bombay and I studied the movement in all its aspects and I realise the absurdity of the assertion that the Adult Education movement is dying out. If we review the movement, we feel that it is not the movement or the scheme itself that fails but it is our enthusiasm which gradually declines. This is not, however, unnatural. If we study the human psychology we follow that to begin with, man is always eager in his pursuit, but with the lapse of time, with growing difficulties, enthusiasm tends to flag.

During the recent tour, my belief has turned into conviction that the anti-illiteracy campaign is not devoid of realities. Our country to-day is a land full of disease, suffering, poverty and ignorance. One can say without the least hesitation that all these calamities can be attributed to lack of education and stunted power.

Let the critics of adult education cease to condemn. Let them work to discover the facts. "The scheme is bogus" has become in these days a pet saying. Everyone repeats it without the least knowledge of its scope or of the extent of the operation of the adult education scheme.

The object of the adult education movement is not merely to impart literacy to the people. We wish to eradicate illiteracy, but we wish to do much more. The adult educationists want to make the adult a better citizen

— the object is not merely to 'educate' the adults but to increase their all-round efficiency. The old conception to confine the activities of the teachers of adults to the removal of illiteracy seems to-day dead, and with every further advance it will be realised more and more clearly that education must touch the whole of life.

At all these places which I recently visited, I was greatly impressed by the quality of work. If the critics visit the Jamia Millia, Delhi's centre at Qarol Bagh, if they happen to see Mr. Bhagwat's work at Poona, study the Central Library System at Baroda, try to understand the working of the Labour Association, Ahmedabad, and examine the literacy classes at Bombay, they will know the worth of the work being put in. The Jamia Centre at Qarol Bagh, Delhi, gives a realistic view of adult education. The organisers have tried to approach the problem scientifically, found out the number of literates, the educated, the illiterates. They have analysed the population fully and tried to offer opportunities of development and of learning to the various groups according to their need.

Every system of education must study all the needs of life. The Jamia people have associated life with education. Similarly, Mr. Bhagwat is making an approach to make the life of the adult happy. He desires to attain independence for the adult to become fit in all respects. He, too, has complete records of the city population, and their economic, social and moral condition and tries to give antidotes required by different groups of sufferers according to their diseases.

I wish to repeat and emphasize that the scheme has not failed. The idea is novel and it will certainly succeed. But before we set upon experiment, we must have a clear idea regarding methods, scope and the extent of our activities. I agree there are certain abuses connected with it, but they are all due to lack of the habit of scientific thinking among workers. The workers need to have a clear programme before them when they commence their task, and more support by all public and Governmental agencies. A collective effort is needed.

The view that the expenditure incurred has proved useless will certainly

fall to the ground when we view the huge amount spent on primary or secondary education, which has in return brought us face to face with untold problems of maladjustment and waste that need immediate solution. Some of us call for voluntary workers. Let us remember that the resources of most workers are not adequate. They need some help to maintain themselves.

Let us sympathise with workers, give them all encouragement and assistance and help intelligence to develop in the whole land. We should abandon destructive criticism.

Adult Education in Other Lands

ADULT EDUCATION IN CHINA

"While there is a complete moral collapse in all the European countries except Russia, there is a wonderful resistance still kept up, very much alive, in China to-day," declared Srimati Kamaladevi, addressing a meeting under the auspices of the Mangalore Students' Union.

Srimati Kamaladevi described the student movement in China and referred to the great literacy campaign and propaganda in villages which the students led. After war broke out with Japan, a great migration of populations from Occupied China to the mountainous wilderness in the west took place, in which it was estimated that nearly 30 to 40 million people moved. They carried with them every precious thing, libraries and laboratory articles and other goods, in boats and

barges! Such a migration was unthinkable with the means of transport they had, but they accomplished it. Occupied China was, in fact, confined to the big cities and ports and within even five miles from these cities, one could see the National Government collecting taxes and ruling. Students were in the forefront of such nationalistic activities and the student movement there was something much more than a mere agitation. The youth in this country has much to learn from the Chinese movement.

CHINA.

Speaking on the pace of National Reconstruction in China despite the calls made by her epic resistance over five years to the ruthless Japanese invader, the Chinese Ambassador in

London, Dr. Wellington Koo, on Sunday night 12-4-42, observed that the biggest stride had been in education. The five-year plan launched in March 1940, to bring about total resistance to the enemy and eliminate illiteracy among 165 millions had already resulted in teaching 45 millions to read, through colleges, schools and itinerant teachers.

[*The Madras Mail*, 14-4-42.]

SPREADING RURAL EDUCATION BY ROWBOAT.

The wartime difficulties have given the Chinese new incentive to try novel ways of social uplift. Here is an interesting news item reproduced from the *Nofrontier News Service* bulletin:

Chung-King:—Thanks to a bit of initiative, a belief in the constructive force of education, and a fifty-foot, ten-ton boat propelled by oars, no less than 1,13,000 Chinese along the Yangtze River between Chung-King and Lushien have already received the rudiments of an education, hitherto practically unknown in the region, and many more will benefit similarly in the future. Credit for the project, a job of no mean proportions in wartime, goes to the Chung-King Y. M. C. A. and the Methodist Church. These two institutions built the boat, decorated it, staffed it, and started out on their mission of enlightenment.

Large characters on the bow proclaim the boat to be the "Szechwan Rural Education Service Boat." On one side is painted the slogan "People are the foundation of the nation and

only when the foundation is solidly built can the nation be secure." On the other side are written the catchwords of China-at-war: "Victory in resistance and success in national reconstruction."

Four experts in various lines of rural education form the staff. They teach agriculture and medicine as well as the more fundamental instruction in reading and writing. Lantern slide and moving picture demonstrations are used besides the regular lectures. Music and singing are also taught, and the boat carries with her a circulating library.

[*The Modern Review*.]

UNIVERSAL LITERACY: JAPAN'S ADVANTAGE.

Various causes have been assigned for Japan's victorious march for the time being: sudden and treacherous attack, agility and quickness of action, superiority in numbers, supremacy at sea in the East, air force superiority, dispensing with elaborate commissariat arrangements and living on the food resources of the places captured, and so on and so forth.

But one factor which has placed her in an advantageous position has not been mentioned. It is that practically all Japanese are literate and, therefore, educated to some extent. In Modern warfare brains are of greater account than brawn though the latter is by no means negligible. And in manufacturing industries also brains tell. Hence, both in equipping

Japanese forces on land and sea and in the air and in actual fighting Japan's universal literacy has been of great

advantage to her. Our countrymen should take note of this fact.

[*The Modern Review*, April 1942.]

News from Far and Near

ADULT EDUCATION IN JAMMU AND KASHMIR

(Kindly supplied by the Adult Education Officer)

Aim and Scope

The scheme of Adult Education was inaugurated in the State in October 1938. Kashmir is mostly a mountainous country. Means of communication, especially in hilly tracts, are very restricted. The total population is about 40 lacs of whom about 4 lacs reside in towns and the rest in villages. According to the census figures of 1931 only 5.6 of the male population was returned as literate. Literacy among women was still lower, only one woman in 200 being literate. There has been a slight increase during the last decade. The initial aim of the Government, therefore, in starting Adult Education was the eradication of mass illiteracy. But that does not define the whole and the final purpose of the Government, which is nothing short of effective education that every adult needs in a modern community.

The ingrained apathy of the ignorant masses towards secular education is too difficult to overcome. Few private bodies exist to undertake this nation-building task in a voluntary and missionary spirit. Under the circumstances the Government had to depend on its own resources to launch a vigorous drive for literacy in the country.

Organisation

The Government has made it incumbent on all the departments to help and co-operate in the scheme. The chief agency is naturally the education department, every institution of which has organised adult centres more or less of a permanent nature. Each secondary school has to conduct two centres and each primary school one centre. Even "Muktabs and Pathshalas" have to share this national responsibility. The Revenue, the Co-operative, and the Rural Development and Panchyat Departments, which are directly in touch with the public and which exercise a certain amount of influence over the village folk, have to organize and maintain centres in their respective jurisdictions, wherever possible. Besides these regular centres all illiterate employees of the Government have to acquire literacy within a specified time. All other departments such as the Municipalities, Silk factories, the Jails, the Police, the P. W. D. and the Forest have been directed to impart literacy to their establishments. The student community has also been mobilised.

Two Provincial Adult Education Associations under the Governors of each province have been formed to

make necessary arrangements for the working of the scheme and to advise and instruct the District associations and the town area committees under them.

An Adult Education Officer with two Assistants, one for each province, has also been appointed to guide and co-ordinate the movement.

Statistics

Work has been going on for the last 3 years and the results obtained to the end of Assuj, 98, September 1941, during the year under report are shown in the table appended to the report. The province of Jammu has done remarkably well by turning out about 3,000 more adult literates. The total number of literates in the State shows an increase of 2,261 over last year's figures. The Education of the adult woman offers peculiar difficulties. These could be overcome to some extent if proper equipment and suitable centres had been provided. In the first year the progress was very slow but the results of the last two years have been very encouraging. The year under report shows a marked increase of 880 literate women. This is due to the efforts of Mrs. Zafar Ali, the present Inspectress of Girls' Schools, Kashmir. She is a silent but solid worker. Mrs. B. Jalaluddin, Inspectress, Girls' Schools, Jammu, is also responsible for this rise of literacy among women.

Progress of Adult Literacy

An Adult literacy day is observed throughout the state on 1st. of Katik every year but this year owing to the session of the All-India Educational

Conference at Srinagar, the Adult Literacy Day was celebrated on 27th September, 1941 and a mass meeting of the public was held in the Pandal of the Conference under the chairmanship of K. B. Pir Ilahi Bukhsh, Minister of Education, Sindh, who awarded honou- rarium and medals to workers and cer- tificates of literacy to the literates.

The Adult Literacy Day was cele- brated at Jammu on 27th November 1941. In the evening a public meeting was held at the Basic School, Jammu, under the Presidentship of the Director of Education, where a similar programme was followed. The meeting was attend- ed by about 5,000 people.

A few months back the scheme was introduced in the Poonch State by the Wazir of Poonch, Pt. Maharaj Kishan Dhar. Though no statistics are so far available yet the work is proceeding there steadily. The most remote fron- tiers of Ladakh and Gilgit have had their due share. According to recent reports 649 adults were said to be under train- ing there. In Central Jail, Srinagar, literacy is proceeding satisfactorily. Some 10 or 12 literate prisoners have made 44 other prisoners literate. The response from the Central Jail, Jammu, is no less encouraging. Work has also been started in the sub-jail of Mirpore.

The Silk factory at Jammu has made all its employees literate. A very good reading room has been set up for the operatives, who have raised their own funds to subscribe to several periodi- cals. A science undergraduate, a lab- ourer like others, has been put in charge of the adult library.

The case of the Silk factory, Srinagar, is quite different. The number of its hands is about 3,000. It is extremely difficult to arrange for the instruction of so many people at one and the same time. The interval allowed for the purpose is during the day time, when school teachers are not available. Prohibition of illiterate employees is not feasible just at present. The only course open is to approach the Government for allowing an hour's respite for their coaching. The Municipalities of Jammu and Srinagar have used all possible means of persuasion but have not succeeded in imparting literacy to their conservancy staff. More drastic measures are promised to be taken by the authorities, who have made very satisfactory arrangements for supplying light to city adult centres. The Police authorities have most willingly cooperated in literating their constables. It is the nature of their duty which interferes with the regular work of instruction. In all other departments the servant staff have almost been made literate. Only those who are much advanced in years or have some particular defect have been prevented from acquiring literacy.

The students of the S. P. College during the past 11 months have conducted some 65 centres in the city and moffusil and turned out 1,133 adult literates. This is mainly due to the personal interest and efforts of Professor R. C. Pandit and his colleagues, Mr. G. Ahmad Dar, a student of the 4th. year class, has done most commendable work in organising and supervising these centres. The students of P. W. College, Jammu, under the guid-

ance of Professor Abdurrashid turned out about 124 adult literates.

329 literates stand to the credit of the Teachers' Training School, Srinagar, who at the instance of the head master did this commendable work during their winter vacation.

The Assistant Inspectors of schools, Mirpore, Baramulla, and Muzaffarabad have done very creditable work in their divisions. The first two gentlemen top the list in their respective jurisdictions. Q. Zafar Hussain the Headmaster of Islamia High School, Srinagar, with the assistance of his staff and other Islamia schools has given a very good account of himself. Pandit Jia Lal Jalali of Sumbal Middle School and Mr. Abdul Wahid, A. D. I. Kotli have been doing much commendable literacy work for the last two years. Q. Feroz Din the Wazir Wazarat of Udhampore not only organised new centres of adult education but also toured the whole district including the Frontiers of Bhadarwah and Kishtwar for propagating and popularising the movement. Mr. K. D. Uppal a young graduate of Jammu has been doing very good work for the last three years.

Adult Libraries

Opening and maintenance of Adult libraries was intended from the very beginning to form an integral part of the Adult Education scheme. Libraries occupy a conspicuous position in the cultural uplift of the masses. Their immediate use is to prevent semi-literates from relapsing into illiteracy. To fulfil this object 125 adult libraries were opened every year and a sum of

Rs. 15,000/- was earmarked for the purpose. There are now 380 adult libraries in the state. Of these 80 are functioning in towns and the rest in villages. No town or important village is now without an adult library. The average book-stock is 200 to 300 books and though limited, ranges over many subjects, such as health, agriculture, science, village uplift, Religion and History. No dailies or weeklies are being subscribed for the present but the "Dehati Dunya" a monthly organ of the Rural Development and Panchyat Department is available. Special Adult Education numbers of two local weeklies *the "Ranbir"* and *the "Amar"* were also purchased for almost all the big Adult centres of the country.

Libraries are located in schools, and school masters work as librarians on an average allowance of Rs. 3/- P. M. They have to tour the villages lying within a radius of five or six miles from the school centres, to lend and recover books, and to give talks on useful and interesting topics. As far as possible the local area teachers are put in charge of these libraries, so that the work may not be interrupted during vacations.

Publications

Rs. 10,000/- is spent on publication of suitable adult readers, posters and pamphlets. One reader is published in three different scripts, Hindi, Urdu and Punjabi. This year a fourth script has also been added—Readers in Bodhi for the people of Ladakh district have been published. A hand-book on adult education for the guidance of all adult

teachers was prepared and published during the year under report. 2,500 copies were distributed free.

Adult Honorarium

A grant of Rs. 23,600/- has been provided as honorarium to adult workers whether Government employees or otherwise. A maximum of Rs. 20/- is allowed to Government servants and of Rs. 30/- to private workers. Rs. 21,424/- was spent during the year under report on this account.

In conclusion I have only to observe that the real fountainhead of the scheme is the Honourable the Prime Minister, who during these times of acute financial stringency has generously provided the requisite funds for carrying it out. The solicitude with which he watches the movement in all its stages is well-known. All those who attended the state Educational Conference at Jammu during last winter will recall his words: "As long as I am at the helm of affairs in the state, I will see that all officers of the state take to the movement in right earnest. If there are some slackers name them to me and I shall know how to deal with them." The noble words of His Highness the Maharaja in his opening speech in connection with the All-India Educational Conference are still ringing in our ears, the assurance that he was most anxious to see the system of education in the state overhauled and perfected. And no system of education can be called perfect unless it fosters and embraces the education of the adults,

TABLE A.

		Kashmir.	Jammu.	Total.
Number of Adult Literacy Centres	(Men)	... 2,193	1,901	4,253
	(Women)	... 98	61	
Number made Literate	(Men)	... 12,898	8,390	23,109
	(Women)	... 1,401	450	
Adults under instruction		... 33,067	27,102	60,169

Printing and Publication.

Printed :—	Issued :—
(a) Urdu : 30,000	(a) Urdu : 61,489
(b) Hindi : 15,000	(b) Hindi : 27,934
(c) Punjabi : 5,000	(c) Punjabi : 9,425
(d) Bodhi : 2,000	(d) Bodhi : 2,000
Total ... 52,000	Total ... 1,00,848

Hand-book of Adult Education in Urdu.

Printed : 3,000 Issued : 2,500

Adult libraries

City libraries	Kashmir	Jammu.	Total.
(a)	9	6	15
(b)	20	20	40
Women (c)	10	10	23
Village (d)	150	150	300
Others (e)	3	2	5
	192	188	Total 380

Books issued ending Assuj 1,28,170

THE PUNJAB

Principal Anand's Schools for Adults

50 Receive Certificates

About 50 kitchen boys, chaukidars and chaprasis, who have 'graduated'

in literacy from Principal Anand's School for Adults, experienced the thrill of a warm hand-shake with the Vice-Chancellor of the Punjab University on March 10th, when Khan Bahadur Mian Afzal Husain gave away

prizes and certificates of literacy to them.

Cleanly dressed, the "adult literates" (in fact many of them were minors), were presented to the Vice-Chancellor and they received certificates and "laddos" amidst applause from the audience, which included professors, students and Congressmen.

Mr. Manzoor-i-Hassan, the Secretary, in his report, stated that the students of the school received instruction in principles of health and hygiene, good citizenship, book-binding, envelope-making and ink-manufacturing, in addition to literacy lessons.

The cost of running the school for the whole session, he said did not exceed Rs. 25.

U. P.

The Secretary, U.P.C.C. Adult Literacy Committee writes:—

It is proposed by the U. P. C. C. Committee on Adult Literacy to send out a letter of news and information once in every quarter. This is the first one and we hope you find it both helpful and inspiring. It's a great work we're engaged in and when we realize we are not alone in it, we are all more encouraged to go forward. This word from Dr. Laubach, dated November 26, 1941 from the U.S., will be of great interest to us all. He writes, "Now that I am home, I am working and praying for an endowment of a million dollars for literacy. Pray that God may lead the right men or women to

the right decision. It is not hard for many Americans to do this if they catch the vision." May we all catch his broad and burning vision and press forward. Miss Ure, in a report she drafted for campaign purposes in the U.S., puts it this way, "Literacy is vital to the Church, because the foundation of Protestantism is individual access to the Scripture, and the Church in India can be strong only in so far as it is a Bible-reading and Bible-studying Church."

At this time it is difficult to give you a picture of work and progress in the whole U. P., but, after your reports have been received by the end of April, this will be possible and I know we will show much encouraging progress. Reports, however, have been received from a few places. Training in connection with District Conferences was given in Bijnor, Sonapat (Delhi), Aligarh and Moradabad. It was also included as a course of study in the Young People's Camp at Haldwani in October. This made a very good follow-up for the large Training Institute held at Ghaziabad in September.

Mr. Tote Ram, of Awagarh, writes that he is teaching 4 men Urdu from Ilm ki Chabi and 3 men Hindi from the Hindi Praveshika. Already he wants to know what follows the Urdu Primer.

Miss S. Dass of Muttra has been very faithful in sending in reports. Every month she has given some news. She reports a night school in a village near Muttra. In November they had a Chaudhri Institute, at which time they presented the method of teaching

reading. One man went home and taught his wife and in December she had almost finished the Primer. Miss Das is a very enthusiastic preacher of this good news of reading. She had several hours to wait at a railway station one day. Beside her sat 2 women. One could read, but not the other. Having no charts, Miss Das improvised her own, using the objects around her.

Yih rel gari hai
 Rel gari lal hai
 Main rel gari men baithungi
 Main lal rel gari men baithungi

She reports that in $\frac{1}{2}$ hour the woman learned this very well and also could write her name.

Miss Doyle writes that the whole matter was presented to their District Conference and many took books to begin classes. She is planning to test the pupils of these classes at an early date.

Some of us may find help in these "hints from other fields." In a certain Canadian Baptist boarding school, every pupil must teach the parents in order to hold the place in the school. One C. M. S. school requires each teacher to teach at least 3 adults during the year. Miss Austin, of the Gujerat area, gives everyone passing the Gospel-reading examination a small book and makes them read it aloud then and there. In Bezwada, the women are given a weekly lesson and have become literate in 3 or 4 months. (This may answer the question some have asked as to what to do when daily lessons cannot be given).

MR. HAMID ALI, I. C. S. (RETD.)
 President, Mazdoor Sewa Sangh,
 writes from Southwood, *Mussoorie*,
U. P. :—

An Association, called the Mazdoor Sewa Sangh, has been formed in Mussoorie for the uplift of the labourers in the hill station. These are hillmen from various parts of the Himalayas, using different languages and different scripts. Adult education is one of the objects of our Association. We are greatly handicapped by want of suitable teachers and suitable text-books. For the present, we are confining our efforts to Hindi and Urdu only. Can you help us with readers &c.? I suppose you know of the book by S. Saiduzzaffar Khan on teaching Urdu to adults?

The Editor has sent suggestions.

BENGAL

The following is taken from the *Statesman*, d/11-4-42:—

Sir,—We have started adult literacy centres in four villages in Nadia already and expect to start a few more soon. Our experiences in the past have shown that work that is entirely honorary is perfunctorily done. We have therefore decided to make small payments to people in the field actually engaged in teaching adults at the rate of Rs. 5 per month. Classes are held in the evening. Money for oil is locally raised. A weekly newspaper is sent to every centre to be read out to them. It takes three months for an adult of

average intelligence to be literate. So for every rupee that is given we expect to add one adult to the number of literates. I fully realize that people at the helm of public-affairs have to direct all their energies to the work of nation saving at this critical time. But can we with the examples of China and Russia before us ignore nation-building? Contributions, however small, to this constructive work will be gratefully accepted. Our committee is headed by Bishop Tarafdar.—Yours, etc.,

A. B. SINGH.

Convener, Adult Literacy Committee, Khristiya Karmi Sangha.

28A. Sarat Ghose St.

Calcutta.

BOMBAY ADULT EDUCATION GRANTS

Special grants for the supervision of adult education classes have been sanctioned by the Bombay Government to associations running such classes.

The adult education classes were formerly paid grants under the rules for recognition of and payment of grants-in-aid to these classes but the associations running them were not paid extra grants towards overhead charges. Though the Government is satisfied that the inspection of the adult education class, which is being made regularly by its inspecting officers, is quite adequate, it has directed that, in order to encourage educational associations running such classes to arrange for their supervision, special grants for supervision charges should be paid.

These special grants will be at the rate of two-thirds of the actual supervision charges incurred, or ten per cent of the total grants (excluding equipment grants) earned by the educational associations on account of the adult education classes run by them, whichever is less. They will be paid subject to the conditions that the number of classes maintained by each such association is more than five and that such overhead expenditure is actually incurred by it.

—Bombay Information.

NIZAM'S DOMINIONS.

Adult Schools.

Number of Schools.	Numbers of Scholars.	1350 F. (1940-1941) Expenditure.
85 for men.	2,554	} Rs. 16,321
5 for women.	119	
90 Schools.	2,673	

N.-B.—Towards the end of the year 1350 Fasli, the Government sanctioned a recurring amount of Rs. 10,000 per annum from the savings of the Education budget for opening new schools and giving grants-in-aid to Adult schools. Schools for both men and women are being opened. In 1350 Fasli (1940-1941) 27 new schools were opened.

THE SECUNDRABAD TEMPERANCE ASSOCIATION.

Night Schools.

Night Schools are being conducted for adult illiterates, and are attended by young men of the working classes. Several of them have been helped thereby considerably to improve their position in life.

Place.	Average Number on Rolls.	Average Number Present.	Average Age of Pupils.
Bhoiguda	60	42	20
Bansilalpet	24	18	22
Nallagutta	38	26	19
	122	86	

The 122 pupils belong to the following communities:—

Muslims 37; Hindus 81; Christians 4.

THE Y. M. C. A.

Both Hyderabad and Secunderabad branches run free Adult night schools with about 20 and 25 pupils respectively. Their centres attract all castes, Erukalas, Malas, Madigas and other backward communities representing various professions such as bamboo basket-making, mat-making, peons, chokras, road coolies and others. The classes are held from 7 to 8:30 P. M. 6 days a week, and many persons through the work are reported to have increased their earning power.

SOUTH INDIA.

The Jothy Nilayam Rural Centre, Muttathoor, S. Arcot Dt. Adult Education Among Women.

MISS CHARLOTTE C. WYCKOFF, B.A.

Since January, with the help of the teachers' wives who were our first volunteer workers, night-schools for women have been carried on in three villages. Several women have learned to sew and have made blouses for themselves, paying for the cloth out of their meagre earnings. They are learning to make slips for their babies, and the next plan is to knit cotton shirts for their little boys before the rainy season. A Christian mill-manager has kindly supplied us with cotton yarn. Several young women have learned to read, and others who had once been to schools, have renewed their acquaintance with the alphabet and begun to enjoy stories printed in large type. Since June I have begun to visit the other four villages also each week,—making one village for each night of the week. In these last we are still at the first stage,—attracting curious and noisy crowds by the bright petrol-light and the strange foreign female, urging them to show us their own *kummis* and *kolattams* (folk-dances and folk-songs), teaching them new Christian words to the same tunes, showing magic-lantern pictures, gradually making friends with the women at their own doorsteps and persuading them to join a women's class or club, then contriving by some means to keep the envious men and children at a distance! I feel very much the need of a senior Indian col-

league to help me in this work. The women are naturally tired after a day's field-work, followed by pounding the grain, cooking the night-meal and attending to their babies. Any sort of teaching must be well-salted with conversation, games and gaiety if it is to find entrance into their minds in the brief time before they fall asleep. Although our aim is first to reach the Christian women of our own congregation with a vital message and to stir them to new fellowship with Christ and with all Christians, yet some of our most responsive members are Catholic and non-Christian women who join us.

At the end of March Nurse Dhri-viam and I were joined by two young teachers, Miss Dhanam Abraham and Miss Mercy Manickam who came for a visit and remained to throw themselves whole-heartedly into the work as volunteers. Miss Mercy Manickam has taken charge of the little village school which, after long years of

“Reading and Writing and ‘Rithmetic’
Taught to the tune of the hickory stick.”

is now having a taste of happier methods. Through these little children the teacher is winning the hearts of their parents in a village which was not only indifferent but hostile to education. Thirty-five of the older boys of the village, who must work all day at field-work or herding cattle, begged to study at night, and so began the night-school which is Miss Dhanam Abraham's chief pride. The boys are fast learning to read. Some run over to the centre for an arithmetic lesson at noon. They love stories and songs and games. An educated young man

comes in one night a week to teach them some un-official Scouting. At nine-thirty or ten they join in family prayers and lie down to sleep along one of our porches.

During the day Miss Abraham teaches women and girls who drop in for sewing, and one high-caste Hindu girl who walks two miles to be taught Fifth Class lessons and needlework. In a region where the suggestion that even tiny girls be sent to school often arouses scorn and derision, we hope that Lakshmi may be the pioneer of a new movement for girls' education.

[Reproduced.]

INDIAN ADULT EDUCATION ASSOCIATION: ORGANISATION IN SOUTH INDIA

Mr. P. M. Gopalakrishnan, Organising Secretary of the Indian Adult Education Association in South India, visited the Headquarters of the Association in Bombay at the end of March. Since his return from Bombay, he has been busy pushing forward the organisation work of the Association. We give below interesting bits from what he is able to report:—

“In April three Adult Education Societies in Gudipetham and Chittoor Taluk of North Arcot and Chittoor Districts were founded. At the final meeting held in Nangamangalam, Chittoor District, on 17th April 1942, 20 men and 4 women representing three villages within a radius of one mile were present. The Society was formed after a lively discussion. On 18th April at the meeting for the organisation of the Society at Yeranthalgal, 22 men and 10 women were present. The

meeting at Oddanthalgal was attended by 36 persons of whom 3 were women. Oddanthalgal has a Night School for adults where 20 of the men and women of the labouring classes attend. In each place, Presidents (who are also the treasurers), Secretaries and members (not exceeding 10 in all) were elected with power to co-opt up to 5 more. In the other villages visited, Kandiputhur and Serkad, people were not ready yet. So organisation was postponed for the time being. What was difficult in January 1942 during the visit of the Secretary was found easy this time. The managers of the schools whose teachers have co-operated in this venture have agreed whole-heartedly to co-operate in organising more societies and to form them into Federations, each federation taking responsibility to supervise and strengthen a number of societies. Rules and byelaws are being prepared, and arrangements made for the supply of necessary books. The

Secretary gave a few classes to these Governing Councils instructing them as to the work they should do. There will be literacy classes, indoor and outdoor games, music and special courses by the officers of the Government, local bodies and others covering a wide range of subjects."

On his way back to South India, Mr. Gopalakrishnan paid a visit to Hyderabad State and visited various workers in Hyderabad and Secunderabad and also in the Dornakal Diocese. He hopes to be able to supply us later full reports of the work being done under the leadership of Mr. K. J. G. Sundaram, Adult Literacy Secretary of the Andhra Christian Council and the Hyderabad State Christian Council. He was struck by the reports given to him by reliable workers about the "scores of volunteers who have been enlisted and the number of adults who have learnt to read simple Telugu" as a result of these efforts.

Students and Adult Education

AMERICAN COLLEGE, TALLAKULAM, MADURA

Adult Education work under the auspices of the Brotherhood of Service of the Research and Extension Department of the College has been going on for some time:—

"Goripalayam is in the neighbourhood of the College at a distance of about a furlong. The Adult School was meant for men only though about a fourth of the number were women or girls. About 100 persons were being benefited, the students numbering 40

adults and 60 youngsters who, by virtue of their callings in life could not attend day schools. They were drawn from the domestic servants' groups and mill colonies. This work has been a labour of love by students of the College who were given some training and guidance by experienced teachers. Working hours were from 6-30 to 7-30 p. m. Such of those as have been learning have developed keen interest in their work though the colony, covering an

area of half-a-mile square with a population of about 2,800, has yet to be made to respond in a better way."

Similar work is going on in other villages,—Melamedu, Madichayam etc. Fuller reports covering the work will be published in a later issue.

ANDHRA CHRISTIAN COLLEGE, GUNTUR

Members of the Student Christian movement in co-operation with some non-Christian students from Heyer and Noble Halls visited the slum people of Railpet near the main college building. Eighty student volunteers undertook this work. They were divided into twenty batches. They worked for five days a week, each batch working one evening from 8 to 9:45 p. m. The average attendance each day in the last quarter particularly, was about 11 though the number on the rolls was about two and a half times that number. The ages of pupils ranged from 20 to 40. In this group there were 15 men; five men were between 40 and 50 years. They represent all castes, Adi-Andhras, malas, dhobis and a few high caste men.

The following two paragraphs are from the "Andhra Christian College magazine":—At the beginning we were flushed with success for as many as 30 adults gave in their names. The class started on August 18th. Attendance at about 35 of these classes has definitely brought benefit to those who came regularly. Seven people in particular have now the joy of reading and writing for themselves. Among those who joined the classes at a late stage 3 advanced as far as the 18th, 10th and 7th lessons respectively in the Adult Education Reader

prepared by Mr. Subrahmanyam and Mr. Paul Prasada Rao of our College. Owing to irregular attendance due to circumstances connected with their work some did not learn much and in December many left for the *paddy* harvest. A large Record Book contains details of the progress of these adults; to all who are interested in adult literacy work this record is valuable. The curious examples of pronunciation often make pleasant reading!

For those,—and may they be many and faithful!,—who will continue this work next academic year, we have three suggestions to offer. Do not make any offer of financial help or of gifts of clothes to the slum dwellers at the beginning, for, it is necessary that they should think not of this kind of assistance but OF THE VALUE OF BEING LITERATE. Do not forget to emphasise the practical benefit of what they learn when you teach them to write their names or to keep small accounts. Our second suggestion is that an effort be made to supply the need of a suitable place to keep the necessary books and equipment in, and for the meeting of the teachers and the taught, WITHOUT THE HELP OF AN INTERMEDIARY as at present. Thirdly we suggest that the work will be more effective if it be guided by a specially responsible committee of some three or four members who have power to work a substitute system. This will prevent the goodwill of a handful of real enthusiasts being overtaxed towards the end of the year owing to the failure of "the weaker brethren."

(Report contributed by Mr. A. David, B. A.)

Book Review Section

24 ✓ *Literature for Adults in Urdu*, published by the Jamia Milha, Islamia, Qarol Bagh, Delhi.

There is a general complaint about the paucity of suitable literature for new adult literates. There is the problem of meeting the needs of the struggling adult who has barely acquired the tools of learning. The Adult Education Department of the Jamia has to be congratulated for the far-sighted and well-planned literature it has produced.

Roughly this literature can be noticed under 3 heads:—

(a) There are little leaflets designed to draw in the adults of the area to be served. These leaflets are distributed at suitable occasions. They deal with important needs in simple but attractive language and touch upon vital matters, *e. g.*, the health of the locality, the necessity for sanitation etc., etc. We would place under this category the charts which give the alphabet, and each of which is available at half an anna.

(b) The Educational posters: These cover a wide range of subjects,—the teachings of Islam, the basic facts of our political and economic life, citizenship and civics. They are suited for use as "means of visual instruction" also. 34 posters are available of which 12 present in maps and diagrams the basic facts of our political life and the world's geography. They are done in black and white and most of the maps give facts and figures about the population, etc., of the different parts of the world with which they deal.

(c) Most acceptable pamphlets in $\frac{17 \times 27}{8}$ size, generally covering 16 pages, are well printed on good white paper. They are written in large letters, so that they can be read easily. What has pleased the present reviewer about these is the wide range of subjects dealt with. They deal with Islamic teachings, *e. g.*, how to say the Namaz, the life of the Caliph Omar; such civic matters as the municipal government, democracy, etc. Then there are little collections of well-known poems by some of the more modern masters in Urdu literature. Those who are interested in reading something light will find a little collection of Kabir's poems. Pamphlet No. 34 deals almost entertainingly with the "Tongawalla." But the promoters have not forgotten such things as counting and enumeration (No. 44) nor weights and measures and tables (No. 46). The moon and the stars are dealt with in (No. 49). Others who are interested in health matters will find a pamphlet on the Common Cold (No. 50).

Altogether about a 100 such pamphlets have been put out. We trust our readers will make use of these widely.

R. M. CHEISINGH.

British Social Services, by A. D. K. Owen, pp. 48.

This is No. 11 of Messrs. Longmans, Green & Co.'s pamphlets on British Life and Thought. It maintains the high standard of printing and get up, which is so much appreciated. The 48 pages

it covers are enlivened by beautiful photographs and made instructive by two valuable charts. The Social Services covered include the education, the health, housing, unemployment assistance and old age pensions services. As one looks through this pamphlet, one wishes that a page or so could have been added to each chapter thus making it a little less sketchy in its treatment than some of the chapters are inclined to be.

Readers in India will wish to ponder the following:—

“The contribution of the social insurance and social assistance schemes has been to eliminate the desperate

poverty which in former times accompanied unemployment, illness, widowhood, and old age. The scale of insurance benefits, pensions, and allowances is by no means lavish, and no one who is wholly dependent on incomes of this kind can be said to be living in comfort and ease. But fear of destitution has been abolished and minimum standard of living has, in effect, been established below which no citizen can be allowed to fall on account of failure of wage-earnings. The social results of these developments have been profound and far-reaching.”

R. M. CHETSINGH.



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NO. 5

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OF

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AUGUST, 1942

EDITOR:

RANJIT M. CHETSINGH.

FRIENDS' SETTLEMENT, HOSHANGABAD, C. P.

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THE INDIAN JOURNAL
OF
ADULT EDUCATION

VOL. 3

AUGUST, 1942

NO. 5

25 The Ideology of Adult Education*

ANATHNATH BASU

I am one of those who firmly believe that the progressive deterioration in the relations between nations and communities is fundamentally due to a failure of the educating process through which society has sought to discipline the subversive tendencies of human nature. The world is to-day too much wedded to the doctrine that moral relations are valid only within the confines of a particular human group. Inter-communal and international relationships are still held by many to be subject to the law of the jungle. There are perverted idealists who preach that a little blood-letting is good for the human soul. Attempts have even been made to erect whole systems of philosophy on the doctrine of force. But I believe, there is a growing realisation on the part of good men of all countries and communities that the finest values of civilisation, the fruits of the martyrdom of countless generations of our ancestors, are in real danger of

being drowned in a spate of human blood. The principal task of adult education is, as I conceive it, the rescue of civilisation from the menace of war and mob violence. No Atlantic Charter can bring about post-war reconstruction unless the minds of the masses of people in all lands are nursed out of their old animosities and obsessions by a carefully planned system of adult education.

Within every community the haves and the have-nots are struggling for power. The masses are awakening from their age-long slumber. The proletariat is rearing its head. I do not bemoan the passing of class privilege. Rather I welcome the proletariat's coming of age. Democracy is a great thing. Government of the people, by the people and for the people, is by no means an outworn creed. Democracy is certain to come out of its present temporary eclipse in undiminished splendour and resume its onward march. Though our education has by no means been completely free from the bias of ideology and class privilege, I proudly claim for it the distinction of having

*Extracts from the address of the President of the Adult Education Section in the XVIIth All-India Education Conference held at Srinagar, Kashmir.

contributed in no small measure to the equalisation of opportunities and the breaking down of class barriers. It should be the further task of education so to mould the minds of the masses that they should be awakened to a sense of responsibility to the entire community and not merely to their own class. Adult Education will have its greatest triumph if it succeeds in relegating by universal consent, the dangerous doctrine of class war to the museum of antiquities.

Adult education is an education in citizenship. The three R's are important, but they are not everything. The curriculum and organisation of adult education must be governed by the needs of the new order that is coming after the war. A new conception of citizenship is crystallising itself in our minds. There is a growing realisation on all sides that to be a good hater and a lusty flag-waver are not the sole requirements of citizenship. The World State of the future requires a new type of citizen. The requirements of that citizenship need to be carefully planned. Adult education must be an integral part of the planning. The ordinary means of education at our disposal are not adequate for the purpose of imparting training in citizenship under the new dispensation. Here is where adult education has to play its distinctive rôle. It will serve as a principal instrument in moulding the shape of things to come.

A scheme of adult education for the Indian masses cannot be conceived in vacuo. It cannot be politically neutral. I have assumed that the new order will apply in full measure to India, that the

people of India will decide by their votes in a convention the sort of government and laws that they need. I have assumed a free and independent India forming a part of the Federation of the World. Such assumption may appear to many to be dangerous delusion. I hope and believe that it is not. If, however, these hopes are not immediately realised, even then it is the state which must decide the character of adult education and assume the financial responsibility for its success. Adult education must not remain a queer hobby of cranks and amateurs. It does not call for heroic and romantic endeavour on the part of a handful of philanthropists. Adult education should be entrusted to the hands of whole-time teachers employed and paid by the state. It should be a part of the state's normal and daily educational routine. It should be state-planned and state-managed. The final programme of adult education must be drawn up in a convention in which the people and the state will co-operate. The character of the state, the sort of citizen that it needs, the economic objectives that it seeks to further, its conception of political rights and obligations, condition the education that its people require. Adult education is a task of national and perhaps also international planning. Voluntary effort has its place in the scheme. It can help much, for instance, in the production of literature. But by itself it is not enough.

The tasks of teaching adults should, as far as practicable, be entrusted to the hands of trained teachers. A practice is growing up of employing teachers of primary schools in adult education cen-

tres, especially at night. That practice is to be condemned. The tasks of ~~primary~~ ^{adult} education are altogether different from and much more difficult than those of primary education. A personnel service should be created, specially trained and equipped, for the purposes of adult education. If the services of young graduates and students are enlisted, either as volunteers or conscripts, they should be made to undergo short courses of special training.

The use of mechanical aids to learning has justly been stressed by experts in the discussions on adult education. The gramophone, the radio, the magic lantern and the cinema are indispensable instruments in making education instructive and interesting to adults. These have to be adapted to the special requirements of illiterate adults. As commonly used, they often do little good to those for whom they are meant.

The value of discussion-classes and seminars in adult education is great. In western countries, in England and elsewhere I have seen how educational settlements have successfully organised seminar-classes for adults. Voluntary effort in India will perform its greatest service if it succeeds in organising educational settlements. This experiment has already been made in some parts of the country and it is desirable that such experiments should be made on a bigger scale all over the country.

The problem of finance for adult education is a very important one. Provincial autonomy created a serious and widespread interest in adult education. The Report on Adult Education of the Central Advisory Board bears

witness to the first wave of interest in the subject that swept over India. Many of the Provincial Ministers are now out of office. A particular Provincial Government sanctioned Rs. 13,000 in the budget for adult education in one year. Next year, the budgetary grant was increased to Rs. 75,000. When we remember that the province has a population of 5 crores of whom only 11% are literate, we may well wonder whether the splendid sums provided for adult education are not of the nature of a sop to public opinion. Not in this way is adult education going to make progress in India.

In western countries adult education centres are of the nature of continuation schools. In India we are often too obsessed with the removal of illiteracy to think of any thing else. This is unfortunate. The future State in India must make primary education universal and compulsory. The problem of literacy will be a problem of education of the child, not the adult. Even so, the importance of adult education will in no way diminish. As a matter of fact, adult education cannot be viewed in its proper perspective so long as we are not in a position to distinguish it from the question of primary education. The programme of adult education should be an organic part of a National Plan. The success of a Five-Year or Ten-Year Economic Plan in India will depend upon the ability of the masses to appreciate its significance and to realise their own rights and obligations in relation to it. To make every citizen a shock-trooper fighting under the direction of the National High Command in the campaign against

poverty, disease and hate is the highest objective of adult education that I can conceive of. And as every citizen is not only a part of the social machine but also an end in himself, adult education must provide those elements of culture which promote the joy of life and make life worth living.

In spite of what a particular school of economists and philosophers may say or believe, the world is inevitably moving and will do so on the road to greater and more intensive industrialisation. In fact, the pace of this movement has been so rapid in the past (and the future is not likely to see any slowing down) that it has outstripped the evolution of our social and political institu-

tions. Socially and politically, we are still living in the middle ages while industrialism has created an ultra-modern environment around us. The result has been maladjustment and neurosis, social and political. If this neurosis is to be cured and the maladjustment removed, the evolution of social idealism must keep pace with the evolution of industries. As I conceive it, the great task of adult education is to bridge the gulf between our industrial and social organisations and to bring about a proper adjustment between the two thereby removing the causes of social neurosis and laying the foundations of a new morality integrated on a higher level which can alone serve the basis of a new world order.

26 ✓ **The Mental Health of the Grown-up Person***

BY PROF. ANJILVEL V. MATTHEW, B. A., M. ED.

It is fairly well-recognized how important the mental health of the child is in the integration of personality. But, as integration is a lifelong process, it is necessary to give attention to the mental health of the grown-up person as well. Now, one of the features that we expect to find in a grown-up person, and do not expect in a child, is a sense of independence. The small child is dependent for its protection, maintenance and love upon its parents, and particularly upon the mother in the earliest stages of life. When the child grows up and begins to play with other children he becomes less dependent on his parents, though even then he cannot do without the love and the sense of security offered by the home. But it is in adolescence that we expect the young

person to be fully able to shift for himself. In primitive societies there were elaborate initiation ceremonies which introduced the young person to the full status of a grown up person.

The modern trend in cultured society is to keep the young person dependent on his parents for a longer period than was customary in primitive societies. We keep our young folk under education and training for a period extending over several years even after they have reached adolescence. This has its advantages in that our future workers and professional men and women are turned out fitter for skilled enterprises than our fore-fathers were when they entered

*A Chapter from a forthcoming book on *The Home, The School and the Unconscious*

upon their work. But a prolonged period of education is not always a blessing to the young; it may sometimes be an evil in that the period of education is also a period of dependence. The young folk are not for a long time obliged to, and therefore do not get practised to, shift for themselves. H. C. Link, Director of the Psychological Service Centre of New York City, says that he has examined many young people with excellent minds, unusual talents, but so disorganized in their sense of values that their immediate withdrawal from college was recommended; instead, they were recommended to go to work. "Often this has entirely changed their personality and character. Deprived of their social security, they developed personal security."¹ As a complimentary picture, the case of a young man mentioned by William Healy may be cited—it is said that he was so rich and free from the need to work that it was difficult to make him think of engaging himself in any useful activity. Healy observes that something could have been done to him if he were less rich!²

If this habit of dependence on others is continued we get those adult "children" who live on the benevolence of their family. A picture of such a man who would not do any work is given by Charles Dickens in his *Bleak House*.

"Gentleman" Turveydrop married a meek little dancing-mistress and suffered her to work herself to death to help him to lead an idle life, dressing himself

in the very best clothes, and frequenting all places of fashionable and lounging resorts at her cost. When she died she commended her husband to their son who too did all the work while the old man continued to lead his life of self-indulgence. People like old Turveydrop, though they are fully grown up physically, live on their relatives like pampered children.

Mental hygiene implies progressive development of the individual from stage to stage. "When I was a child I talked like a child, I thought like a child, I argued like a child; now that I am a man, I am done with childish ways" this is the mark of maturity. Gentleman Turveydrop was grown up, was even past the meridian of life, and he knew how to enjoy life; but his way of enjoying it was peculiarly his own, and not the way of a healthy grown up. He expressed himself in a perverted way. This is what we find with all persons—if they do not express themselves in the right way, they are bound to express themselves in less wholesome ways. The right way is either to enjoy oneself in accordance with the natural directions of one's instincts, or, where this is not possible or desirable, to turn our instinctive urges into more socially acceptable lines. In civilized society the direct enjoyment of all instincts is not always possible. Our own sense of what is proper and right and what is not—which sense too is a part of our whole self and not something arbitrary and extraneous—and the conventions and standards of our society, prevent our enjoying life in accordance with the first line of action that may suggest itself. At the same time there is no

1. H. C. Link: *The Rediscovery of Man*, Macmillan and Co. London, 1939.

2. William Healy: *Personality in Formation and Action*, p.

virtue or wisdom in merely repressing the urges that seek expression. The result of such repression is the appearance of what are known as perverted means of self-expression. The mentally healthy, grown-up avoids these perverted expressions of native impulses, for he knows that there is neither virtue nor health in that direction. Very often the healthy reaction possible for the modern man is to follow the line of sublimation—the diversion of an instinctive primitive urge into some useful and socially acceptable channels. Not that the natural way is always taboo, it is not; only, natural gratification is not always possible due to practical or moral considerations. When it is not, a wise, healthy grown-up person does not rest content contemplating the barren road of repression; he gives expression to his natural tendencies and propensities through sublimation. How this may be done may be indicated by reference to a few commonly recognized instincts or native urges. The native urges or propensities are many, though Adler writes as if there is only one instinct that is worth special consideration and that is the instinct of self-assertion. On the other hand Freud writes as if he recognizes another one instinct as the basis as it were of all other instincts, and that is the instinct of sex. Then there are those writers in America who, like Thorndike, would even call the reflexes by the name of instincts, and an Englishman has recently written a book on "The Innumerable Instincts of Man!" We cannot enter into a discussion of the nature and classification of instincts, but it appears to be wise to be in the middle of the road with McDougall.

We cannot, however, go into even all the fourteen or seventeen instincts mentioned by McDougall. We shall take for the illustration of our point of view only two or three of these instincts and deal with them in a brief manner.

Let us first take the instinct of self-assertion, the one instinct that has been stressed more than anything else by Adler and his school of Individual Psychology. This instinct has been referred to by McDougall as the instinct of Positive Self-feeling. The natural end of this instinct is the dominance of the individual over his material and social environment, and its ideal, as J. A. Hadfield shows,¹ is a strong man who faces all situations in an unflinching manner, and carries to a successful end whatever he undertakes despite the opposition of others and the handicaps of nature. Such a one is described as a "he-man." The perversion of the instinct of self-assertion is the belittling of everything that is meek, tolerant and self-effacing. The present writer has referred elsewhere to the contempt that men like Nietzsche have for what are known as the passive virtues associated with Buddhism, Jainism, and Christianity. They forget that with the principle of power there is another great principle in life—the principle of love. They are the two wings by which man, according to Hadfield, soars to his ideal. But the strong man, the "Superman", has a contempt for anything that might tend to make him considerate to others and their sentiments when they seem to stand in the way of his ambitious projects. "But in saving his power he

¹ J. A. Hadfield: *Psychology and Morals*, Ch. XXI, Methuen & Co. London.

loses it; for he tries to fly to the sun on the wing of power, fearing to surrender any of his libido to love lest he should lose power. But the one wing of power soon tires, and he falls exhausted." Sublimated, we get the strong man who does well as an administrator, army leader, and statesman who stands firm in the midst of adversities without forgetting to be kind, courteous and gentle towards others. He is not obstinate like the one with a perverted sense of strength, but is willing to confess his mistakes when he knows himself to be wrong, and is ready to change his line of action when he knows that thereby he can serve better the right causes he constantly seeks to uphold.

Scope for the expression of one's self-assertion is provided in the case of most people by their work. But there are some persons who cannot find work though they want to. The greatest evil of general unemployment is neither that the unemployed have to be fed at the cost of others, nor that the nation does not get the full benefit of the money spent on doles and unemployment allowances, but that continued enforced idleness on the part of those who are keen to work takes away the self-respect and sense of competence of the prospective worker. In course of time the fact that one is not employed for a long time may engender in him the feeling of despair that he is not fit to be employed, and that his existence does not mean anything to society, and that therefore he too has nothing to do with the standards and demands of society. Thus arise delinquencies, crimes and neuroses of different kinds. If an elderly man is thrown out of work for

a long time and cannot find work as younger people are preferred to him, he thinks that growing old is a curse and that youth is the only asset of life.

Even when a middle aged man has a definite job to do, he begins to realize when he is about forty that his ability to do vigorous physical work is not so great as that of the younger folk. There is in life a cycle of morning, forenoon, afternoon, and evening—a cycle that is as inevitable and universal as the cycle of the day. Between the fore-noon and the after-noon is the meridian and after the meridian the powers slowly begin to wane. It does not mean that one who is in the after-noon of life is an old man and cannot do hard work;—he can, but the wise man after forty begins to lead a simplified life, husbanding his energy resources more economically and carefully. As an American Professor of Journalism puts it: "I shall argue that many millions of our citizens can get much more out of their fourth, fifth and sixth decades of life than out of any of the first, simply by learning how to live and how to make the most of opportunities within reach.* But there are many who do not recognize that their life is slowly changing, and therefore would not make the necessary adjustments in their mode of life and work. After forty they should be able to lead a life of greater discrimination than in the twenties or thirties. The simplified life one should lead after forty is not a life of retirement, much less is it the life of a recluse; it is one from which

*Walter B. Pitkin: *Life Begins at Forty*, Ch. I. P. 10 Whittlessey House, New York, 1932.

unnecessary expenditure of energy is excluded, it is an increasing recognition of the fact that growing up "is largely a matter of sloughing the little desires in favour of the great. We simplify, we pull in, we concentrate on a few powerful, enduring wishes. So even though the gross volume of energies may dwindle somewhat, we use them more efficiently."¹ Thus doing, we do not diminish our usefulness but heighten our chances of success and achievement.

The need of a greater simplicity in life is equally, if not more clearly, indicated in the case of women. The various signs that proclaim the advent of menopause, such as flushes of heat, sometimes chilliness following, occasional dizziness, and perhaps nausea—all may be, as Dr. Emma F. Angell Drake says, symptoms of the change that comes over all women as a rule, though the particular age of the change and the details of the symptoms that herald its approach may vary from individual to individual; and in some exceptionally well-adjusted lives the changes may be so little distressing that no inconvenience will be felt, and no warning be given that the 'custom of women' is no longer theirs.* Whether the symptoms are conspicuous by their presence or not, they are an indication that the woman is entering into a new stage of life, and that in this stage she must be less busy, should enjoy more rest, and be prepared to hand over much of the

actual doing of things to younger hands. The change comes over all women whether they are married or unmarried. To the latter particularly it is a matter of great regret that their possibility of marrying and having a child of their own is now more remote. To the married women too the change is not often very welcome as they think that their charm and attraction for their men is bound to be less in the coming years than in the past. But all these persons have to recognize the inevitable; although, at the same time it may be pointed out that there is no reason why they should be less sweet members of their household and society when they are no more burdened with the possibility of maternity. Fast living and striving, by any means, to be the centre of attraction, is not a good thing for a woman of any age, and if they are not able to get over these temptations when they were young they should at least now strive to make their lives more dignified with self-poise and the spirit of calm service. "Social excesses, late hours, high living, nervous excitement, faulty dress, a wrong estimate of really desirable things of this life"—these were wrong in youth, and they are still more harmful in the later period into which all women have to enter. Women, however, as a rule, are more unselfish than men; and the fault of many good women is that they slave day and night a little too much for their dear ones. They must in this post-meridian period of theirs be able to think a little more about themselves and their individual needs. Few women as Drake says, have learned the art of resting. If they sit down and rest they do it with an apology. Why should

1. Ibid, Ch. III, p. 49

* Emma F. Angell Drake: 'What a Woman of Forty-five Ought to Know' Ch. V., p. 61 Ought to Know Series' Revised edition 1928, Vir Publishing Co., London.

they apologise? "Men find time for doing absolutely nothing, and in this they are much wiser than women, and are by so much fitted for the strenuous duties of life. Let women learn how to do the same gracefully and happily," and the result would be that they will have time for thinking of achievement along other lines.* Through wise advice to younger people, taking part in their joys and disappointments, engaging in

little tasks of public life in an easy dispassionate manner, communing with their own minds, and communing with their God, they can still lead a highly useful and pleasing life. To continue to live in the third period of life as if the second was all that was charming and useful is an unhealthy way—unhealthy to the whole personality, to the psyche as well as to the body.

(To be continued.)

27 ✓ The Present Stage in the Adult Literacy Movement

BY P. G. KANEKAR, BOMBAY

That the adult literacy movement has come to stay is a fact beyond doubt. The movement in its present form will be unnecessary or superfluous only some years after the introduction of compulsory primary education throughout the country, when there are no illiterate adults. Of course, the need for adult education will ever remain; for education does not stop with bare literacy. That time is distant and in the meantime vigorous efforts must be made to make every man and woman in the country literate.

It cannot be contended that every literate person is superior in culture, wisdom or social usefulness to one who is illiterate. But the fact that literacy is a potent instrument for the diffusion of culture, an 'open-sesame' to unlock the treasures of knowledge and wisdom, cannot be questioned. Similarly, the argument that certain classes of people can afford to remain illiterate without harm to themselves or to the community of which they form a part, is no longer valid. The modern times de-

mand a higher efficiency from the countries or communities which do not want to go to the wall in their struggle for life. Even the humble peasant or the factory worker needs literacy to be able to till his soil in a better manner or to work his machine more intelligently and more efficiently. Politically also literacy is essential. Democratic methods of government require literate and intelligent electorates. Democracy cannot reach its goal with the handicap of illiteracy. Socially we have advanced a great deal since the times when it was considered dangerous for a woman to be educated, even to be literate. Thus the stage of debating the desirability of literacy for any class of persons is now past; in fact, it has become a matter of historical interest only.

The question of universal literacy would have been solved long ago in this country, had the Compulsory Primary Education Bill brought forward in the Supreme Legislative Council by that great patriot, Gopal Krishna

Gokhale, been passed and become operative throughout the country immediately. Although by 1920 the principle of compulsion in primary education was accepted by most of the Provinces, progress has been extremely slow. At this rate illiteracy may not be liquidated even within a century. Local bodies are not willing to increase taxation for obtaining sufficient funds to provide more and more schools in the areas under their jurisdiction and the provincial governments behave in a niggardly manner in taking up their proper share in the increased expenditure on primary education. In short, in practice compulsion has not been enforced, the need for it having not arisen due to the inability or unwillingness on the part of local bodies to provide a sufficient number of schools and teachers. It would be futile to wait till compulsory primary education for children becomes universal. The problem of mass illiteracy must be attacked from all sides. The adult literacy movement, a flank movement as it is, is likely to yield immediate results and also it will be helpful in accelerating the pace of primary education among children of school-going age, as also in lessening the need for enforcing compulsion. It should be remembered that a regular course of primary education is different from that of mere literacy, the latter being a matter of a few weeks and comparatively small expense.

The Need for Comparing Notes

Although the experimental stage is not yet quite past in the mass literacy movement, enough experience has

been gained during the last few years, through literacy drives, campaigns and continuous efforts, for arriving at some definite conclusions.

Official and non-official agencies and workers in different provinces and language zones can, at this stage, compare notes and profit from one another's experience. It was essential in the beginning to give free scope to different methods and policies, so that the advantages and drawbacks of each might be found out after a fair trial. It is true that India was not the first country in the world to launch a mass literacy movement among adults and that there was a large body of experience gained in a number of countries on which to base a similar movement in this country. However, any social activity to be successful has to take into account and to adapt itself to the social environments and social inheritance peculiar to each community. In a sense, therefore, the movement was a novel experiment and the method of trial and error was inevitable.

If the experience hitherto gained makes it plain that certain methods of propaganda, organisation and teaching are wasteful, it should be made known to all interested in the movement. Similarly if those methods which have proved more effective and less expensive are made widely known workers elsewhere will be saved the trouble of experimenting with different methods. At the present stage, in the absence of an effective central organisation in the country serving as a clearing-house of ideas, it is quite possible that workers in one place may be engaged in trying

a method which has proved wasteful at another place.

It is, therefore, necessary that representatives of official and non-official agencies engaged in adult literacy work in the different provinces should annually come together and exchange their experiences.* After due exchange of experiences, views and ideas, the conference may be able to arrive at definite conclusions on some points. It is time that the basic principles of the movement were laid down for the guidance of the agencies and workers. It may also be possible to declare particular methods in propaganda and organisation as the best yet tried and to recommend them for universal adoption.

For example, the different methods of propaganda adopted at different places may be compared with one another, and the cheapest and the most effective may be selected and recommended. Picture-posters play an important part in inducing the illiterate to join a literacy class. A few picture posters may be selected from amongst those hitherto issued at different places during literacy drives and their photoblocks may be printed and published for the information of all provinces.

Curriculum and Text-Books

Special curricula and text-books are necessary for adult literacy classes. The All-India Conference can only lay down the basic principles in this matter; the mass literacy workers in each regional language must select the best method

It is precisely this kind of service that the Indian Education Association is beginning to render on a modest scale—Ed.

of teaching to read and write the alphabet of that language. If it is found that there are two or more methods each claiming acceptance as the best, arrangement should be made to give a fair trial to each and the results should be carefully compared. This will make a uniform method possible throughout a linguistic-zone. In this respect, languages, of the same stock and with the same alphabetical system and more or less similar alphabet, may profit from one another. The final decision must, however, remain with each linguistic zone.

The task of preparing graded text books and easy books for individual reading or for reading in Reading Circles as post-literacy class education must be left to each linguistic zone. These text-books and some of the higher readers and easy books should be written separately for industrialised urban areas and rural areas. This is, I think, necessary as the words, sentences and lessons in the text-books and the subjects dealt with in the books for easy reading must have a close connection with the everyday life of the adult pupil so that he may feel immediate interest in what he learns.

It is, therefore, plain that organisations for different linguistic zones are as necessary as an all-India organisation for achieving the best possible results and avoiding waste in the mass literacy movement.

Official Routine and Popular Enthusiasm

At present at many places mass literacy work has settled into a dead official routine. This is, in a sense, inevitable. However, the results may be more satisfactory where the Literacy

Officer, his assistants, supervisors and teachers do their work enthusiastically and are able to evoke enthusiasm among the pupils. It is a matter of personal equation. But it must be remembered that as a rule official routine is inseparable from official agencies, even from private agencies when some activity is to be carried on from year's end to year's end; the larger the scale, the greater the scope for redtapping. In a movement like the mass literacy movement, the factor of the greatest importance is popular enthusiasm. The literacy drives that were organised by non-official agencies provided a powerful impetus to the movement; and such drives are necessary from time to time if the enthusiasm is to be kept up till the object is fully achieved. Hence the need for co-operation between official and non-official agencies. The official agency must set apart some amount every year or every two years for financing a literacy drive throughout the province with the help of non-official agencies. During each such drive new classes may be started and conducted for some weeks by voluntary teachers, and these classes may be afterwards taken over by the official agency and put in the charge of paid teachers. The official agency should, some time before the drive, organise classes for training voluntary teachers in the methods of conducting adult classes. It is desirable that so far as possible the teachers of the adult classes should not be the teachers employed in children's schools. It has been found that the teachers who are trained or accustomed to the methods to be used in children's schools are not able to forget

those methods and to adopt the proper methods while conducting an adult literacy class. Adult psychology is different from child psychology and the methods of conducting an adult class must be based on adult psychology.

It would be interesting to find in how many provinces the official agencies which are responsible for mass literacy have made provision for the training of teachers of adult classes and whether they depend mainly on the teaching staff of children's schools for the supply of teachers.

The Follow-Up Work

In the mass literacy movement quality has to be sacrificed, to a more or less extent, for the sake of quantity, as literacy has to be imparted in the shortest possible period to as many adults as may be induced to go through the course. There is, however, the danger of the gain in numbers proving illusory in the long run. What is easily learnt is generally easily forgotten. It may be possible for an adult to be able to read and write, after a three-month course or even one month's systematic tuition and regular attendance. He may also forget within a few months what he has learnt and practically relapse into illiteracy, if he does not continue the practice of reading and writing, especially reading. The danger of this relapse is greater in rural areas than in cities and towns where one sees big letters on sign-boards, cinema posters and trade advertisements, propaganda posters, etc., in plenty, practically wherever one goes, and also gets from time to time handbills which are freely distributed, and even stray newspaper copies or

other printed scraps fall into one's hands occasionally. Naturally, the adult who has learnt to read tries to read these and thus is he prevented from lapsing into illiteracy. In villages, these means are not available.

How far the money and effort spent on adult literacy is a waste must be judged from the proportion of the literates relapsing into illiteracy. In the absence of follow-up work, after the completion of a bare literacy course, this waste is bound to be considerable, especially in rural areas. At least one year's post-literacy course is essential, for avoiding this waste. It should lead the pupil on the path of reading by providing him with reading matter arranged in gradation and create in him a taste for reading. These classes should, in reality, be reading circles or clubs. If these classes are not far away from one another, one person may be able to guide several such classes. The students will generally help one another. The official agency must provide suitable literature in the form of graded readers, pamphlets, leaflets and news-sheets, all printed in big, medium or small type, according to each grade. If this work is supplemented with a constant supply of books through a travelling free library, the foundation of literacy will be firm, and adult literacy will be linked up with adult education.

An Opportunity Afforded by the War

The Chinese soldiers, even while serving on a war front, learn, it is said, to read and write whenever they get time to do so. That shows the depth of the realisation in China of the importance of literacy to every person. But for the liquidation of mass illiteracy, which was rapidly brought about even in the most backward regions and among the most backward peoples, Russia would not have been able to defend itself against so powerful an enemy as Germany. Let us, at least, utilize the opportunity afforded by the war to expedite the work of making our masses literate. Let there be a big literacy drive throughout the country as a result of which thousands of new literacy classes may be organised, followed by post-literacy classes in the same proportion. Sheets of war news written in simple language and printed in bold type and leaflets and pamphlets giving information about the countries engaged in the war, arranged according to gradation, should be supplied free to these classes. Much of the war propaganda in this country is sheer waste at present. Much better results could be achieved without much more cost if the war propaganda is hitched on to the literacy campaign and results of permanent value in the nation-building work could be achieved into the bargain.

Education in India* : 1938-39

[The daily press in India has failed to give due space to educational publications. Our readers will be interested in the following extracts from the latest Government Report —*Ed.*]

The year under report witnessed a certain amount of progress in most directions.

The Bengal report begins: "Although the economic depression, serious floods and the consequent failure of crops cast dark shadows across the year 1938-39, the level of achievement reached in the previous year was maintained and a considerable amount of thoughtful preparation was made for the development of new schemes and improvements in the field of education". In a similar strain, the Sind report remarks that "in spite of the apathy of people in the rural areas towards education, depression in trades, unemployment and financial difficulties, the progress during the year has been satisfactory." The retarding effect of financial stringency was still only too evident. For instance the Punjab reports that "the demand for education far exceeds the facilities provided by Government, local bodies and recognised public schools, and that the "progress would have been more marked but for paucity of funds."

The most important event of the year has been the inauguration in many areas of experiments along the lines advocated in what is popularly known as the Wardha education scheme. A full account of the activities of the provinces in this respect is given in the chapter on "Primary Education." The report of the Sub-Committee of the Central Advisory Board of Education, which was appointed at the third meet-

ing held in January 1938, "to examine the scheme of educational reconstruction incorporated in the Wardha scheme in the light of the Wood-Abbott Report on General and Vocational Education and other relevant documents and to make recommendations" was considered by the Board at its fourth meeting held during the year under review (December 1938). The Board generally adopted all the recommendations made by the sub-committee, and decided that a copy of the report, together with a summary of the discussion, should be forwarded to Provincial Governments for their consideration and for such action as they might consider necessary.

As it was felt that certain points arising in connection with the Wardha scheme required further consideration the Board appointed another committee to examine these. This committee met after the close of the year under review and its report will be dealt with in a subsequent report.

Other salient features of the year in the field of education are recorded in the succeeding sub-paragraphs.

In Madras, Hindustani was introduced as a compulsory subject in Forms I to III in all Government secondary schools and in 100 selected secondary schools under private management; a Bill to amend the Madras Elementary Education Act with a view to establishing District Educational Councils was

*From the latest report published by the Educational Commissioner with the Government of India, New Delhi.

passed and rules were framed for the improvement of the conditions of service of teachers in elementary schools under private management; service registers for teachers were also prescribed.

In Bombay, the reports of the Adult Education Committee, the Vocational Training Committee and the Primary Teachers' Training Committee were issued during the year and three Boards were set up, *viz.* (i) the Board of Secondary Education, to advise Government on general questions concerning secondary education and the introduction of vocational subjects in secondary schools, (ii) the Board of Physical Education, to advise Government on all matters pertaining to the physical education of children of school-going age and others, and (iii) the Provincial Board of Adult Education, to advise Government on all matters pertaining to adult education. A special officer to organise the work of introducing the Basic Education scheme was appointed, and an Advisory Committee for Basic Education was constituted. Hindustani was recognised as one of the regional languages of the province and the Hindustani School Book Committee to consider the provision of text books in Hindustani was appointed.

In Bengal, District Organisers of Physical Education were posted to all districts in connection with the Youth Welfare Movement; Physical Training Camps were established for school teachers; revised curriculum for primary schools, covering a course of four years instead of five, was published; and a series of valuable reports on girls' education in Bengal, on the deprovincial-

isation of Government colleges, on new rates of pay for the subordinate educational services, on scales of pay for gazetted educational officers and on the reorganisation of the Inspectorate were issued during the year under report.

In the United Provinces, the year 1938-39 was devoted mainly to preparing reorganisation. Various committees were set up to examine the whole field of education with a view to suggesting what changes were necessary and how they were to be carried out. The first of these was the Secondary and Primary Education Reorganisation Committee consisting of members of both Houses of Legislature, educationists and officials; the second was the Universities Reorganisation Committee. Other committees dealt with Sanskrit studies, the reorganisation of the Sanskrit College, Benares, and the question of the type of physical training (including military training) to be given in secondary institutions.

In Bihar, an important event of the year was the adoption of a resolution moved in the Legislative Assembly which asked Government to make adequate provision for military training in schools and colleges and to establish a separate military school.

In the Central Provinces, a Central Board of Physical Welfare was constituted and a Chief Organiser appointed. The scheme for the establishment of Vidya Mandirs also came into effect during the year.

In Sind, a committee of experts was appointed to make suggestions for overhauling the whole educational system with a view to giving vocational bias to education in ordinary schools

as well as providing some technical and industrial schools. The Orissa Government set up a Board of Basic Education during the year under report.

Satisfactory progress was recorded in other directions also. The percentage of pupils under instruction to the total population advanced from 5.18 to 5.41 in recognised institutions and from 5.38 to 5.64 in all kinds of institutions. The percentage of male scholars to male population improved from 8.16 to 8.56, and of female scholars from 2.42 to 2.52. The wastage percentage in primary classes decreased from 70 to 69 in the case of boys and from 84 to 83 in the case of girls. 22,000 additional boys and 16,000 more girls as compared with the previous year reached the stage of literacy. Enrolment increased at all stages of education, the total increase exceeding by over 2.3 lakhs of pupils the increase recorded during the previous year, which was the largest during the last nine years. The policy of eliminating inefficient and uneconomical schools was continued with success. Even more striking progress was made in adult education. Women's education also showed considerable improvement. Educationally backward communities advanced and progress in physical training, playing of games and medical inspection was also registered."

Adult Education

"The interest evinced last year in the adult education movement, one of the most significant phases of educational progress in India to-day, continued to grow during the year under review. Efforts to remove adult illiteracy have

been started in a spirit of social service. The account given in the succeeding paragraphs would appear to justify the belief that the movement is establishing itself firmly in the provinces. In some districts, the growth of adult schools has been remarkable. The movement has served not only to reduce illiteracy among adults but also to maintain literacy among those who have previously attended school. The Central Advisory Board of Education also gave an indication of their interest in this problem. At their fourth meeting held in December 1938, they discussed the subject in all its aspects and felt that it should be examined on an all-India basis. A Committee with Dr. Syed Mahmud, Education Minister, Government of Bihar, as Chairman, was accordingly appointed to examine this problem and report to the Board. The committee met after the close of the year 1938-39 and its report will be reviewed in next year's report.

The number of schools for adults and their enrolment is shown in the following table:—

Table XLVII.—Schools for Adults, 1938-39

Province.	No. of schools.	Enrolment.
Madras ...	12	771
Bombay ...	673	22,095
Bengal ...	967	28,152
United Provinces ...	2,639	82,590
Punjab ...	146	5,201
Bihar ...	130	2,772
Central Provinces and Berar... Assam ...	43	1,714
North-West Frontier Province ...	13	505
Sind ...	23	659
Orissa ...	1	26
Coorg ...	1	...
Delhi ...	18	230
Ajmer-Merwara ...	13	268
Total ...	4,733	1,44,983

N.B.—The figures in this table refer to regular schools for adults, and do not include "classes" started for adults at various centres.

The number of schools rose by 3,186 to 4,733 and the number of adults under instruction by 99,272 to 1,44,983. In addition to the schools for adults only, there were about 4,000 night schools, mostly attended by adults. If this rate of progress continues and the present enthusiasm is maintained, the prospects of mass illiteracy being substantially reduced within a reasonable period will be bright. Efforts, however, to be successful must be co-ordinated and sustained, and Governments will be well-advised to enlist the co-operation of all voluntary agencies and individuals able and willing to render service in this great cause. The efforts made by the provinces during the year under report are narrated below:—

In Madras, adult education classes attached to six Government institutions continued to work. With the exception of one institution where the work was limited to delivering lectures, regular adult education classes were held. Lectures on various topics of interest, illustrated by lantern-slides in most cases, were delivered. The members of the staff of the institutions concerned carried on the work on an honorary basis. Some municipalities also started adult education centres for urban workers.

In 1938, the Bombay Government appointed a special committee to advise them on the question of adult education, which stated that the first step in a programme of adult education, as it affected the rural areas, was to endeavour, "to help the villager to overcome his dejection and apathy and to find an interest in life" and the

second stage was to lead him actually to investigate the resources available in his natural environment so that he might provide himself with more of the amenities of life. On the recommendation of this committee a Provincial Board of Adult Education was appointed with the following functions:—

- (1) To submit for the approval of Government a three-year programme for the spread of adult education in the province with estimates of expenditure both recurring and non-recurring—that will have to be incurred for implementing each item of the programme.
- (2) To conduct propaganda for the removal of illiteracy and other forms of ignorance among adults of both sexes in rural as well as in urban areas.
- (3) To encourage and supervise the publication of suitable literature for adult education.
- (4) To consider schemes referred to it by Government or submitted by private bodies for the spread of adult education.
- (5) To advise Government as to the best manner of aiding the existing adult education classes and of organising and extending the work of such classes on a voluntary basis.
- (6) To advise Government as to the best methods of harnessing the enthusiasm and spirit for national service among the educated youths of the province for the drive against mass illiteracy.

- (7) To suggest means for co-ordinating adult education among villagers with other forms of rural reconstruction.
- (8) To advise Government on the question of implementing the various recommendations made by the Adult Education Committee.
- (9) To collect funds.

This Board began its work on 1st October, 1938, and met seven times during the year ending 31st March, 1939.

A scheme for registering adult education workers and for providing grants-in-aid to adult education classes was put into operation from 1st January, 1939 and a sum of Rs. 40,000 was placed at the disposal of the Divisional Inspectors for this purpose at the rate of Rs. 2,000 per district. As a result, 460 adult education classes attended by 13,766 adults were in existence by the end of March 1939.

On the recommendation of the Adult Education Committee, the Provincial Government also took steps for eradicating illiteracy among the inferior staff employed in Government offices, and the hope has been expressed that in the near future all inferior servants in Government offices will become literate.

The Poona Central Co-operative Bank introduced a scheme of adult education under which classes for adults were conducted in some 25 villages having co-operative credit societies.

Pupil teachers' home classes for illiterates were introduced as an experiment in one of the villages. The Provincial Board proposed to organise

about 3,000 to 4,000 pupils belonging to secondary schools in Poona City as helpers in the intensive drive against illiteracy and hoped thereby to make some 6,000 adults literate. The Social Service League decided to arrange a "Literacy Campaign" in the City of Bombay and its suburbs in May 1940, the objects of this drive being to rouse the public conscience as to the need of education among the adult members of the community.

The Government of Bengal appointed a Committee on Primary and Adult Education with the Director of Public Instruction as its Chairman and the Director of Rural Reconstruction as one of its Joint Secretaries. A questionnaire on adult education covering aims and methods, minimum educational requirements, syllabuses for adults, teachers for adults, the supply of suitable primers, the recruitment of honorary workers, the running of night schools in Mustibhiksha, the location of night schools, arrangements for inspection and supervision, grants-in-aid, adult education for women, the period required for producing literacy and other matters was issued to 1,000 officials and non-officials. The committee considered these replies at its meeting held after the close of the year 1938-39 (in December 1939).

The Bengal Adult Education Association published a primer called "Parar Bai" following the Laubach method; 5,000 copies of this were purchased by Government and distributed free to village associations.

In the United Provinces, the number of adult night schools rose from 391 to 2,834 and the enrolment from 10,594 to

83,552. In addition, the Rural Development Department was also responsible for some adult schools. This progress was the result of the scheme launched by the Government to liquidate illiteracy. It is stated that though "the beginning has been distinctly promising, the test will be the success of the follow-up organisation."

In the Punjab, the movement against adult illiteracy received a great impetus in response to the appeal issued by the Minister of Education in the summer of 1938. Though the regular adult institutions decreased during the year by 8, the enrolment in them increased by 1,275 to 5,171. With the addition of the literacy work undertaken by voluntary workers and institutions, the total number of adults receiving education was about 9,800. It has been reported that "each division has a network of anti-illiteracy leagues with the Divisional Headquarters as their nucleus. Efforts have been made to secure the co-operation of official and non-official agencies, of local bodies, beneficent departments, religious organisations, the student community and the teaching staff of schools.....36,000 copies of adult primers and 40,000 copies of continuation literature leaflets were made available for free distribution among persons and associations offering co-operation in the adult literacy campaign. It has been arranged to embark upon a five-year programme for the liquidation of illiteracy in the province commencing from 1939-40 at the annual cost of Rs. 22,800."

In Bihar, the Minister for Education inaugurated the Mass Literacy Move-

ment in March, 1938 and made an appeal to teachers and students in the province to devote their summer vacation that year to the liquidation of illiteracy amongst the masses in the province. The first or voluntary phase of the campaign beginning with the actual working of literacy centres lasted from May to October, 1938. The progress made during this phase is indicated by the figures below:—

Month	No. of centres.	No. under instruction.
May, 1938 ...	6,477	100,328
June, 1938 ...	10,216	157,296
July, 1938 ...	7,057	111,741
August, 1938	5,990	98,036
Sept. 1938 ...	6,821	121,695

During this phase, the literacy work at each centre was conducted in accordance with a scheme which provided four types of centres opened (1) in lower primary, upper primary and middle schools, (2) by private associations which required financial aid to meet expenditure, (3) by colleges and high schools taking up the work as part of their extra-curricular activities, and (4) by mills, factories, zamindars, jails, public associations, etc. The first type was paid a capitation allowance of five annas per literate and the second type a grant-in-aid at the rate of Rs. 15 per annum. No payments were made in the other two cases. Voluntary workers, primary school teachers, school boys, college students and literate young men in the villages were all mobilized for the campaign and worked with great enthusiasm. Government sanctioned a

sum of Rs. 80,000 for mass literacy work for six months from the 1st September, 1938. In the first phase, when no financial aid was received from Government, a sum of Rs. 10,910 was obtained as contribution from local bodies and private individuals.

In November, 1938, the campaign entered in its second phase. Up to the quarter, ending 31st December, 1938, there were 9,538 centres and 208,922 adults under instruction and in the quarter ending 31st March, 1939 14,259 centres with 318,737 students.

In December, 1938, the Government appointed a Provincial Mass Literacy Committee of 22 members with the Minister for Education as Chairman. In addition to this committee, district, sub-divisional thana and village centre committees were working. The district committees were given discretion to distribute the amounts placed at their disposal in any manner they considered necessary. For the intensive areas, the committee aimed at making literate within six months all educable illiterate male adults between the ages of 15 to 40. Wherever possible, the Education Department placed one sub-inspector of schools in charge of the thana selected for intensive work. At the end of three months, an examination in reading, writing and arithmetic was held at the centres, and in some cases honoraria were paid to teachers on the basis of the results.

In the Central Provinces, the Government made a provision of Rs. 2,000 per annum for the establishment of 50 adult schools. During the year under

review 35 schools with 752 adults on the roll were in existence. 44 village libraries were also opened for circulating books in the rural areas adjoining the main centres.

In Assam, the total number of night schools rose from 132 to 178 and it is reported that the demand for more schools is growing.

In the North-West Frontier Province, there were 39 night schools. In two districts several classes for adults were started, but much progress could not be made owing to disturbed conditions. The district Board teachers and the pupil teachers in the Government Training School for Men, Peshawar, worked as honorary teachers and did useful work.

In Sind, the number of schools for adults rose by 4 to 28 but the number of pupils fell from 695 to 659.

In Orissa, there was only one adult school with 26 pupils. But towards the close of 1938-39, Government decided to launch a campaign against illiteracy in the province. An account of this will be given in the next year's report.

There was not much progress with this movement in the Centrally Administered Areas. The Ajmer-Merwara Report gives the impression that adult education in the province is only in an embryonic state and needs more liberal assistance from Government before development can take place. Steps will have to be taken at an early date to deal comprehensively with this problem in the Centrally Administered Areas generally."

Adult Education in Ceylon

BY K. S. ARULANDHY, M.A., M.Sc.

For over twenty years Adult Education in Ceylon was confined to Night Schools where the curriculum was of a purely literary character, a direct imitation of the work of Day Schools. A new orientation was given to the subject with the introduction of the Rural Scheme of Education in 1936, when a few experimental Adult Clubs were formed in the more enterprising Day Schools with the object of making the school the Community Centre of each village.

There are at present 167 approved Adult Classes spread over the six educational Divisions of the Island, the largest number being in the Western Division. The teachers in special charge of these classes receive a monthly honorarium of Rs. 7.50 provided a minimum average attendance of 25 is maintained for at least twelve sessions. A petromax lamp is supplied to each class and the cost of petrol consumed is refunded monthly. Many of these Adult Classes have been supplied with libraries and First Aid equipment.

The Adult Education Movement received a stimulus by the gift of a Cinema Van and a number of wireless sets from the Carnegie Trust at a cost of Rs. 16,590.37. With the interesting educational films obtained from the Film Department of the British Council, the van visits village centres throughout the Island and gives a useful education to the rural population which turns up in large numbers. In the Western Division, where the cinema exhibitions were preceded or followed

by propaganda meetings, the number of Adult Classes more than doubled itself in a short time. The presentation of wireless sets to selected schools induced other schools to obtain their own sets with the co-operation of the villagers, and the number of rural schools now in possession of wireless sets is 38. These attract large sections of the rural population to the school halls in the evenings.

At the beginning of the present financial year, the Honourable the Minister for Education, in addition to the sum of Rs. 5,000 meant for incidental expenses in connection with Adult Education, obtained a vote of Rs. 60,600 for the employment of unemployed teachers in a scheme of Adult Education and Rural Reconstruction. On October 1, 1940, there were approximately 1,800 qualified unemployed teachers awaiting appointment and the Ministry's scheme was to give these teachers an intensive training to fit them for employment as supernumerary teachers in schools with Adult Classes. Pending their absorption into the permanent establishment, they are to receive an allowance equal to about half of what their qualifications entitle them to receive according to the approved salary scale.

Four residential training courses under this scheme were conducted at the Scout Colony, Kalutara, and they were attended by 200 unemployed teachers. Experienced head teachers also underwent the same training and acted as leaders of these courses, which

were conducted by Mr. K. S. Arulandhy, Divisional Inspector of Schools, Western Division, with Mr. J. H. De Saram, District Inspector, in special charge. The Scout Colony, which is fifty acres in extent with its playgrounds, open spaces, workshops, agricultural plots and a skilled staff, made an admirable venue for the courses. The teachers were accommodated in huts constructed at very little cost out of materials obtained on the spot. The rural setting and environment of the Scout Colony made it specially suitable for Rural Reconstruction activities. Mr. De Saram's position as Chief Commissioner of Boy Scouts, and his long experience of adult training as one of the seven Rover Deputy Camp Chiefs of the Empire, afforded a further advantage to the scheme. A full Wood Badge Course, as for Rover Scout Leaders, formed the basis of the earlier courses, and a Scout training capable of immediate adoption in the villages was incorporated into the curriculum of the third and the fourth courses. The camping standards prescribed by Imperial Headquarters, London, were maintained throughout the courses, and these had a most salutary effect on the young men on whom several years of unemployment had naturally exerted an adverse effect.

Reports are being received daily of the successful work done under this

scheme, and in some cases an attendance of about 75 is maintained. In planning their work, the teachers have been advised to provide for activities that give either pleasure or profit, or both. The practical nature of the training, which is so intimately connected with the everyday life of the villager, is beginning to infuse freshness into rural life. Simple economic surveys showing the extent of unused land, the number of unemployed persons, and the extent of literacy form the basis of class work. The economic standard of the learners as well as that of their fellow villagers is being gradually raised by the introduction of profitable industries and the encouragement of the adoption of modern methods of agriculture, co-operation and marketing.

The dull life of the village is now being enriched by dramas, exhibitions, of folk-dancing, organized excursions, and community good turns like construction of roads, public baths and model farms which are beginning to show good results. The school teacher, who was at one time looked upon as a friend, philosopher and guide of the villager, is once again beginning to take his rightful place in the rural community.

(With acknowledgement to The World Association for Adult Education.)

Adult Education Committee, Bombay

(A short resume of work done during the last triennium has been kindly supplied to us by the Special Literacy Officer of the above Committee. We are glad to print this encouraging record.—*Editor.*)

40,000 literates in 3 years.

The Literacy Campaign organised for the first time in Bombay on a systematic basis and on a wide scale has now completed three years of its existence and it will be interesting to take a short retrospect of the progress made by the movement during the period. The Campaign is credited with 40,000 adults made literate during this period. This number represents chiefly the communities which are backward in education and is spread over almost all parts of the city.

Over 7,000 Women become Literate.

It is a matter for some gratification that even the women of the city are not lagging far behind men in claiming their share in the educational facilities provided by the Committee and have shown appreciable progress in this field. As many as 7,300 women belonging to all communities considered backward in education have become literate in three years.

Contribution Towards City Literacy.

The general literacy of the city, as revealed by the last census, increased by 15.1 to 39.29 during the decade ending 1941 and the contribution of the Literacy Campaign towards this increase is 2, which is not an insignificant achievement. These figures, moderate as they are, mark a definite progress on the road towards the ultimate goal *viz.* the eradication of illiteracy from the adult population of the city.

The Cost of the Campaign.

The total receipts of the Committee from all sources during the period amount to Rs. 1,77,000 and the total expenditure to Rs. 1,59,000. Excluding the balance at the end of the third year and certain other items of expenditure which do not directly bear on the achievement of literacy but including the overhead charges, the per capita cost to make one adult literate works out at Rs. 3/13 on a three year average.

Towards Building up a Sound Organisation.

The Committee is not content with opening classes for the illiterate adults and making some thousands of them literate leaving them more probably than not, to lapse into illiteracy again. The aim of the Campaign is not merely the achievement of literacy by adults but raising the level of their living befitting informed and efficient citizenship, of which literacy is only the first step. It is with this aim that the Committee has now built up a systematic organisation of its own which provides follow-up facilities and means of useful information to the new literates through various ways. (i) Arrangements have now been made to maintain nearly 100 post-literacy classes throughout the year where the new literates receive a variety of books to read and guidance from teachers after the literacy course is completed. The Committee (ii) has produced special books in all the principal regional languages spoken in Bombay, suited to the interests of and

relating to the day-to-day problems of the masses, (iii) has been conducting an independent Marathi fortnightly newspaper, *Saksharata Deep* and subsidising another Urdu fortnightly, *Rahbar*, with a view to cater to the special needs of the new literates, (iv) has conducted a few experimental classes in order both to determine the period required to make an illiterate adult of an average intelligence literate and to be able to devise suitable methods of teaching adult pupils and (v) has been conducting, from time to time, short term training classes for adult teachers, the majority of whom have neither the training nor the experience of the teaching profession.

Co-operation of Mills and Private Associations.

The third achievement of the Committee during these three years was an effort to link up the mill managements and other big employers and private associations in the Campaign. The Committee was able to introduce a special plan of the Literacy Campaign into the mills and some other factories and, though the actual results have not yet been very heartening, the Committee is confident that this plan will prove a substantial help to the literacy movement. The co-ordination of literacy activities carried on by Government and private associations, such as the Labour Welfare Department, the Bombay Women's Association, the Bombay Women's Council and some educational institutions, with or without grant-in-aid is another noteworthy achievement of the Committee during the period. It will thus be seen that the Committee is not only striving to spread literacy among the adult popula-

tion of the city but is also building up gradually a sound organisation capable of conducting the Campaign on a definite time-limit. The Committee is conscious that a considerable leeway is yet to be made up and has determined to carry on the Campaign even in the face of obstacles unless and until conditions render work impossible.

Progress during 1941-42.

Over 10,000 become literate.

During the year which has just closed about 1,050 literacy classes, spread over three sessions of four months each, were maintained and out of the total of 19,600 who were enrolled, more than 9,300 achieved literacy. Even taking into consideration about 275 classes carried over into the current year it will be seen that the total number of literates turned out at the end of the year falls far short of the normal figures which range between 14,000 to 15,000. The reasons for the fall are mainly two: The communal riots during the beginning of the year and developments in the war situation in the east during the last quarter of the year. Both the disturbances not only affected the daily average attendance but also the total number of classes which could have been ordinarily run during the year.

Efforts of other Associations.

Besides the above number of literates nearly 700 adults, mostly women, were made literate in the classes aided by or run under the direction of the Committee. As last year, the efforts made by the Bombay Women's Association, the Bombay Women's Council, the Government Labour

Welfare Department, the Morarjee Gokuldas Mills, the Century Mills, the Aryan Education Society's High School are very commendable.

Follow-up Work.

The Adult Education Committee was able to provide the new literates with follow-up facilities on a far wider scale than in previous years. Nearly 100 post-literacy classes were maintained throughout the year and the new literates were given necessary guidance by regular teachers to continue their habits of reading and writing. The Committee has now produced special books suited to the tastes and interests of the masses. The pupils read these books in the post-literacy classes and in addition to the practice they get in reading, they add valuable information to their knowledge regarding important events which are taking place in the country and the world at large. The fortnightly Marathi news sheet, *Saksharata Deep*, has been supplying them with very useful news. The Associations mentioned above also maintained 10 post literacy classes for their new literates.

Systematisation of the Campaign.

Though the Committee could not show very encouraging results by way of new literates owing to circumstances over which it had no control, it was able to systematise the Campaign in various ways. The 6 short-term training classes which were held during the year trained a large number of teachers in the principles and practice of adult teaching and a marked change in the method of teaching adopted by them

is now in evidence. The Committee also conducted a few experimental classes with a view to determine the period required by an adult to become literate and to evolve proper methods of teaching. A plan of week-end reading classes has also been under trial.

Finances.

Receipts.

The receipts for the year amounted to Rs. 75,800 including the opening balance of Rs. 8,800. The main contributions towards the Committee's income during the year were as follows:

Rs.	
51,200	Bombay Government
5,000	Bombay Municipality.
1,000	Bombay Port Trust.
5,600	Net collection at the Variety Entertainment and Literacy Week.
3,040	Donations.
8,800	Mill managements.
340	Other sources.
66,980	(Total) in round figures.

Expenditure.

The total expenditure on the Campaign during the year under reference comes to Rs. 58,000. The main heads of expenditure are as follows:

Rs.	
8,089	Overhead charges.
1,995	Office contingency, printing, stationery, etc.
1,021	Non-recurring for the office.
37,312	Literacy classes.
5,936	Post-literacy classes.
531	Grant-in-aid.
2,264	Production of new books.
224	Fortnightly news sheet.
653	Miscellaneous
58,025	Total (in round figures).

Excluding certain items of expenditure which do not directly bear on the activities for the achievement of literacy or those which are of a non-recurring nature, the average cost re-

quired to make one adult literate works out at Rs. 4-13-0 this year as against Rs. 3-2-0 in 1939-40 and Rs. 3-8-0 in 1940-41.

News from Far and Near.

ADULT LITERACY TRAINING AT CHENGAM

An Adult Literacy Teaching Training Class was opened at Chengam on May 26th by Mr. M. B. Rangaswami Reddiar, Chairman of the Chengam Taluk Advisory Committee for Elementary Education and it concluded on May 31st.

Mr. A. G. Vilva Roy, Deputy Inspector of School, Chengam Range, who was the organiser, welcoming the workers and others said that out of the 42 candidates who had been selected for training 21 were villagers who were permanent literates and the rest elementary school teachers. Candidates had come from 27 different villages.

The course included training in Adult Psychology, Methods of teaching adult illiterates, Methods of organising Adult Literacy Campaigns and Adult Literacy Propaganda.

Mr. Rangaswami Reddiar, declaring the training course open, stressed the fact that the literacy drive was above politics and exhorted all to unite and strive their very best to raise literacy figures in the taluk ere long.

LITERACY FRONT

Andhra and Hyderabad States Christian Councils, 1941.

(The Secretary for Adult Literacy, Andhra and Hyderabad State has kindly sent us his Report for 1941. We have pleasure in publishing the same for the interest of our readers—*Editor.*)

It is encouraging to find that in spite of war conditions Missions and Churches have continued, and even increased, their support of the Adult Literacy campaign in the Andhra country. The war, however, has undoubtedly affected the movement adversely in one or two ways. The Governments and private agencies which were initiating valuable schemes for the promotion of adult literacy have had their attention largely diverted. Moreover, in several places opponents of literacy have succeeded in creating a fear among the new learners that if they become literate they will be conscripted for war service. Many too, especially in the Deccan, have migrated from their villages owing to famine conditions.

In spite of these set-backs, however, the work is making good progress, as the following report will show.

Adult Literacy in the Churches continues to Increase

The year 1941 records an increase of 7000 new literates. The following figures include over 3000 non-Christian adults.

	Mission		Learning to read		Able to read simple literature		Total
	Men	Women	Men	Women	Men	Women	
U. L. C. M. ...	3923	546	2114	530	6483		
A. B. T. M ...	850	200	1100	240	2390		
¶ C. B. M. ...	496	270	358	169	1293		
M. E. Ch. ...	774	164	388	73	1399		
§ Anglican ...	2941	934	2000	418	6293		
† A. M. B. M. ...	1105	...	444	...	1549		
‡ M. M. S. ...	2062	...	932	...	2994		
* L. M. S. ...	...	...	...	...	...
Grand Total	11521	2114	7336	1430	22101		

¶ Only 10 out of 20 fields reported

§ S. P. G. Mission and 7 deaneries of the C. M. S. and Deccan areas have not reported

† No of women literates not available

* No statistics available.

Sale of Follow-Up Literature Doubles

Sales of A. L. Literature for the year is given below:—

Experimental Charts for Adults	4822
Hyderabad Charts	... 2989
Nandyal Charts	... 419
Bible Story Primers	... 3160
Follow-up Material	... 4186

15576

NOTE—It is gratifying to note that the sale of follow-up material doubled this year (the sale for 1940 was 2036 copies only). The sale of other general literature is not included here. Another encouraging feature is the substantial rise in the number of subscriptions to *Satyadutha*, which publishes a page for adults. In 1939 there were 7300 subscribers, whereas to-day there are 8000. A new feature in this magazine, from March, is a list of daily Bible portions, with brief notes, specially drawn up for the use of new literates. These readings are chosen from St.

Mark which is available in large type. It is hoped that these portions may prove a stimulus to our new literates in making use of their recently acquired reading capacity in daily life. In this connection, mention must be made of the need for a simplified version of the Gospel of St. Mark. It has been found that in every 7 words of the Gospel, one is not understood by the average villager. In view of this fact, the A. C. C. has agreed to request the B. and F. B. S. to bring out St. Mark in simpler language.

To encourage authors to produce the best literature, suitable for these new literates, a substantial sum of money for prizes is being offered to those who write simple, interesting and useful books on some vital subjects. It is hoped that many gifted authors will respond to this appeal and produce books which will be really helpful to adult readers. Our thanks are due to the Literature Fund Committee of the N. C. C. for enabling us to offer these prizes.

Wherever there are Special Workers, there are Good Results

There are now 10 full-time, and 21 honorary secretaries in the churches of the two Council Areas. A conference and refresher course for such secretaries and other leaders was held at Bezwada for 5 days in November. And here we must mention a system introduced by the Lutheran Church. Every synod of the Church has a full-time secretary, with a committee to direct and assist him. The excellent results so far obtained in this Church are mainly due to this method.

The Director, besides revising and translating a number of books, conducted three-day conferences for workers in 39 centres, at which theoretical and practical training in adult literacy methods was given. He also visited several central villages in various missions, to help in rallies and campaigns. The appointment of the Director was

extended by the A. C. C. for a further period of two years, from June 1942.

Adult Literacy Committees have been Re-organised

The A. L. Committee of the A. C. C. and the Joint A. L. Committee of the A. C. C. and H. S. C. C. have recently been re-organised so as to provide better representation of the Churches and Missions. With one or two exceptions, A. L. Committees have been organised in every church area, and continue to be very helpful in systematising and conducting the A. L. work of their respective churches. The need for making the movement church-centred, rather than mission-centred, is continually being stressed.

Village Libraries are Needed

To enable literates to find a use for, and to keep up their literacy, it has been found that a village library is absolutely necessary. With this in view, a list of suitable books—Biblical and general—has been prepared by the A. L. Director and the Literature Secretary. This can be had on application.

4000 Women Learn to Read

From the reports received, it appears that an appreciable start has been made during the year in the teaching of women. It is, however, felt that much more could be done by educated women to teach their illiterate sisters. With a view, therefore, to inspiring and instructing women leaders regarding this problem, a conference for women delegates of the two areas is being planned to be held this year.

Adult Literacy Rallies prove an Encouragement

Rallies have been held in various centres, at which the new literates

from surrounding villages gathered to show their reading ability. On these occasions certificates and badges were presented to those who have learned to read, and who have taught others, have proved useful in stimulating enthusiasm. In the Lutheran Church alone, over 750 certificates were awarded during the year. This is a method to be strongly recommended.

The National Christian Council Helps Us

It would have been almost impossible to carry on this movement in the Telugu country without the help and guidance the N. C. C. so readily gave us. We are deeply grateful to it for its very generous grants towards [the A. L. Director's budget, production of literature, conferences, &c. In addition to this, the recent visit of one of its secretaries, Miss Ure, has given us much inspiration and encouragement.

Recommendations

I close my report with the following recommendations to the Churches and Missions, made by our committees at one time or another:—

1. That the Missions and Churches represented on the Council be urged to recognise the promotion of adult literacy as an integral part of their work.
2. That preachers, teachers and other workers of the Churches be urged to bring at least 10 adults per year to Bible reading standard, with the aim of making every full member of the Church literate.
3. That every synod, deanery or district which has no full-time secretary, appoint such

- workers to promote adult literacy in their area.
4. That refresher courses be given for all mission workers when they meet for Bible classes and summer schools.
 5. That—in view of the fact that experience has clearly shown that the campaign cannot be effectively carried on by mission workers alone—conferences for non-mission lay Christian literate young men be arranged to promote a wider interest in the teaching of the village community.
 6. That, as has already been done to some extent, one Sunday in the year be observed as Literacy Sunday.
 7. That arrangements be made to present certificates to those who have learned to read, and badges to those who have taught 3 others; as this has been found to be very effective in encouraging literacy.

WOMEN'S SERVICE LEAGUE

(*Mahila Seva Samaja*)

BANGALORE.

Special School for Adult Women

The Adult Women's School is one of the most important activities of the Samaja. The object of this School is to train poor and helpless women for some profession so that they may be able to earn their living. A number of helpless women has been benefited by this section. During the year the following pupils passed several examinations:—

S.S.L.C. Examination	...	1
Upper Primary Examination		4

Middle School Examination...	1
L.M.P. Examination	... 1
Teachers' Training	... 2
Midwifery Training	... 2

It is a source of satisfaction that all those who passed the L.M.P., Teachers' Training and Midwifery Examinations were able to earn their living by securing Government appointments and the rest are continuing their studies.

Religious and Moral Instruction

Religious and Moral instruction, based on religious literature such as the Mahabharatha and the Ramayana, and a varied selection, based on modern literature, is given every Friday.

Classes for Married Women

Classes for married women were organised to teach Hindi, English, Needle-work, Embroidery, Music and Painting and these classes were well attended.

Hindi Classes

A good number of women attended the Hindi classes during the year and were successful in several examinations: Visharada, Rashtrabhasha, Madhyama and Prathamica. The Hindi Day was observed, when Sri Vidyavati Sharma presided.

English Classes

The English classes were conducted during the year by Miss Louis. The pupils of these classes showed great interest in their work.

Music Class

This class is held three times a week. Pupils are prepared for the Music examinations. The Orchestra entertained the audiences at various functions of the Samaja. Sri Jayamna passed the Junior examination in Veena and Sri Gajalakshmi in Junior Vocal,

Painting Class

This class was conducted by Mr. T. G. Krishna Murthy. The pupils of this class turned out some very fine pictures.

Charaka Class

This class is held daily between 3 and 5 in the afternoon and is attended by about thirty women. This class is conducted by Mr. T. Venkataramaniah. The thread they spun was sent to Badanwal and woven into cloth which was given away to the pupils themselves.

Library and Reading Room

The Library and Reading Room continued to be popular and a large number of ladies made use of it. The weekly "Current Events" classes were continued and were very well attended. The members were given a brief summary of important events of the world with the help of pictures and illustrations. Papers and Journals in Kannada, Hindi, Tamil and English are taken. The Samaja continued to be a member of the Public Library during the year and borrowed books for the use of members. The library now contains about 2,000 volumes of English, Kannada, Hindi and Sanskrit.

MYSORE STATE.

Expenditure incurred by the Mysore Literacy Council on Adult Education.

	Rs.	A. P.
1. Stock of charts, readers I and II, Exercise books, pencils, etc....	10,000	0 0

	Rs.	A. P.
Kannada	8,000	sets
Urdu	2,000	..
Tamil & Telugu	1,000	..
	<hr/>	
	11,000	sets
	<hr/>	
2. Publication of the Adult Education Series	...	2,000 0 0
3. Grants to Bangalore and Mysore	...	7,000 0 0
4. Office expenses and conference	...	3,000 0 0
5. Stipends to volunteers and allowances to organisers (excluding Bangalore and Mysore)	...	15,000 0 0
	<hr/>	
Total	...	37,000 0 0
	<hr/>	

Programme of work.

1. Continuation of the work that is being conducted at Bangalore and Mysore and its extension.
2. Co-ordination of the work that is being done by several workers and institutions in the state.
3. Starting fresh classes in Kolar Gold Field area, in Town area and in village areas.
4. Rousing the interest of the people and move the local bodies to make grants and obtain the co-operation of educational institutions for literacy work.
5. Publication and stocking of literacy material.
6. Publication of the Adult Education Series.

ADULT EDUCATION IN THE BUCKINGHAM & CARNATIC MILLS.

(Miss M. D. Sage, Joint Principal, Buckingham & Carnatic Mills' Schools, Madras has kindly sent us the following for publication.—*Editor.*)

There have been evening classes for adult workers in the Buckingham & Carnatic Mills for over 35 years, and at present there is a large night School of about 300 adult workers. (It is in abeyance at the moment owing to War Lighting Restrictions. Keeping in the light in a classroom means keeping out ventilation). 140

In the School however there are no classes for "illiterates" the *lowest* class is Standard IV. How does this come about?

It is because the Management for 35 years have given their employees the opportunity of becoming literate if they chose to do so, and hundreds have taken advantage of the Scheme.

30 years ago the average age of the students in the Night School was 20 to 30, men who felt that it would be a distinct advantage to be able to write their own names in Tamil instead of having to make a finger print.

There was one old watchman who must have been a grandfather who came regularly to Night School till he could read and write in the 2nd Standard. The highest class in those days was Standard IV. The percentage of ordinary workmen who could read and write was very small indeed.

Some 18 years ago it was made compulsory for all the Halftime boys employed in the Mills to attend School for the other half day, and get some Elementary Education. Those who had gone to School early were per-

haps in the IV Standard before entering the Mills at the age of 12. When these became adult workers 3 or 4 years later, many of them voluntarily joined the Night School to keep up their reading or to extend it further.

This has entirely changed the character of the Night School and made it a continuation School for boys who have finished the day School. The lowest class is now Standard IV.

The Night School was always prepared to open lower classes had there been any demand for them, but as the School is for "workers only" there has been no demand.

The percentage of ordinary workmen at the present time, who can at least read and write in their own language, is very high.

In the present Night School students read up to the 8th Standard in their own language with Arithmetic and a little general knowledge and English as a second language.

After the 8th Standard a large number join the Supplementary Classes where they study subjects interesting to themselves, such as more advanced English, Workshop Arithmetic, civics, diet and Hygiene and they conduct dramas and debates on current events in both English and Tamil.

TRAVANCORE

(Mr. K. M. John, B.A L T, Organiser, The All-Travancore Literacy Campaign, Varkala, has kindly sent us the following for publication.—*Editor.*)

The All-Travancore literacy campaign was started in 1940 under the auspices of the Rural Uplift Centre, Varkala. Over 250 persons were trained in the quick-method of adult education in the Rural Reconstruction

Training Classes held at Varkala. The Organiser, Mr. K. M. John, B.A., L.T., gave lectures and demonstrations on this method at the summer classes at Marthandam and Irumphanangadu. Persons thus trained have started adult education centres at various places in the State. The Organiser demonstrated this method at the Workers' Conference of the C. M. S. and Mar Thoma Mission at their Head-quarters, and they have started campaigns on a communal basis. The S. N. D. P. Yogam, representing the Eshhava community, trained a number of their workers at the Varkala Centre and started an efficient campaign among their people. The Organiser of the All-Travancore Campaign also offered to give lectures on adult education at the Teachers' Associations and at High Schools and public meetings held under the auspices of School. The Director of Public Instruction issued a circular to all the Inspectors and Headmasters to give the Organiser facilities to demonstrate this method. Accordingly demonstrations were held in 22 out of 30 taluqs of the State and local campaigns started.

The University students also have taken keen interest in this nation-building work. As requested by the Pro-Vice-Chancellor of the Travancore University, the Organiser of the campaign, gave lectures on the method in 8 Colleges of the State and started literacy campaigns. Many of the students trained in this method did very useful work during the summer vacation. The campaign started by the students of the C. M. S. College, Kattayam has been very successful. The Y.M.C.A. is also co-operating heartily in the successful working of the campaign. Adult

Education training classes have also been held at many centres of the State.

ACTIVITIES OF THE SOUTH INDIAN ORGANIZING SECRETARY, INDIAN ADULT EDUCATION ASSOCIATION FROM OCTOBER 1941 TO JUNE 1942.

First Quarter: During this quarter with a view to make the I. A. E. A. known, addresses were given in about eight districts that I toured. Principals of Colleges and High Schools, Panchayat officers, Co-operators, Officers of Red Cross and Scout Organizations were all tackled. From the correspondence that is being received from various people, I have reasons to believe that the idea underlying the Adult Education Movement has struck root. My office served as an Information Bureau which collected most useful material from organisations all over the country and made judicious distribution.

Second Quarter: The special feature of work during this quarter was, with the co-operation of specialists to demonstrate the actual Quick Literacy methods to hundreds of teachers, students and co-operators and ways of diffusing the general knowledge through music, folk-dances, etc. During this quarter about ten rupees worth of literature were bought, and most of them were distributed either as sample copies, or in deserving cases, as gifts.

Third Quarter: As misfortune would have it this is the quarter in which due to circumstances over which I had no control I was not able to execute my work according to my forecast. Bearing in mind, and respecting the wishes

of the Executive and Council, I organized in North Arcot and Chittoor Districts five Rural Adult Education Societies the benefit of which would reach over eight villages of about 5,000 people through about 100 to 120 adult pupils in these places. I have recently got registers, books, villagers' calendars and posters which might come to twenty rupees, considerable portion of which a gentleman, an active participant in the work, has promised to pay for. I had hoped to organize students' groups, and to initiate work in certain places. This had to be given up—due to my domestic troubles of which I had duly notified. Preparatory work has been going on, and before the end of June there may be one or more societies formed.

The Future programme: 'Adult Education' in the real sense means Command at least of one language, and acquisition through books, pictures, charts, discourses, study circles, excursions and such other ways of working knowledge leading to a happy fuller life. Special training classes are necessary.

I. I am to-day addressing the District Magistrates of places I am hoping to develop work for necessary licenses required to be taken by the G. O. on the ban on Training Classes to promote Adult Education.

II. In places where I am convinced there will be sympathetic supervision, expert guidance and whole-hearted co-operation organization of Adult Education, societies and unions are contemplated.

III. Attractive leaflets are being

prepared for publication and distribution: Subjects are as follows:—

Prevention of white ants, havoc in mud houses.

Fire-proof thatched houses and sheds—ways of treating the thatch chemically through Co-operative enterprise.

Various lessons of scientific value in popular and simple language and songs on subjects related to Agriculture, Forestry etc. Already I have secured the services of several officers and specialists who are doing some work.

IV. Special posters are being prepared, and posters available in other parts of the country are being reproduced with necessary permission from the Institutions concerned, and

V. A News Bulletin in Tamil from July is proposed to be sent out.

By these and in other ways such as systematic propaganda in shandies, (weekly market gatherings) dramatisation, etc., great ideas are to be spread. A gentleman who is pleased to appreciate my organization work has asked me to prepare lists of suitable books for circulating libraries, and for post literacy courses I am doing them now. If the work on the whole has lacked continuity and ideas spread have not expressed themselves in more well defined ways, it is due to war conditions, exodus of people from Madras and other coastal cities to the mofussil, and abnormal conditions arising therefrom. Conditions are bound to be unsatisfactory for sometime to come but we have to make the best of them

STUDENTS AND ADULT EDUCATION

(Mr. P. C. George, B. Sc., University College, Trivandrum has kindly sent us the following for publication.—EDITOR).

In March 1940, Mr. K. M. John, B. A. L. T. Headmaster, Training School, Varkala, Coworker of Rev. J. W. Rasaalam, Adult Education Secretary for Kerala, came to our College (Kottayam C. M. S. College) and spoke to us on the necessity of Adult Education. The lecture was very much admired by both the staff and the students and the College Social Service League passed a resolution at its preceding meeting to conduct a "Literacy Campaign" under the auspices of the College Social Service League. The principal suggested that it would be best if some one would join the Adult literacy teaching class, which was to be held at Varkala, a fortnight afterwards. The Secretary, P. C. George volunteered to go to the class.

Outline of Work

Although, a good number of students promised to join the campaign, only 52 (fifty-two) students, irrespective of caste, creed or sex, were able to turn up regularly for the "preparation classes" and they were supplied with charts and other necessary materials for the work. Most of the volunteers belonged to different villages and towns. The motto of our work was "Each One Teach One." The league expected every volunteer to teach at least one adult in the course of the holidays and to submit a short report of his work to the Secretary. Accordingly we began our work. We found it necessary to change certain words and usages in the charts because of their strange usages in different parts

of the country. Many felt it difficult to finish the work in the course of a fortnight and certain members took as much as a month and a week to complete the work. We felt very happy when we came to learn that our group was able to teach 102 (one-hundred and two) adults, belonging to different castes, mostly Harijans, and of different ages. Most people who got the benefit of education were between thirty-five and fifty. The women students mostly taught old-women servants. These records were still more fascinating. The adult-students, most of them, wrote in their own hands, their names, ages and native-places and the teacher's name, in the small pieces of paper which they sent to the office. Thus we were able to lead all other institutions in the University with regard to the work towards the literacy progress of the masses.

Immediately after the holidays, in September 1941, the authorities of the Student Christian Movement invited the Secretary and a few other friends to discuss the necessity of Adult Education, in one of the Camp-meetings. The talk was able to arouse among the members, a shameful confession of the low standard of literacy prevailing in our country at the present-time.

The Social Service league, then experimented these charts on the Waifs and Strays for they were then conducting an evening School and entertainments and it proved to be unsuccessful. We were not able to teach even one among them through the medium of these charts. It was due to many reasons:

1. The immature age of the boys who were incapable of grasping the common words in use.

2. Most of the students had some elementary knowledge of the first few lessons in the First reader and the new charts appeared to them Greek and Latin.

3. The impractical method of "Each One Teach One" almost tempted the patience of the volunteer who could not find any more time for any other item of instruction to the boys.

4. The difficulty of getting a good number of volunteers every day to give individual tuition to the boys.

The Secretary had the good fortune to stay with the Senior boys of the Alleppey Jubilee Home for Waifs and Strays for three months. There were more than a dozen School-going children and more than an equal number of boys who work in the Weaving Section, the Tailoring Section and at the Cobblers' leather works. In the course of his stay during last mid-summer holidays, he was able to teach 5 boys both to read and to write of whom 2 were Muslims, 2 Christians and 1 Hindu.

Aftar they were able to grasp the letters in the charts, the adult-students were asked to read the cinema notices. More advanced individuals were asked to read the head-lines in Malayalam newspapers which mostly relate to the War situations which undoubtedly roused their curiosity.

It is really encouraging to note that the student world is realising, although very slowly, their prime duty towards the illiterate masses is to give them a part of the great opportunity they had of learning and culture, to contribute their full share towards the building up of a thoroughly cultured and literate India. We know, our efforts were not fully successful and we do not boast

that we did our uttermost. But we are glad that we did not miss the opportunity we got to give out of our cups, a few drops to the needy and the ill-equipped.

ADULT EDUCATION FOR SCAVENGERS IN VELLORE COLONY

(Y. M. C. A. in co-operation with Voorheese
College High School, Vellore)

BY M. JAMES SUDARSANAM,

*Social Work Secretary, Y. M. C. A. and
Asst. Voorheese College
High School*

Dr. Mason Olcott, who was responsible for various types of educational activities had expressed a wish before he left India four years ago that some type of social work including promotion of Adult literacy should be done for scavengers in their own quarters. The Y. M. C. A. took the initiative, and tried to do some work. After several futile attempts covering a period of one year on 24th November, 1941, a night School was started. Mr. S. D. Collison, the Honorary General Secretary of the Y. M. C. A., Mr. S. D. Sowri, the Physical Director of Voorheese College, Mr. Anandakey Sundaram the Resident Secretary of the Y. M. C. A. and Mr. James Sudarisanam, the social work secretary have been tackling the work notwithstanding numerous reverses, which had for frequent periods set the work at nought. The Telugu Students of the Voorheese College High School Hostel have been enthusiastically helping in the work. There was a poor young man of the Community with third form qualifications whom the Y. M. C. A. paid an honorarium of Rs. 2 a month.

He left us, and another person is likely to take his place.

The strength on the day of starting was 22 all of whom were complete illiterates. They are all of the Madiga Caste. They are usually of questionable character and of low intellect associated with moral depravity. Most of them are employed in the Vellore municipality and elsewhere. The one redeeming feature however is that they realise the value of being literate, and are to some extent actuated by a desire to learn.

Mr. P. M. Gopalakrishnan, the organising secretary of the I. A. E. A. visited the area for a second time in the year on 23rd June, 1942 and gave an informal talk encouraging the people not to lose heart by extraneous circumstances but to plod on however meagre the resources at their disposal may be. Arrangements are being made to systematise and develop the work.

NEWS

Mr. J. M. Steeves, M. A., Secretary of the Department of Education, writing from Poona explains at some length the adult education activities of the Mission. He states that it is a new venture primarily meant to "promote adult literacy on the basis of missionary endeavour, that is, young people's organisations, schools and church members have all been urged, on the basis of its being good missionary work, to take an interest in teaching some fellow-believer who is illiterate to read. I would not want to suggest by this that the effort is only for our church members, for the effort must go much farther than that, but in many cases

the immediate objective was the illiterates within the church itself. The method that we have tried to follow, and it has been recommended by our Department, is the material put out in the various provinces based on the Laubach Scheme."

Mr. Steeves thinks that this important phase of educational activity must not be an optional missionary endeavour as has been the case but must become a regular Scheme of the Department of Education. Then he deals with practical difficulties of the kind we often meet with and observes "that some of our most pleasant cases have been where children have taken the opportunity to teach illiterate parents, or where a missionary has taught his illiterate servants." Then he goes on to describe one school which is somewhat typical of any organised effort that they have attempted in the villages. The work refers to "a village in the Shaikhupura district of the Punjab where we have a local church, and a day School, with a local worker in charge. He conceived the idea at using his school with its facilities for the benefit of all those who would like to read, and he operated his reading class from 9 in the evening till about 11 p.m. He had a regular attendances of about 60 but 90 were altogether reached and helped to a degree. In his work he used elementary reading books, and later scripture as the reading matter. The group was divided into classes according to their progress. Members of the advanced sections would help beginners and he improvised simple standards of examination which were administered to show whether a person was actually able to read his scripture

lesson. Over the period of a year about 40 of the group became definitely literate. Judged by the standard of

being able to read their daily lesson and study their Sabbath School lessons."

P. M. GOPALAKRISHNAN

Book Review Section

The Medium of Instruction by Mr. S. M. Agarwal with a Foreword by Mahatma Gandhi. pp. 55. As. 12, Kitab-istan, Allahabad.

As Gandhiji says in his Preface, this little book is timely and should go a long way in dispelling fear and distrust about the possibility and desirability of giving the highest instruction through the mother-tongue. Mr. Agarwal believes "That the medium of instruction in all stages of education including the Universities should be the mother-tongue is but the simple affirmation of a fundamental psychological principle which has been recognised and is being followed in all the free and progressive countries of the world."—(Page 8). He proceeds to discuss the friendly tendency in the Indian Universities towards the adoption of the vernacular as the medium of instruction and puts the position of some of the Universities in this regard in 2 brief pages. He is not opposed to the study of English. On page 41 we read "I do not want English to be exiled altogether from the schools and colleges in India. It can remain a compulsory subject and the students may certainly study the English language and learn it well. Our young men, therefore, will not suffer from any handicap so far as State services and public life are concerned. But I see absolutely no reason on earth why Indian students should be obliged to obtain all their knowledge through the English language."

He believes that the necessity of studying through the English medium has resulted in a separation between the University educated Indian and the masses. While we are in sympathy with this position, we would like to know whether Indian history shows any where that before the imposition of the English medium on us there were no differences between the classes and the masses. In our enthusiasm to advocate a worthy cause we should not use hyperbolic language. But Mr. Agarwal does tend to indulge in it, and this is perhaps a serious weakness of the booklet. All the same there is much truth in what he has to say. Take for instance the following from page 27. "If the educational system in India had been more natural and scientific, we would have not witnessed the sad spectacle of a wide and almost unbridgeable gulf gaping between the leaders and the led. The Indian masses have almost nothing in common with the educated classes; they may listen to them and admire them, but they cannot regard them as their patterns. That is why almost all the schemes launched by the educated hierarchy have failed to penetrate the masses." The following about the attitude of Japan and China towards the use of English needs to be pondered by every Indian educationist. "Japan to-day has been able to challenge the Western powers not because it has slavishly followed their language and culture, but

because the Japanese had the power and the vigour of adapting the Western qualities to their national circumstances. They spread the good points of Western culture in their country through their own tongue and the masses imbibed them without much difficulty. Both in China and Japan English is taught compulsorily in the colleges besides German and French. But the Japanese and the Chinese know how to respect their own languages." (p. 26.)

The author puts forward practical suggestions for making provision in the various language areas for teaching through the media of different languages. It is a practical little brochure and we commend it to our readers.

The Northern India Observer: A monthly Review consisting of about 50 to 60 pages and devoted to a wide range of subjects viz:—Politics, Education, Commerce, Art and Literature, and priced at 6 annas a copy. (Annual subscription Rs. 4.) Available at the Punjab Central Book Depot, Lahore.

This North Indian contemporary will be interesting to the lay as well as the professional reader though it is meant primarily for educational circles. It contains articles and comments by leading men in their respective subjects, and covers a good deal of ground untrodden by most magazines of the kind. The very fact that it deals with such varied and vital subjects as enumerated above, is proof enough that it caters to a variety of tastes and inclinations of the reading public.

Hindi Bibliography: An annotated Hindi Bibliography, containing notes

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Mrs. Junkison, reported in *Bookman*.

An Adult Education *Stall* in the Sree Chitra Exhibition was a great success.—*Travancore*.

The Head Master of a High School has offered a *Silver Medal* to the individual in the area who teaches the largest number of illiterate adults to read and write during the year. *Certificates* made by hand with red ink and decorative trimmings are given in one area to those who learn.—*Orissa*.

A set of 20 Adult Literacy *Lantern Slides* was procured from the Y. W. C. A. at a cost of Rs. 30. They proved to be of great help.—*Santal*.

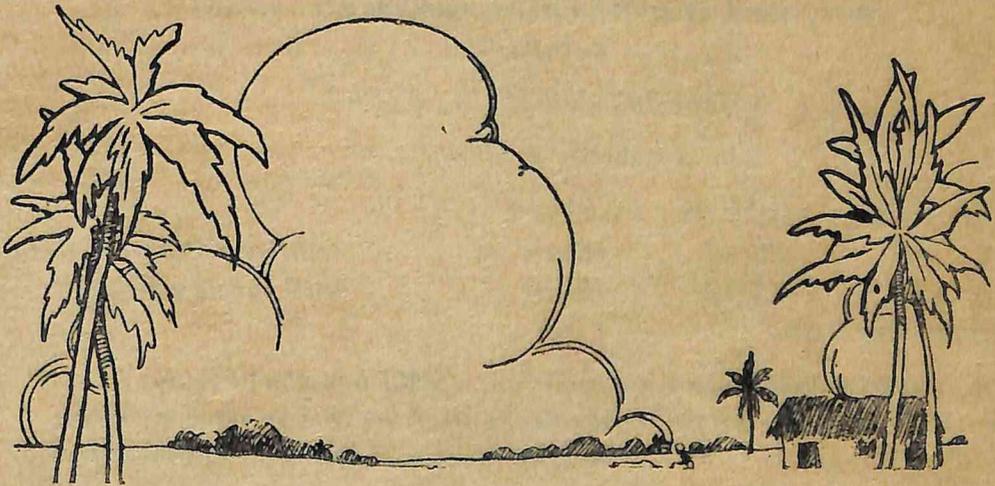
Rallies have been held in various centres, where new literates from surrounding villages gathered to show their reading ability. On these occa-

sions certificates and badges were presented to those who have learned to read and who have taught others. In the Lutheran Church alone 750 certificates were awarded during the year.—*Andhra*.

Another reason for this high percentage of literacy is the large attend-

ance of adults in the Sunday Schools in the villages, special classes being held for those who wish to learn to read.—*Khasi Hills*.

Don't give books free-- one tried a *Loan Fee* and if book came back in good condition the anna was returned or applied on another book.—*U. P.*



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VOL. III

NO. 6

THE INDIAN JOURNAL

OF

ADULT EDUCATION

Approved for use by educationists and institutions by the Governments of
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Punjab, Sind, U. P., and others.

OCTOBER, 1942

EDITOR:

RANJIT M. CHETSINGH.

FRIENDS' SETTLEMENT, HOSHANGABAD, C. P.

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All contributions should be written (preferably typed) on one side of the page only and should reach the Editor by the **25th of each even month** for inclusion in the next issue.

Contd. on page 3 of cover.

SAMPLE

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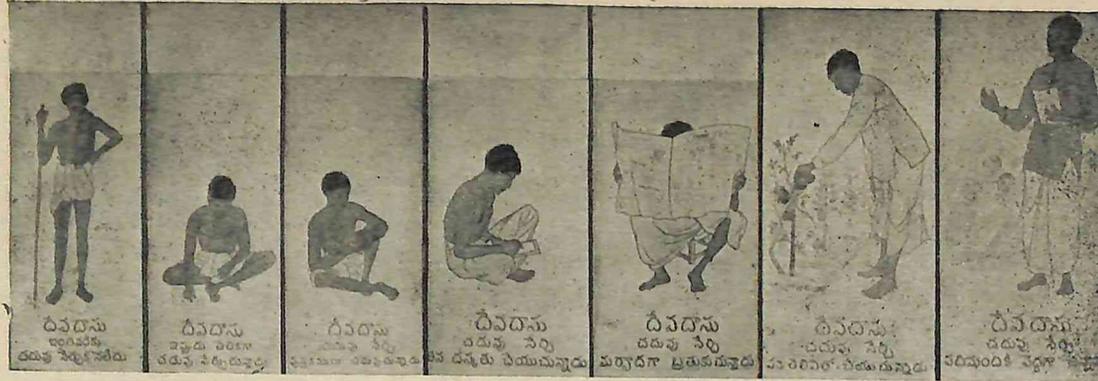


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3. Reading for the man ; gymnastics for the boy.
4. Where the housewife is blind, goodbye to the pots.
5. A barber out of work shaves a cat.

*Enquiries regarding these Posters will be welcomed by the Adult Literacy Director of the A. C. C. and H. S. C. C., Mr. K. J. G. Sundram, Dornakal, N. S. R. (Deccan)



Adult Literacy Campaign Posters.

Set 2. The Literate's Progress.

1. Devadas has not yet learned to read.
2. Devadas is now learning to read.
3. Devadas reads a book.
4. Devadas signs his name.
5. Devadas gets a sense of self-respect.
6. Devadas puts more intelligence into his work.
7. Devadas becomes a leader among his fellows.

THE INDIAN JOURNAL OF ADULT EDUCATION

VOL. 3

OCTOBER, 1942

NO. 6

Editorial Notes

29 ADULT EDUCATION IN THE ARMY

The distinguished London Weekly, the *Spectator*, continues to bring us in India news of what is of more than passing interest in the life of the British nation now organized on a war basis. Its Column writer *Janus* has the following in its issue of June 19th:—

The Army Bureau of Current Affairs: "A. B. C. A.—the Army Bureau of Current Affairs—is one of the most hopeful innovations of this war, and the report which has just been issued on its first eight or nine months' working shows that the initial hopes were not misplaced. The aim of A. B. C. A., as its name implies, is to make the average private understand the world he is living in, the cause he is fighting for and the nations he is fighting side by side with. The method is lectures, not by eminent experts from outside, but by the regimental officers, each officer as a rule dealing with his own platoon, who themselves rely in the first instance on two admirable bulletins, War and Current Affairs, prepared by the War Office for this specific purpose. Units are not compelled to arrange these lectures, but some-

thing between 60 per cent and 80 per cent do arrange them, and the general conclusion reached is that the average standard of the talks is higher than might have been expected, that the men on the whole decidedly appreciate the innovation, and that the talk that goes best is one that slides off naturally into a general discussion, with the officer evolving from a lecturer into a chairman. It will be interesting to see what effect a year or two of this has on the demand for adult education after the war. Mr. W. E. Williams, secretary of the British Institute of Adult Education, is the head of A. B. C. A."

We wish the Government of India would also awaken to the wisdom of learning something from practice in Britain. Britain is interested in the prosecution of the war at least as much as the Government of India. Let them not refuse to learn at least from those whose henchmen they are. The report of Mrs. Ray to the All-India Women's Conference which will be found elsewhere in this issue includes the following:—

"In these days when there is a likelihood of great dislocations in the

country and the populace has to be prepared to avoid panic, it is of the utmost necessity that education should be imparted without delay. If centres for educating adults are formed those would be a nucleus for preparing them to cope with the crisis which lies ahead."

OUR DECEMBER ISSUE—AN INVITATION

With this issue this Journal concludes three years of service. We are

now assembling material for the December issue. We shall be glad if our readers will help us by sending, or causing to be sent to us, reports of concrete work of which they have knowledge in their respective areas. We are particularly anxious to make available to workers in different parts of the country the experience of specific experiments conducted by adult education workers in their own localities. Special articles are also being secured for this issue.

All-India Adult Education Conference

The Association has arranged to hold the next All-India Adult Education Conference in **INDORE** during the Christmas vacation. The Conference will meet for a day and

a half separately, probably on December 27th and 28th, and will then join in the meetings of the Conference of the All-India Educational Federation.

Education in British India

1939-40

[The following facts taken from the Government of India publication 'Indian Information' are of interest. It will be noticed that the compilers make no mention of adult education in any shape or form.—EDITOR, *I J. A. E.*]

Young Literates

Altogether 11,30,062 boys and 2,57,027 girls reached the literacy stage during 1939-40, according to the survey of the progress of education in British India. This marked an increase over the previous year by 12,842 boys and 18,469 girls.

The number of primary schools for boys in 1939-40 was 1,61,810 as compared with 1,59,281 in 1938-39, showing an increase of 2,529. The number of

primary schools for girls, however, decreased by 541. Enrolment of boys and girls during the year under review advanced by 3,53,262 and 2,22,065 respectively.

The year also witnessed an increase of 1,527 special schools for boys and of 201 for girls. The number of boys under instruction in these schools rose by 45,429 and of girls by 5,818.

There was an increase of 287 in the number of middle schools for boys (both English and vernacular) and of 75 in the number of such schools for girls. The enrolment of boys in these schools advanced by 51,937 to 11,76,928 and of girls by 21,598 to 2,26,385.

High Schools and Colleges

The number of high schools for boys increased from 3,129 in 1938-39 to 3,246 in 1939-40, showing an increase of 117. In the case of girls' schools the increase was 48 from 417 in the previous year to 465 in the year under review. The total number of boys reading in high schools rose by 64,228 to 11,08,509 and of girls by 16,410 to 1,47,379.

The total number of arts colleges in the whole of British India, both for men and women, rose from 289 in the previous year to 304 in 1939-40. The number of men under instruction rose from 1,00,770 to 1,09,921, showing an increase of 9,151. In the case of women, scholars in arts colleges in the

previous year numbered 7,976 and in 1939-40 they were 9,615, showing an increase of 1,639.

The number of professional colleges increased by two, from 79 in 1938-39 to 81 in 1939-40. The total number of men under instruction also went up by 1,593 and of women by 92.

Total Expenditure

The total educational expenditure in 1939-40 was Rs. 29,08,76,000 as compared with Rs. 27,81,99,000 during the previous year. The share of public funds in the *increased* expenditure was to the extent of Rs. 79,17,000, of fees Rs. 46,35,000 and of other sources which include private benefactions, Rs. 1,25,000.

30 National Progress and Adult Education

BY S. M. ISHAQUE, I.C.S.

[The Director of Rural Reconstruction in Bengal has contributed a reasoned plea for adult education in the shape of a Foreword to a Manual for the guidance of literacy workers recently published by the Bengal Government. We reproduce it below for the benefit of our readers —EDITOR, *I.J.A.E*]

I consider it, indeed, a privilege to write a foreword to this very useful Manual* which the author, Rev. B. C. Mukerji, has produced for the guidance of teachers and workers in adult education. The Manual, I have no doubt, will go a long way to meet the keenly felt need of simple but adequate and easily adaptable instructions on Dr.

Laubach's technique of the *key word method of teaching adults*.

ILLITERATES INCREASE

The problems that face the masses of Bengal, as indeed of most other parts of India, are both diverse and difficult. They are poor, ill-fed, ill-clad, disorganized and sick in body and mind. But baffling as each of these great problems is, none seems to me of greater consequence than their colossal ignorance and illiteracy. There is a saying, "knowledge is power" and of this, these poor folk have indeed very little. And unfortunate as it may seem, the volume of this poverty of ignorance and illiteracy is steadily

*A review of the Manual will be found in our Book Review section,

growing. Take, for instance, the last decade. In 1931, the percentage of literacy in Bengal was approximately 11 per cent of a total population of about 5½ crores. In 1941, the percentage rose to 14 per cent of a total population of about 6 crores. The number of illiterates in 1931 was thus 4 crores and 90 lakhs, while to-day it is 5 crores and 30 lakhs, *i.e.*, 40 lakhs greater than 10 years ago. Why? Much has been done both by Government and the public, but the results have not been at all encouraging. The terrific wastage in primary education it would seem has eaten up most of the energy and effort and as yet no effective remedy has been discovered. But we are too poor to afford it and as such, will not it be worthwhile to sit down and examine if a system radically different from the old and more within the limited resources of a poor country like ours, could be given a fair trial, if not as a rival, at least as a valuable supplement to it?

PRIMARY AND ADULT EDUCATION

I realise that any suggestion that primary education has failed and that adult education offers better prospects, would sound sheer madness. All the same, I must confess, I do honestly believe and do not hesitate to say so that, as a temporary measure and without serious and permanent detriment to the everlasting problem of primary education, adult education seems, for the present, more important to our country than primary education. It is an effective solution of the problem of primary education itself. I mean no harm to primary education, but I am

convinced that it is *not all-important*. My reasons are quite simple.

(1) It has been conclusively proved that an average adult can learn in less than one-fifth the time required for an average child and this, in a poor country like ours, is certainly a matter of the greatest consequence.

(2) The adult is the effective citizen of to-day and so the effect of adult education will be almost instantaneous, another matter of very great importance indeed particularly when the acute struggle for existence and the law of the survival of the fittest are constantly hammering at our doors and crying hoarse at us for speed, more speed and still more speed.

(3) It is extremely rare, if not almost impossible, to find educated or even ordinary parents who have, even though they themselves may have had to starve, suffered their children to remain illiterate. In other words, in the absence of compulsion, adult education is the best guarantee that children shall get primary education, and also the most effective remedy of the terrific wastage which has become a permanent feature of primary education in most parts of India.

(4) Adult education does not interfere with the normal routine of work either of the pupils or of the teachers, and as such, if the country agrees to spend even half of what it does on primary education for children the results, I am sure, will be enormously greater.

(5) If education is at all a blessing wherein lie hidden the best treasures

of human culture and civilization and the key to human power, it is extremely unfair that those unfortunate men and women who fill the coffers of the State and sustain by the sweat of their brow, the entire social structure of to-day, should be deprived of the benefit of education for the simple reason that they have passed a certain age or because those in control of their destinies think that it is a safer and sounder investment to educate the children, forgetting that many of these unfortunate men, at least those who are below 40, have still got very many years of effective life to live and during this period it is they who will matter and who in actual practice will mould the destiny of the future generations also.

But like all other things, adult education has to be conducted properly. It has its own technique, and needs its own literature and unless that technique is followed and the teachers properly trained in that technique, it cannot be expected to produce desired results. It is this difficulty which more than anything else, has up till now been an insurmountable obstacle in the path of adult education in this province. Thanks, however, to the author who has come to the rescue. The Manual he has produced, I am sure, will enable many of the village teachers and workers to pick up the new technique themselves and will go a long way to improve the position.

SOME PRACTICAL HINTS

Perhaps it will not be out of place to mention that adults cannot and will not attend schools regularly. After a day's work, people have a right to en-

joy some leisure and during certain periods of heavy agricultural activity many of the villagers find themselves so tired that it would be real hardship to expect them to take lessons in the night. That is one reason why attendance in adult schools is not very regular. The remedy is that the schools should function more as a place of recreation than of taxing lessons. During normal times they should function as schools only four days a week and on the other three days entirely as a social club and even during the school days there should be periods of relaxation, gossip, smoking and fun in between the lessons. Unless this is constantly kept in mind, the night schools will not be a success. The following instructions taken from Bulletin No. 3 may perhaps be quoted with profit:—

(a) The teacher must create interest in the lesson and make the school so interesting that, once an adult has attended, he would never like to miss it again.

(b) The adult pupils must be treated with respect as equals and not as inferiors. The lessons should be simple, interesting, instructive and useful.

(c) The adults respond best to the key word method supplemented with pictures, and they have to be taught one at a time. The teacher shall take one pupil and having taught him a word, shall ask him to teach another independently, the teacher himself taking the third. In this way, teaching will proceed in geometrical progression. This gives confidence to the newly taught and makes learning interesting.

(d) If it is found that the primary education school is situated so far off that the girls cannot avail of it, the village hall may be utilised for girls' school also, sitting in the morning, and the same teacher may run both.

(e) It is necessary to emphasise once again that the teacher is the pivot of the whole scheme. He must be very enthusiastic, interesting and inspiring and, as far as possible, duly trained.

(f) His appointment should, therefore, be made with due care by the working committee of the society and should be periodically reviewed.

(g) His remuneration may be fixed at Rs. 3 per month and extra, if he teaches the girls also. The cost of contingencies will not exceed Rs. 2

per mensem and this sum of Rs. 60 a year must be the first charge on the available income from the Village Development Fund.

In conclusion, I would once more mention the name of the author, the Rev. B. C. Mukerji, and record my most sincere and heart-felt thanks and congratulations to him for producing such a useful Manual and at a time when all other avenues of getting over the difficulties seemed to me closed and the air chilly and suffocating. He has proved a saviour of adult education and I have no doubt that not only the teachers and workers of the 20,000 adult schools in the province, with their 5 lakhs of pupils, but generations of men and women to come, will honour him as the greatest benefactor of adult education in Bengal.

The Mental Health of the Grown-up Person

BY ANJIVEL V. MATHEW, M. A.,

(Continued from the August issue)

[To the adult education worker Professor Mathew's study of the struggles of the adult to gain the status of a "Grown-up Person" is of peculiar interest. The aim of adult education is the development of personality through knowledge. In this task the mental problems of the adult educand must be studied and kept in view. If the "labour population" of India is to be served by the adult education movement the questions discussed below must not be ignored.—EDITOR, * I. J. A. E.]

The Instinct of Fear

Now let us take into consideration the sublimation of the instinct of fear.

*Part of a chapter from a forthcoming book.

Fear is very necessary for life,—it is not an instinct that has outstayed its usefulness, as some psychologists have a tendency to suggest. It helps us to avoid unnecessary dangers and saves us from wastefully reckless enterprises. This is the natural direction of this mental mechanism. Its perversions are numerous. While objective fear, fear of naturally dangerous objects is helpful when kept within bounds, there are unnatural fears known as anxiety and phobias. Anxiety is a timid general condition of the mind, and an anxious person is not able to give his natural unselfconscious atten-

tion to any situation that demands clear thinking or consistent, steady activity. Phobias are fears of objects that should normally occasion no fear in a person. This kind of fear may be directed towards an animal, an open space, a closed door, a strange looking person, etc. Compulsions and obsessions also are forms of perverted fear: if a person does not do a thing in a particular way he thinks that some harm may befall himself or others. This too is a form of fear. While a phobia is a fear *to do* a thing, a compulsion is a fear *not to do* some unessential thing.

With the advance of years certain changes take place in regard to the object of fear. While the children and adolescent folk are afraid for themselves, the middle aged people who have families to look after are in addition, afraid for the safety of their wives and children. During days of war everyone who has some close relative on the front, or in some danger zone, has reason to be afraid; but some persons are so taken up with the possibility of danger to their dear ones that they cannot sleep nor can they relax mentally when they 'take rest.' Or again there are those to whom a parting brings about hysterical convulsions of the mind or body or both. These extreme forms of fear and anxiety for their dear ones are reflections of fears and anxieties that existed from earlier days, often with regard to their own selves. It is not impossible that a hidden sense of guilt or a hidden sense of frustration was smouldering for some time, possibly from the days of youth or even still

earlier, and that this old fear or guilt or anxiety comes out now in the form of over-anxiety regarding their dear ones.

The victory over such fear and anxiety comes through the individual recognizing what was particularly wrong with him in the past, acknowledging past mistakes to ones self (and to others where such confession is necessary), getting a new sense of values, and thus living, in short, a re-educated life. Sublimation of fear is found when a person is reasonably careful not to do a mean or reckless thing, is afraid to prove unfaithful to his own cherished principles, and has a holy fear and awe of God with the sense of joy that accompanies this "fear of the Lord (which) is the beginning of wisdom" and of triumphant hope.

Similarly we could have dealt with several other instincts such as those of curiosity, hoarding, constructiveness, etc. But space forbids and we pass on to the sublimation of another instinct, the instinct of sex. As a matter of fact when the psycho-analysts talk of sublimation, they have in mind particularly the sublimation of the instinct of sex.

The Instinct of Sex

The natural end of the sex urge is reproduction. Perverted directions of the sex urge include forms like narcissism, homosexuality, sadism, masochism, masturbation, etc. The sublimation of sex is hard,—harder than perhaps the sublimation of any of the other instincts. In order that subli-

mation may be achieved the subject must be willing to exercise a good deal of self-control. We have already seen that modern psychology does not advocate complete indulgence, nor does it say that self-control is, as a rule, harmful. Even married people, who have scope for indulgence, need to exercise self-control and bring the resurgent affect under the control of the conscious mind. So the first condition of sublimation of the dynamic urge of sex is that one should believe in the need and possibility of self-control.

But the need of self-restraint has been recognized from early times, and moral systems insist on it. What has modern psychology then to contribute towards sublimation? It tells us of the importance of recognizing the true nature of the dynamic urges of one's inner life. A morality that places all its stress on self-restraint, ignoring the urgency of the inner drives, is likely to defeat its own purpose. Modern psychology tells the subject to recognize his true nature, which consists of a number of dynamic urges as well as a desire to lead a socially acceptable life. It is no use ignoring the animal nature of man. Sublimation is possible only when a person recognizes his primitive impulses as part of himself, accepts his true nature, and then finds some scope for its exercise in a way that conforms to his moral sense and to his conception of what he owes to the healthy life of his society.

Sublimation does not mean tiring oneself out in any kind of vigorous

physical activity; it means engaging one-self in congenial activity rather than in tiring enterprises—congenial to one's own personal tastes and aptitudes, and congenial to, that is to say, in conformity with the nature of the instinct that is sought to be sublimated. The sex instinct is a creative instinct, and it can be sublimated successfully only in so far as the substitute line of activity is creative, just as the fighting propensity can be sublimated only when there is some scope for the spirit of combat to be exercised. Again a sublimated activity should as far as possible be socially useful. A childless man may delight in building a number of beautiful buildings, but if he keeps them closed to be only occasionally opened when he visits that place, they are not likely to give him as much satisfaction as when he builds them for public use. Or he may see his bank accounts grow, as another one sees his children grow; but he cannot get the satisfaction which the second man obtains even though the latter may be poor. An unmarried lady may spend her time in rearing terriers and Persian cats, or may attend to the sick in the hospital or teach in a school. The first kind of occupation gives her some satisfaction undoubtedly, but it cannot give her as much satisfaction as when she does a thing that keeps her mind and body engaged in a socially useful occupation.

The sex problems of the grown up persons are in some respects different from those of the adolescent. But in the case of both it is true, as Dr. F. G. Crookshank observes, that "the sex life of an individual is a working model

of his whole life: a revelation of his life plan," and that the actual muddling made by any one of us in response to the sexual demand is not really a sexual error, but the outcome of a life-line, early laid down, and steadily adhered to throughout the successive stages of development."³ In other words the problems of sex are an expression of a person's style of life. This is the theory of Adler, and I do not see anything in Freud to show that it is an incorrect view. On the other hand this is a kind of amplification of Freud's repetition—compulsion, the theory that an act or mode of thinking or feeling tends to become immobilised into a habit or attitude.

Those who are accustomed to derive satisfaction from the recognition, love or regard of others are inclined to look for the same experience from life partners.

Mr. Sykes was regarded with more than ordinary favour by his superiors and friends. His gentle and unassuming manners endeared him to them, and he basked in their favour. He married and was regarded to be a devoted husband. After a few years his wife died. Soon after her death he began to look out for another wife. He said: "I have much work to do, and when I come home I want somebody to pet me." His first wife was doing some remunerative work, and he wanted someone to carry on this work too. A wife, if a suitable one could be found, would do both these

services. So he married again within a year after his first wife's death.

Mr. Biki was regarded as an active public worker. He had a will of his own and an impetuous energy. But his fellow-workers were mostly men of inferior ability, persons who would follow his lead in all respects. Those superior to him he would leave to themselves. He had a wife and children; but he said he would have been glad if he had been unencumbered. At the same time, he was quite content to have the kind of wife that he had; he said, "Though she is not highly educated, she is loving and faithful, and I get home comforts when I come back from work."

Now these two cases represent a very common attitude on the part of those, especially in the middle years of life, who seek marriage. In marrying they want to have comfort and home pleasures. This is not an ideal motive, for those who seek marriage cannot be the happiest when one seeks it primarily for what one can get out of it. Such marriages need not all be unhappy because often there are other redeeming features which save such marriages from shipwreck, such as consideration and sympathy on the part of one towards the life-partner and the conception that one cannot be happy without making one's partner in life also happy.

There are some persons who are sexually very active who do not find an equal response from their partners.

Mr. Suryaswami was a doctor who had seen many ups and downs in his

*F. G. Crookshank: *Psychology and the Sexual Problems of Adolescence*, in the quarterly *Psyche*, July 1930.

life. He was virtually an adventurer, and though once he had enough money for a middle-class man he lost it all through financial adventures. He had a number of children, more than half a dozen. One day, however, when he talked about intimate matters, he said, "My wife is cold and rather passive and that is how all this trouble has come over me." Though she presented him with a numerous quota of children, this was his experience of her sex attitude.

Such persons try to keep themselves engaged elsewhere to secure the satisfaction they cannot find in the measure they expect at home. Marriage is not an answer to all sex problems, and even the married folk have to seek sublimation.

It is well-known that Count Leo Tolstoi's home life was not very happy after his embracing of his new way of socialist life, and it is usually regarded that this family unhappiness was due to his wife not sharing his socialist views. This is true; but not the whole truth, as can be seen from Tolstoi's life written by Dillon where he gives extracts from the diaries kept separately by the Count and the Countess. The Count had lived a fast life in his early years, and then he married a girl younger than him by about sixteen years. Their married life was happy for a number of years, and then started Tolstoi's experiments with socialism and asceticism, which were so disconcerting to his wife. He began to teach and write that all sex relations were wrong—a fact that left the comparatively young Countess sexually starved. This was, perhaps, a greater source of trouble in

Tolstoi's home than his economic experiments. The Countess felt entirely frustrated when, as she has put it, Tolstoi craved more and more for glory and never more cared to satisfy her womanly desire. Once, after yielding to her desires—it happened evidently more and more rarely—he noted in his diary: "We committed sin." No wonder that the Countess harassed her husband in season and out of season in other matters, where she could ventilate her feelings with less reserve.

No married man has a right to take a vow of celibacy, even with the permission of his wife, *and then to expect* that their home life would be as happy as ever before. In some exceptional homes where the husband and wife have both a high enterprise to follow and means of sublimation to express themselves in, such a vow may not produce untoward results; but where one partner is sexually hungry and the other does not want to respond, the consequence is bitterness, bickerings and mutual recriminations. It may even be that the husband and wife who thus quarrel do not understand in a self-conscious way that their unhappiness is due to the sense of sex-frustration of at least one of them. Such quarrels and bickerings do take place occasionally even where married persons are normally sex-adjusted; but in the intimacy of their mutual affection they are able to bury the past in the renewed symbols of their regard for each other. But when this intimacy is lost, one of the greatest pacifying and reassuring and reuniting factors of common life is gone; for as Coleridge says: "The happiness of life is made up of

minute fractions; the little soon forgotten charities of a kiss or a smile, a kind look, a heartfelt compliment; and the countless infinitesimals of pleasurable thought and genial feelings."* Missing these small tokens of mutual affection, husbands and wives often drift farther and farther from each other. Sometimes, living in the same house, they try to avoid each other's company.

Shettan was a good gentleman, a good neighbour and a good churchwarden. His wife was if at all better than himself—so gentle and loving and kindly. But they have not spoken with each other for years. They have children and a few grand-children. Their mutual communications are carried on with the intermediary service of these children.

Psychologists who have had special opportunities to understand the intimate private life of persons tell us that man in his forties has a tendency to be dissatisfied with the humdrum routine of his family life. He would like to lead a freer life than is possible within the confines of his home. He may suddenly realize, as Havelock Ellis says, "that the period of expanding power has reached its limits, even that there is a comparative failure of power, this also manifesting itself in the sexual sphere, and by a sudden revulsion of feeling he may begin to feel that he is no longer a young man but an old man. Such a recognition with advance of age may involve not only the liability to an

eruption of sexual activity but also the development of a certain egoism and callousness which facilitates its manifestations."* Havelock Ellis notices that women too have "such disturbances in the sexual psychic life, especially exacerbation of desire—a final flare of the generative flame,—perhaps, accompanied by various caprices and suspicions and occasionally by actual deviations of the sexual impulse."¹

Some who had all kinds of promiscuous experiences of sex may still yearn for a change, and such people seek new sources and modes of gratification in what are known as sex perversions or sex deviations. This is how McDougall accounts for the fact that he has noticed, that "in all societies, some men of middle age who have led a life of free indulgence with the opposite sex turn to members of their own sex in order to obtain the stimulus of novelty."²

Others turn to other forms of excesses. Some of those "whose efforts" in Freud's words, "to obtain happiness come to nought in later years still find consolation in the pleasure of chronic intoxication."³ Jung too refers to the same kind of temptation that middle aged persons have and refers to the fact that it is not only those who have been loose in their morals but even those who have been leading a life of

*Havelock Ellis, *Psychology of Sex*, Ch. VI, p. 273, Heinemann, London, 1934.

1. *Ibid.*, p. 271.

2. McDougall: *Outline of Abnormal Psychology*, Ch. XIX, p. 324.

3. Freud: *Civilization and its Discontents*, Ch. II,

*Quoted by Dr. Emma F. Angell Drake: *What a Woman of Forty-Five Ought to Know*, Ch. XI.

respectability and self-restraint sometimes fall into this kind of temptation.

Jung talks of a pious man who was a church warden. From the age of forty onward, he showed a growing and finally unbearable intolerance in things of morality and religion. At the same time his disposition grew visibly worse. In this way he got along until his fifty-fifth year, when he suddenly sat up in

his bed one night, and cried out to his wife and said that he had at last discovered himself: "Now at last I have got it! As a matter of fact I'm just a plain rascal." From that time on he spent his declining years in riotous and wasteful living."^{*}

^{*}Modern Man in Search of a Soul, Ch. V., p. 121., Kegan Paul, 1936.

Adult Education in other Lands.

UNIVERSITY EXTENSION IN AMERICA

BY F. E. HUTCHINSON

This is the twenty-seventh volume^{*} in a series of studies in the social significance of Adult Education in the United States, issued by the American Association for Adult Education with the help of a subsidy from the Carnegie Corporation. The Association, formed in 1926 and directed from the beginning by Mr. Morse A. Cartwright, "has consistently interpreted and supported experimental and exploratory activities in adult education at all levels." The present volume, written by a well-equipped investigator, deals only with such extension work as universities and degree-giving colleges are responsible for. Anyone familiar with what goes by the name of extra-mural education in Britain will be struck by the vastly greater range of what is called university extension in America, the number of students enrolled, the variety of subjects, and the emphasis on the vocational motive.

The great spurt in such activities in the last decade of the nineteenth century, when R. G. Moulton was a leading spirit, had spent itself by 1900 and was followed by "fifteen lean years." A fresh beginning was made in 1906 by the University of Wisconsin, which emphasised the practical side so far as to be prepared to include "easy lessons in cooking and sewing" and instruction on the diseases of potatoes. To-day more than a quarter of a million "are enrolled for college studies in university extension classes and for study by correspondence with university departments: and nearly 400,000 attend summer sessions on college campuses." It is, however, noted that the universities have been unsuccessful competitors in the field of correspondence courses, with proprietary correspondence schools operating for profit with as many as two million enrolled correspondents. Columbia University withdrew its correspondence department in 1936.

^{*}This review originally appeared in the Bulletin of the World Association for Adult Education, London.

One valuable feature developed fur-

ther than in any English University, is the large provision of lecture courses and "Evening Schools" in the University towns. The University of Minnesota established six years ago a Centre for Continuation Study, with residential accommodation for 80, conference and assembly rooms and dining halls. The Centre is active throughout the year except for three weeks in September. The classes sponsored by the universities of America include academic types with the "credits" so much valued by Americans, less formal types sometimes followed by "quizzes" (which we take to be discussion), and instruction in practical subjects. Mr. Creese, however, notes that the Tutorial Class, which has proved the most valuable new feature of English Adult Education, "has scarcely been attempted" in America.

In his conclusion, Mr. Creese remarks that "all down the line, the vocational motive seems to be the primary one in adult education." This good or ill, is in marked contrast to English experience. At the highest level, it shows the American Universities doing far more than British Universities do in providing "refresher" courses for the professional classes, teachers, engineers, librarians, municipal servants, ministers of religion and lawyers. Teachers especially have taken full advantage of the opportunities offered; besides attending courses specially designed for them, they often form from 30 to 50 per cent of the students enrolled for general and cultural courses. Ministers of religion have responded less well to courses designed for them; at the first conference ar-

ranged for them at the Centre at Minnesota "they looked one another in their denominational eyes and departed, never to return." At the lower level are the frankly practical courses, which may include accounting (with a very large enrolment), photography, Thimble Thrift, conversational English and Personal Check-up. The practical side is also evidenced in the author's devoting a chapter to the function of universities in "the National Defence Program."

Mr. Creese shows himself alive to the dangers which are likely to be all the more serious because of the large number of competing universities and colleges with widely differing academic standards. One learns with surprise that America turns out 175,000 graduates every year. The severe criticisms in Dr. Flexner's book, *UNIVERSITIES: AMERICAN, ENGLISH, GERMAN*, have caused some disquiet. More than thirty years ago Lord Bryce quoted Lamprecht's fine praise of the American Universities: "nowhere in the world do university teachers feel more strongly that the first object of their devotion is Truth."

How shall this high standard be maintained? Mr. Creese points out that academic freedom has been impaired by the propagandist policy of the State in Germany, Italy and Russia. The pressure in America may take a subtler and less dangerous form, but it exists. He quotes a report of the Education Committee of the New York Chamber of Commerce, which regards all other benefits of education as secondary to "the great purpose of streng-

thening and preserving the State by making better and abler citizens." It is not without uneasiness that one reads Mr. Creese's summary of that report; "By and large, States are not preserved by culture or by education or by knowledge; they stand on character, morals, and physical well-being; a review of history indicates that as culture rises, morals and physical well-being go down, and often the disintegration of the State has followed." We can happily believe that the best educators in America do not share these misgivings of the Chamber of Commerce.

IN FREE CHINA—EDUCATION ON WHEELS

In spite of the protracted war, Free China is busy in her constructive efforts. Now and then we get information of novel experiments in nation-building work of far-reaching importance. Here is one such reproduced from an article by A. Gordon Melvin in the ASIA magazine:—

Dr. Tai, who is a distinguished graduate of Teachers' College in Columbia University of New York, has invented a most ingenious form of minimum equipment which serves as material base for a remarkable series of economic, social and educational objectives. It is called in translation "The Universal Education Cart" a title which it merits to the full. Its compactness is amazing. In its travelling form it is a small box on four wheels, measuring only one foot in thickness and two feet in length and in height. In this small compass is packed away material which serves five basic uses: that of a travelling school, of a circulating library, of a

movable exhibition, of a store from which goods are sold and a sleeping cot for the teacher. The cost of this school, and more than school, is forty dollars in Chinese currency. The first such "cart" was used in the rural area to the west of Shanghai, where the movement started. The pioneer teacher-organisers were, as is natural to expect in China to-day, patriotically-minded students, for the most part from Great China University. To-day many students voluntarily contribute an average of one free hour of work a day.

Striking out into a nearby rural section, the volunteer-teacher gets to work. In some open space preferably by the side of the road, he sets up his out-door school. Perhaps, he first attracts attention with his museum of exhibits. Here the passer-by finds objects of personal interest to him, powders to kill the worms that destroy his crops, improved seed of the yellow soya bean developed in the University of Nanking, American maize, and the white cotton seed of Kiang Ying Hsien. When the teacher has attracted sufficient interest, he may begin to talk about his school. Suiting the action to the word, he changes the scene. The covers of the box are set up as black boards. Folding benches attached to the side of the box are set out to accommodate, if necessary, forty persons. School is on. The black board is essential for the presentation of written characters, which the pupils copy on another bit of the school's apparatus (the slate). But the teachers of the Nien Erh Movement are no mere teachers of elementary literacy. They have a double task. They aim to carry on a

realistic education of the rural people, on the one hand, and to assist with their economic rehabilitation on the other. It is in the practical teachings of the itinerant out-door schools that one of the rural triumphs of the movement is to be discovered. It proposes that the learners shall know the elements of healthy behaviour, as well as the rudiments of Chinese history and the place of China in the modern world. It directs its attacks on undesirable forms of conduct such as the use of cosmetics

and drugs, sex-laxity, gambling and excretion in public places. It urges that each individual develop some form of skilled production such as chop-stick manufacture. It gives instruction designed to improve simple hand crafts. Thus it hopes to provide technical aid designed to carry people through a transitional stage in which they move from handicrafts to an era of socialised technology.

(With acknowledgments to "The Modern Review").

The Indian Adult Education Association

I. A. E. A. IN SOUTH INDIA

[We give below a summary of news received from the Organising Secretary of the Indian Adult Education Association for the last 2 months—EDITOR, I. J. A. E.]

While it is gratifying to find that the idea underlying the importance of the Adult Education movement is being increasingly recognised and appreciated it must be said that, on the whole, numerous reverses have had to be faced during June and in the months that followed. In August there was a set-back due to the terrible disturbances arising out of the political crisis. There are now six Adult Education Societies with nine centres at work. One of these with two centres has functioned very well. The others have suffered from abnormal prices, scarcity of kerosene oil, increased prices of food stuffs, under-employment, etc. In one of the two schools at Thondanbolasi in North Arcot District the evidence of the newly-awakened interest of the otherwise indifferent people was that the labouring classes

anxious to learn subscribed their mite to mount on cloth the Laubach literacy chart that I presented to them.

Drama as an effective medium of Adult Education:—The most remarkable piece of evidence of enlightenment and culture amongst the so-called illiterates was seen in the same village in June last where about 15 youths, almost all illiterate, gave a beautiful dramatic performance. The general bearing, acting, soliloquy and other phases of the performance were excellent. This was in the Christian section of the village where there were depressed class people. Prior to the performance I had literacy tests for adult pupils who were learning in the other adult school in this village. This created a desire amongst the unwilling, irregular and indifferent people to learn. About 400 men and women sat from 10 P. M. till early in the morning enjoying and admiring the latent abilities of their

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All-India Population

Literacy Figures

The All-India Population discovered at the recent census was 388·8 millions as on March 1, 1941. The corresponding 1931 figure was 338·1 millions, representing an increase of 15 per cent. The level of increase in British India is 15·2 per cent. and in the States and Agencies 14·3 per cent. The picture is one of general increase, rather higher in British India than in the States and only in part of Baluchistan and a few minor States is a decrease recorded.†

The rate of increase is particularly marked in cities, *i.e.*, towns with not less than 100,000 inhabitants. The number of such towns has appreciably increased from 1931 while the individual increase rates vary from just below 11 per cent. to almost a 100 in the case of Cawnpore, which has nearly doubled itself in the decade.

The following table gives the population of provinces, Indian States and Agencies for 1941 and 1931 and also figures of literacy for 1941:—†

AREA	POPULATION		Increase or decrease per cent	Literate persons 1941
	Persons 1941	Persons 1931		
	3,88,800	3,38,119	+15·0	47,322·7
PROVINCES	2,95,827	2,56,755	+15·2	37,016·2
1 Madras	49,342	44,205	+11·6	6,420·9
2 Bombay	20,858	17,992	+15·9	4,067·8
3 Bengal	60,314	50,116	+20·3	9,720·4
4 United Provinces	55,021	48,409	+13·6	4,653·3
Agra	40,906	35,614	+15·1	3,731·8
Oudh	14,114	12,795	+10·4	921·5
5 Punjab	28,419	23,581	+20·4	3,665·7
6 Bihar	36,840	32,371	+12·3	3,339·7
Bihar	28,824	25,729	+12·0	2,685·8
Chhota Nagpur	7,516	6,642	+13·1	653·9
7 Central Provinces & Berar	16,822	15,323	+9·8	1,909·7
Central Provinces	13,220	11,881	+11·3	1,352·8
Berar	3,602	3,442	+4·6	556·9
8 Assam	10,205	8,623	+18·2	1,174·3
9 North-West Frontier Province	3,038	2,425	+25·2	233·9
10 Orissa	8,729	8,026	+8·8	948·2
11 Sind	4,537	3,887	+16·7	473·8
12 Ajmer-Merwara	584	507	+15·1	79·0
13 Andaman & Nicobar Islands	34	29	+15·5	6·9
Andaman Islands	21	19	+11·8	...
Nicobar Islands	13	10	+22·5	...
14 Baluchistan	502	464	+8·2	52·3
15 Coorg	169	163	+3·3	34·6
16 Delhi	917	636	+44·1	235·7
STATES & AGENCIES	92,973	81,367	+14·3	10,306·5
17 Assam States	725	626	+15·9	57·4
18 Baluchistan States	356	405	-12·1	8·1
19 Baroda State	2,855	2,448	+16·6	656·8
20 Bengal States	2,142	1,863	+14·9	127·5
21 Central India Agency	7,502	6,648	+12·8	525·4
22 Chhattisgarh States	4,054	3,548	+14·2	157·6
23 Cochin State	1,423	1,205	+18·1	504·1
24 Deccan (and Kolhapur) States... ..	2,786	2,458	+13·4	264·5
25 Gujrat States	1,457	1,265	+15·2	119·2
26 Gwalior State	3,992	3,523	+13·3	296·8
27 Hyderabad State	16,184	14,436	+12·1	1,111·2
28 Kashmir State (including Feudatories)	4,021	3,646	+10·3	264·2
Kashmir	3,945	3,582	+10·1	263·0
Frontier Illaqs in Gilgit	76	64	+18·2	1·2
29 Madras States*	499	453	+10·0	66·1
30 Mysore State	7,329	6,557	+11·8	896·4
31 North-West Frontier Province†	2,378	2,259	+5·3	19·2
32 Orissa States	3,025	2,683	+12·7	263·9
33 Punjab States	5,459	4,497	+21·4	334·8
34 Punjab Hill States	1,094	990	+10·5	80·8
35 Rajputana Agency	13,670	11,571	+18·1	772·5
36 Sikkim State	122	110	+10·9	5·9
37 Travancore State	6,070	5,096	+19·1	2,894·4
38 United Provinces States (Rampur & Benares)	928	856	+8·3	57·6
39 Western India States Agency	4,901	4,222	+16·1	717·2

* Pudukota, Banganapalle and Sandur.

† Agencies and Tribal areas.

‡ All figures are in thousands.

The literacy figures for 1941 are in all cases those taken out provisionally from the enumerators' books.

In view of the restricted tabulation necessitated

by war conditions literacy tables will not be prepared in British India. In the larger States, however, such tables will be prepared and published in due course.

(Continued from Page 15)

own boys and learning the moral of the story

'All things work together
for Good to them that love God.'

On the 25th August the hostel boys of the C. S. M. High School, Pudukkottai, led by the Warden, Mr. Rajaiyah, enacted a performance at Chinriah-Chathiram,—a place seven miles from Pudukkottai,—and the moral of the story that "He who is greedy and with evil designs to achieve his end will come to ruin and destruction" was brought home to the minds of the hundred odd villagers who had assembled to see the play. On the 26th the Junior Boys of the hostel gave a variety entertainment including several farces of considerable educational value. These unmistakably show what potent forces these youngsters are to bring about, and steadily promote enlightenment and culture amongst the masses. I claim no credit for the organisation of, or preparation for this excursion or programme. Mr. Rajaiyah who is a member of the I. A. E. A. is a practical enthusiast and is encouraged by the far-sighted, and talented Head-master of the C. S. M. High School, Mr. S. Devanesan.

During the period under review the 'Farmers' Day' celebrated by the American Arcot Mission Agricultural Farm and Institute, Katpadi, afforded me an opportunity to get into close touch with about twenty-five rural teachers, and about 70 rural men and women whom I addressed on the value and methods of 'Mass Education.' Students undergoing teachers' training, High School and Higher Elementary School

pupils (numbering about 250) were addressed at six meetings besides large groups of rural people. The example of Bihar in enlightening the masses through students was stressed. In villages about 50 adult pupils were examined, and teachers were given guidance in the intelligent use of adult charts. Three posters on 'nutrition' and eight new posters on the importance of literacy work were being copied to be mounted as attractive posters.

A recent report from Ananthaapur, a village in Chittoor District which I had visited in July last, is encouraging. Here, an adult School of sorts is supposed to have been functioning for many years. The teacher in-charge reports that recently fifteen men were made literate. This was getting the Government grant from 1938. At the time of my visit those under instruction were 29. I examined several men and six women pupils. The teacher says that no instruction is being given to women now as the Government educational department ordered that the men's school should have no women pupils. Women it appears are now being taught by the women teacher outside the School.

Age groups of men under instruction are as follows:—

Age between	30 to 40	...	...	...	5
"	25 to 30	...	...	...	6
"	20 to 25	...	...	...	7
"	15 to 20	...	...	...	4
"	12 to 15	...	...	...	7

The teacher reports that since I visited the School last, the school has had to be given up for want of the minimum of twenty pupils and inability to meet other conditions im-

posed by the Educational Department. Due to abnormal conditions there was a tendency for the strength to fall. This is very regrettable. However, I am taking up the matter with the management of the School to see that the work is revived without any reference to the Government grant. The general policy and programme to be adopted by the Educational Department are matters that have to be taken up with the department before long. Mutual discussion and examples of other provinces might improve conditions to the advantage of our cause. There are cases of abolition of most useful adult education Institutions, and in these days of grave financial stringency large hearted volunteers have to be recruited vigilantly to watch the movement and to devise ways and means of keeping up the work. All the same the I. A. E. A. has been making a definite contribution to pave the way for a substantial foundation and building of a superstructure. Time will bring further development.

The office in South India continues to be an Information Bureau, and is in very close touch with the various Institutions in India. Both Individual and Institutional membership is increasing slowly but surely. Necessary arrangements are being made to make the ensuing All-India Adult Education Conference a success.

THE ALL-INDIA ADULT EDUCATION DIRECTORY*

Questionnaire

1. Name of organization or individual carrying on work.

2. Address,
3. Date or year of foundation.
4. Aims and objects (if printed, please attach a copy).
5. Types of Adult Education work being carried out.
6. What are the main features of your educational work? Give broad sectional details, if any.
7. Does the organization work entirely for men or for women or for both?
8. Give the average number of adult pupils (men or women or both) taught every year with their ages and occupation.
9. In what language or languages is your work carried on?
10. When are the classes held? Please state if you have to make any special remarks as to hours of teaching per week, etc. Please give separate details for classes held in villages, and those held in mills and industrial areas.
11. Who are the teachers and what is their training and qualifications? Are they full-time or part-time? How are the classes supervised? Are there any voluntary teachers? What is the main method of teaching?
12. If your work is mainly of Literacy education, what is the criterion of Literacy? What text-books are used?

*The General Secretary of the Indian Adult Education Association has asked us to print this questionnaire a second time. Will readers who have not already done so send the answers to the Questionnaire to him at 136, Apollo Street, Fort, Bombay.

13. Is any use made of the magic lantern, the Cinema and the Radio? Have you any proposals under consideration?

14. What steps are taken to encourage continuity after reading and writing has been partially mastered? Are there any libraries in the locality where suitable newspapers or other readable material for the use of this class of adults are available?

15. What cheap books and literature for adult schools are available? What 'Continuation' or 'Follow up' literature is available?

16. How is the work financed? Is your organization dependent on public support or is it self-supporting?

17. What is the monthly cost per student for your different types of Adult Education work? Do any students pay any fees? Do they pay for books or other class material?

18. What difficulties are experienced by your organization in carrying

out several types of Adult Education? What motives are appealed to to awaken the desire to learn?

19. Is there any Extension Lecture work? Are you conducting any Night College? Are there any Diplomas for people instructed in the college subjects?

20. What should be the place of Adult Education in the general system of education in a country like India where literacy is very low?

21. How should employers of labour in mills, factories, Municipalities and other institutions be required to help in promoting literacy among their employees?

22. On what lines should the Adult Education for Women be conducted? What special steps are necessary to carry this out successfully?

23. Any other relevant information not covered by this Questionnaire may be kindly supplied.

News from Far and Near

THE ALL-INDIA WOMEN'S CONFERENCE AND ADULT EDUCATION.

At the Sixteenth session of the Conference held at Cooanada, Mrs. Renuka Ray, Member-in-charge presented her report on Adult Education and Literacy. We give a few interesting extracts:—

The difference between an Adult Education and a Literacy Centre does not seem to have been grasped by the majority of the branches, with the consequent result that few adult education centres are to be found. Of course the

times not being normal, it is difficult to obtain the finances necessary for constructive work and this may be one of the reasons for lack of response. A circular was sent out in the middle of the year giving details of a syllabus for adult education centres and I also asked branches to inform me, if they wanted any teachers trained for this work and if so, I could arrange with certain organisations who would give guide training, free of cost, which would

be better than no training. No branches, however, have availed themselves of the offer. In the Calcutta Branch this training was given by the Adult Education Society to 3 or 4 teachers.

Bombay continues to lead in the number of literacy centres run by our Branches. Other branches such as Calcutta, Phaltan State, Simla Sub-branch, Alsi in Berar, Gujarat, Andhra, Maharashtra and Surat Sub-Branch have adult education centres and others, namely, Hyderabad (Dn.) Karnatak, Phaltan State, Moradabad, have Literacy Centres. But there are many branches who have not organised either adult education or literacy centres. Some co-operate with the efforts of other organisations but this merely means helping the temporary literacy centres which have no permanent value.

For future work, I strongly recommend that each branch should concentrate on at least one adult education centre making it a model one. Either in rural or in urban areas it would not be difficult for a branch to organise one centre based on the whole syllabus for adult education. The help of voluntary workers will be needed *but there should be at least one part-time teacher trained in adult education methods*. The Centre should be so organised that it will be transferred into a club later which its pupils are able to run on their own. This is the only way of giving the work permanent value. If each of the branches organised at least one centre, it would be a model to other agencies in the locality who can be persuaded to take up this work. This does not mean that a branch should not have more than one

centre. It would not involve a great expense either. I appeal to the branches to take up this work earnestly in the coming year."

"In these days when there is a likelihood of great dislocations in the country and the populace has to be prepared to avoid panic, it is of the utmost necessity that education should be imparted without delay. If centres for educating adults are formed those would be a nucleus for preparing them to cope with the crisis which lies ahead."

The following paragraph is reproduced from the 1941 Report presented by Mrs. Urmila Mehta, Hon. General Secretary of the Conference, 1941.

All our branches have in varying degrees worked towards the spread of literacy among adults. While one or two had to close down their classes for want of funds, and even Delhi complains of lack of funds, the Bombay Branch was, like last year, foremost in its efforts to eradicate illiteracy. They conducted about thirty classes receiving a grant of Rs. 500, the maximum grant that the Bombay Government pays to any one Society. Their work was mentioned especially by the Bombay Committee for adult Education appointed by the Government of Bombay. If the Bombay Branch and its Members working in other capacities have been able to make nearly 10,000 women literate in two years, we feel that provided all the branches made similar or greater efforts, the illiteracy of Indian women would soon be a thing of the past.

In her Presidential address Mrs. Vijayalakshmi-Pandit said:—

The report of our annual session would perhaps be a less imposing document minus the resolutions which add to bulk, but I feel certain we could achieve more. We have in the past worked for the removal of illiteracy. This field is so vast that our results have been negligible. If we could concentrate for at least one year on this as the major item of our programme in every province we could achieve worth-while results. A mass drive against illiteracy started by the Conference would instantly invoke a response from other progressive groups and would help us to establish closer contacts with the villages and with the workers in fields and factories. This would also be a means of educating women in the ideals of the Conference and developing in them a sense of their own responsibilities.

ADULT EDUCATION IN INDORE

The Indore Adult Education Association was started in conjunction with Dr. Frank Laubach's visit to Central India in March, 1938. A large public meeting had been held, with Dr. Laubach as the guest-speaker, and steps were at once taken to organize for the purpose of extending literacy work throughout the State. The first president of the Association was Lt.-Col. Richard Samson, Inspector-General of Hospitals for Indore State, who has continued in office throughout the period.

The early efforts of the Association were directed to evolving an elaborate

scheme calculated to make the State literate in some five years. This scheme was laid before the State authorities, and has been considered but not yet put into operation. In October of 1941 the name of the Association was changed, to fall in line with the Indian Adult Education Association. Since that time several less comprehensive but more immediately feasible activities have been carried on.

1. *Publication.*—In the field of post-literacy material, a need has been felt for books suitable for those who have completed a Primer, *i. e.* have learned the forms and sounds of letters and how these make words. It was decided to make a beginning of publishing suitable material. One book is in the press. The following principles have been kept in mind:—

i. Large type has been used to print the text.

ii. Words are well separated from one another.

iii. The sentences are at first very short; gradually, longer sentences are introduced.

iv. The sentences are grouped into paragraphs, or sections of the story.

v. At first, each sentence begins on a new line. In the later part of the story, each section of a conversation begins on a new line.

vi. Words are repeated often, though the sentences are varied.

vii. The "vocabulary burden" is light, *i. e.* there are few new words on a page. When a new word is introduced it is ordinarily repeated at least

once soon after. Thus the reader becomes familiar with the appearance of the new word, and recognizes it rapidly.

viii. Conjunct letters are introduced very gradually. Special attention is called to each new conjunct letter, and it is analyzed at the foot of the page.

ix. Regarding the choice of vocabulary: the attempt has been made to choose words used as widely as possible. It is, of course, realized that it is perhaps impossible to tell a story of any length without introducing words that are more current in one part of the Hindi-speaking area than in another.

The first book to be issued is a simplified form of the old folk-tale of Ali Baba and the Forty Thieves.* A second book in this "Clear-Type Series" has been prepared, and others are projected.

2. *Village Work*.—This has been undertaken in a group of villages in the vicinity of Dudhia, five miles from Indore, where social service has been carried on by a students' organization for several years. One progressive farmer from this village has been appointed as organizer, and his sister helps in women's work. Seven other villages are reached, through night-schools and other means. Plans for this work include the training of selected individuals in improved methods of carrying on certain local industries, such as tanning, and cloth-printing.

As a preliminary to this village work, advantage was taken of a popu-

lar annual fair in the neighbourhood, to hold a two-day Exhibition under the auspices of the Association. Agricultural products from a wide circle of villages were shown and awarded prizes; also handicrafts; in addition, charts, posters, and models were exhibited, showing various aspects of "Better Living" in a village. There were also lectures, lantern shows and sports, the latter including an exciting not to say perilous bullock-cart race. Through these activities, the name of the Indore Adult Education Association became widely and favourably known in the neighbourhood.

3. *City Centre*.—This has been conducted for four months near the colonies of mill-workers, six nights a week. Games, lantern talks, lectures on popular topics, have constituted the programmes for Saturday nights; but the main interest has been in Adult Literacy work. This Centre gives an opportunity for experimentation, and for training volunteer workers, as well as for service to the night-school students.

4. *Women's Work*.—Plans have been made, and permission given, for this programme to be carried on in a well-established Baby Welfare Centre. The head of a Girls' High School has undertaken to initiate the work, with selected helpers. This effort is in the charge of a lady member of the Working Committee, along with several carefully chosen advisers.

5. *Co-operation with the State*.—Through the efforts of Mr. H. B. Richardson, of the India Adult Education Association, who is now Education

*Ali Baba ki Kahani: Bombay: Karnatak Press. Price 2 as.

Minister in Indore State, the Indore Association has received generous encouragement from the Government. The Education Department now has an advisory committee to frame a State-wide programme for Adult Education. This Committee is composed of the Director of Education as chairman, plus six members of the Association's Working Committee. There is thus a prospect of useful co-operation between the voluntary Association, with its facilities for experimentation, and the State with its official machinery and departmental organization.

GEORGE P. BRYCE.

BENGAL.

BOURIA-Uluberia Sub-division: The Bouria Rural Reconstruction Society has started one playground each at Burikhali, Udainarayanpur, Gazipur and Amta. Sporting clubs have increased their activities.

Forty-three night schools have been started. The total number of adults attending these schools is more than 500. These schools have been imparting education to the cultivators.

KALNA: In Kalna a large number of tanks and ponds were cleared of water-hyacinth and roads were repaired and constructed. Five night schools were opened and one revived. They are all functioning efficiently.

The Bengal Weekly

BOMBAY.

Adult Education Committee.

The Government of Bombay has reconstituted the Bombay Adult Edu-

cation Committee which will now consist of:

President—Mr. B. G. Kher; Vice-Presidents—The Hon. Mr. M. M. Pakwasa, Diwan Bahadur K. M. Jhaveri; Members—Mrs. Hansa Mehta, Mr. D. N. Wandrekar, Mr. S. K. Patil, Mr. Nagindas T. Master, Mrs. Shuffi Tyabji, Miss Amy B. H. J. Rustomjee, Professor Choksi, Mr. Mathuradas Tricumjee, Mrs. K. Sayani, Chairman Schools Committee of the Bombay Municipal Corporation (*ex-officio*), Secretary, Schools Committee of the Bombay Municipal Corporation (*ex-officio*), the Educational Inspector, Bombay Division (*ex-officio*), Mr. K. T. Mantri, Special Literacy Officer, Secretary of the Committee (*ex-officio*).

The Committee is independent of the Provincial Board for Adult Education and will hold office for a period of three years.

Surat Village "Lokshala."

A "Lokshala" has been started at Kamalpore, a backward village in Mandvi Taluka of Surat District. The opening ceremony was performed by the Mamlatdar, Mr. B. D. Mehta, through whose efforts the school building was constructed. This is the first institution of its type in the district and has cost a total of Rs. 696-7. The Government contributed Rs. 329 and the local people contributed in kind and labour the remaining Rs. 367-7.

MADRAS STUDY CIRCLE.

Mr. T. T. Krishnamachari inaugurated a Study Circle at the Crescent Hall, Triplicane, Madras.

"Mr. S. M. Fossil said that the object of the study circle was to train youth in citizenship and leadership. To-day, there was a gulf between the educated classes and the masses. By the sheer dead weight of their illiteracy and ignorance the masses had pulled down the intelligentsia from the leadership of

the country with the result that the nation was plunged in darkness. If, however, the educated classes had shared their knowledge with the masses the gulf between the two would have been bridged and this was what the Study Circle sought to do."

[INDIAN EXPRESS]

Mysore Adult Education Conference

Report of the proceedings of the Adult Education Conference held in the Town Hall, Bangalore, on 7th June, 1942. The proceedings took place in Kannada.

Rajamanthra Pravina N. Madhava Rao, Dewan of Mysore, opened the Conference and Sri D. H. Chandrashekhariah, President, Legislative Council, presided.

After prayer, Rajasevasaktha B. M. Srikanthia, President of the Mysore State Literacy Council, welcomed the Dewan and members of the Assembly in the following words:—

"It is an ancient saying in our country that knowledge marks the human being from the animal and there is nothing more sacred than knowledge. Education is the foundation of knowledge and literacy is the foundation of education. It is a good sign of the times that everywhere there is a clamour for literacy and more literacy. Responsible persons all over the country are interesting themselves in this movement for the spread of literacy. In the State, the University Unions of Bangalore and Mysore, inaugurated literacy campaigns with the co-operation of the enthusiastic citizens of the

two cities. It is to the entire credit of Mr. J. Mahomed Imam, the Minister for Education, that these efforts were allowed to take deep root and to spread to all parts of the State. The result of his efforts is the Mysore State Literacy Council. The report of the Council for the first five months of its existence is before you. The Council is glad that it is receiving encouragement from Government, rich men, District Boards, and Municipalities. The movement needs however more encouragement, more funds, and more workers.

Leaders of the country assembled here, we have called this Conference with the confidence that we will obtain your co-operation, help and valuable suggestions for this important and stupendous task on which we are engaged. It is for this reason, we have given you the trouble to meet here on the only day of rest between the two strenuous weeks of your assembly work. You are the cream of the people. You form the peak of the administration. You know too well that a democratic administration can function only with an educated population. Democracy is not bare number, nor it is bare majority. It is an administration of

men and women who know and live up to their rights and responsibilities. That is your ideal and our ideal too. To reach this ideal quickly, the Council appeals for your co-operation to spread literacy and adult education in all the corners of our country from which you hail."

The Dewan, then, delivered his inaugural address.

LADIES AND GENTLEMEN:

"I am very glad to have an opportunity—not for the first time—of associating myself with the work of the Mysore State Literacy Council and of learning the progress of their work and their problems and difficulties. I am thankful to the President and members of the Council for inviting me to participate in this function.

You have made a wise choice for the Presidentship of the Conference. Mr. D. H. Chandrasekhariah has been interested in the educational progress of the State for many years and his knowledge and experience will, I am sure, be of great help to you in your work. It is fortunate also that you have Rajasevasakta Mr. B. M. Srikantia as the President of your Committee. He is now able to give you not only the benefit of his long and varied experience in educational matters but also a considerable portion of his time. In my esteemed colleague, Mr. Mahomed Imam you have a leader who is all out to make the movement a real success.

RAPID PROGRESS

The Adult Education movement, although of comparatively recent date

in our country, has made considerable progress. The simplicity of the methods of instruction and the quickness with which results can be achieved have made it possible for the movement to spread at a rapid rate. The report of the Adult Education Committee of Bombay for 1941-42 shows that since the commencement of the campaign there three years ago, about 40,000 persons, of whom 7,000 are women, have been made literate. The Mysore State Literacy Council has been at work for less than half a year. I understand that within this short period it has been possible for the Council to organise 192 classes with a total strength of about 2,850. This is an achievement of which the Council may well be proud. The encouraging public response to the work of the State Literacy Council shows that our people are not slow to appreciate the benefits of this movement.

In laying down our programme of work and in selecting the method of instruction, I think it is well for us to remember the principle that literacy is not an end in itself but only a means to an end. We should not rest content with making a man just literate, but should try to make it possible for him to use the literacy he acquires for his self-development. It is, therefore, necessary to take measures to prevent people who are made literate from lapsing into illiteracy and to make it possible for them to have a continuous course of liberal education. In our anxiety to show rapid results and impressive totals, we are apt to sacrifice quality for quantity. The course of formal instruction that we provide

should be thorough without being laborious or long-drawn out. I have no doubt that the Mysore State Literacy Council will not only make people literate in large numbers but will also see that the education given to them is enduring.

RURAL AREAS

The Council has so far carried on its work mainly in urban areas. I trust that, before long, it will be possible for the Council to extend its work to rural areas also. Government have now under consideration a scheme for Rural Reconstruction under which compact groups of villages will be taken up for improvement. I feel that it should be possible to combine with this scheme a well-thought-out and practicable programme of adult education."

"Formation of rural libraries is an essential part of adult education in rural areas. I wish to draw your attention to a provision under which the Education Department will make grants for rural libraries if the Village Panchayats find a part of the expenditure. Very little use has so far been made of this facility. But with the spread of adult education, it may be expected that rural libraries will become increasingly popular.

You have a fairly long programme ahead and I do not wish to take any more of your time. I emphasise *that in a matter of this kind it is not only necessary but proper that non-official organisations should take the lead and supply the dynamic zeal without which no social movement can prosper. But let me assure you that Government are in*

full sympathy with the aims and objects of your work. This year we have given a grant of about Rs. 12,500 for adult literacy work and have made a provision of Rs. 20,000 in the Budget for the coming year as a token of our faith in the possibilities of this movement.

I have great pleasure in declaring the Conference open."

Mr. Mahomed Imam, Minister for Education in the course of his speech said:

The Government constituted the Mysore State Literacy Council, a few months ago, to spread adult education in the State and the work it has accomplished during the last few months is, no doubt, very encouraging. I sincerely hope, that the movement will spread far and wide under the inspiration of its President and in no distant future will root out illiteracy from our State. Our State is a model for others in many matters. It is my ambition that it should be a model in matters of education too. In this task, the co-operation of the people is essential. One of the important reasons for the backwardness of education in our State is, in my opinion, that Government here is called upon to bear the full burden of education. In the neighbouring state of Travancore, Government has remained as an agency to promote and aid private effort in matters of education. Particularly in the field of adult literacy and education, it is extremely necessary that the support and sympathy of persons interested in this programme of the State, should be forthcoming in large measure.

The spread of the literacy movement, I submit, should be a common aim of all persons irrespective of their party and creed. The duel against the demon of illiteracy can succeed only with the full support of all classes and as Minister for Education, I seek your co-operation in this matter.

Adult education is not a new feature of our civic life. It has existed from ages in this country. Our great epics, and our Puranas, were agents of adult education. Our saints and scholars of old, who have composed the beautiful Vachanas, the padas, were pioneers of Adult Education. The Village 'Ayya' and his recitations of 'Jaimini' in the village 'Chavadi' were and are still institutions of adult education, in the village. No doubt in the scheme of adult education in ancient times, there was no place for literacy. There was no need either for literacy in those times. Things have changed however. The responsibility of administration is being devolved in greater measure on the people and their representatives. Literacy is a powerful lever to enlighten oneself on his problems and those of his society. Hence the need for the literacy movement. I will conclude my speech with an appeal for more voluntary workers, and more popular support, to supplement the small beginning made by the Government."

Mr. D. H. Chandrasekhariah, President, Legislative Council, then delivered his presidential address a few extracts from which are given below:—

"Education is as necessary for the full employment of one's mental abilities, as food is necessary for the full

enjoyment of physical health. Literacy is the main key to intellectual progress. It makes it possible for a wider grasp of knowledge and hence a deeper understanding of things. It is for this reason other countries have (from a long time, given a great importance to making their peoples literate. As a result of their efforts we find to-day the percentage of literate population in England 92.5, in Germany 95.6, in America 95.7, in Turkey 96 and in Australia 98.3. But in our country the percentage is only 10. It is a matter of disgrace to every one of us that the percentage of literacy in our State is only 12. With this load of illiteracy and ignorance, how can we expect that any political reform will succeed? How, without knowledge of right and wrong, justice and injustice, which comes only from deep discussion and study, social adjustment and cultural development is possible? More than all, to enjoy and keep the full freedom of our country, which every one of us desire, I need hardly say or emphasise the need of literacy and a liberal education..... It has been estimated that in our State 15 lakhs men and 19 lakhs women between 15 and 50 years, totalling to 34 lakhs, are illiterate.....

I desire to bring to the notice of Government a few of my suggestions, which will help the rapid spread of the literacy movement. The co-operation of local bodies and officers of the State is essential for the organisation of literacy work and I suggest that Government will give instructions to their officers in this matter.

I consider that if the Government

proclaim the extension of franchise to all persons obtaining literacy certificates, it may give a new life to the movement. Besides for the appointment of low ministerial staff, literacy may be made a qualification.

The Literacy movement is big and it needs the co-operation of all students, public servants, existing and retired, members of panchayats, district boards, and legislature, in short of all educated persons imbued with patriotism and self-sacrifice to work as 'pracharaks,' teachers, supervisors and in many other capacities. Above all it requires increasing support of Government and I hope you will get it.

Rajasevasakta A. R. Wadia, proposed a vote of thanks to the Dewan and the President. He remarked that the year 1941 will stand out as a remarkable year in the history of education of the State, as it marked the transfer of education to a non-official minister and the inauguration of the adult literacy movement. He stressed the importance of voluntary work, side by side with paid work in this great task, and promised full co-operation from the staff and students of the education Department.

The report of the State Literacy Council for the first five months was read by Mr. S. V. SRINIVASA RAO, the Organising Secretary.

There was a symposium on literacy in which Messrs. Navarathna Rama Rao, Dr. K. N. Kini, Sri R. Kalyanamma, M. Ismail Sheriff, K. Sampathgiri Rao, and M. A. Srinivasa Iyengar took part.

Mr. N. Rama Rao pointed out that the night schools should be run more in the form of Clubs which will help to refresh the tired minds and bodies of workers who have toiled during the day.

Dr. K. N. Kini described the working of adult schools in America where general and vocational education of University standards was imparted through the schools.

Mr. M. A. Srinivasa Iyengar, described the importance of preliminary propaganda to rouse the interest of the illiterate people in the movement.

With the President's closing remarks and vote of thanks by the Secretary the Conference came to a successful close.

B. P. Adult Education Association

(ADULT EDUCATION CLASSES)

"Two Year Course in Political Theory"

By PROFESSOR P. A. WADIA

At the University, South Wing on Fridays at 6-30 p. m.

1940-41 JUNIOR YEAR—MONSOON TERM

Definition and scope.

Relation of the subject to other social sciences.

Fundamental concepts

Society, community, nation, race, association, and institutions.

Two fundamental principles.

- (1) Institutions are instrumental to life.
- (2) Human life which institutions serve is an organic whole, and functions as a whole.

Concept of human life

Analysis of the elements that enter into the fulness of human life.

Survey of institutions, their origins and growth:

- (1) Social. (2) Educational. (3) Economic. (4) Political. (5) Religious.

Concept of the State

Sovereignty: Its origin and changes in the concept of sovereignty.

Principle of Nationality

History: Its value and its weaknesses.

Grounds of Political obligation

- (1) The social contract theory, Hobbes, Locke Rousseau, Spencer.
- (2) The force theory, Treitschke.
- (3) The idealistic theory, T. H. Green, Bosanquet.

1940-41 JUNIOR YEAR—WINTER TERM

The State as a moral and spiritual organism.

The end of the state: (a) Inadequate views, Liberty, Democracy, Justice. (b) The promotion of a full life. (c) The removal of hindrances.

The relation of the state to the individual.

The concept of individuality

The concept of rights

Legal view: Theory of natural rights, Functional view of rights:

- (1) The right to life.
- (2) The right to work.
- (3) The right to an adequate wage.
- (4) The right of the unborn.
- (5) The right to education.
- (6) The right to leisure.
- (7) The right to share in government.
- (8) The right to liberty:
 - (a) freedom of speech,
 - (b) freedom of meeting,
 - (c) freedom of conscience,
 - (d) economic freedom in all aspects.

1941-42 SENIOR YEAR—MONSOON TERM

- (9) The right to property.

Justification of the right: (a) On psychological, (b) Ethical, (c) Historical grounds, (d) Functional view. Hereditary property.

Theories of reward: (a) Equality of income, (b) Remuneration to be fixed by demand and supply, (c) To each according to his needs, (d) A civic minimum—differences in reward beyond the minimum determined by social needs.

- (10) The right to equality:
 - (a) Abolition of privileges,
 - (b) Equality of opportunity, (c) Equality in wealth, (d) Political equality.

Province of Government

Individualism: Its presuppositions.

Defence of individualism:

- (1) On a *priori* grounds,
- (2) On historical grounds.

Socialism, as Criticism of individualism.

As a scheme of economic institutions.

Contrasted with present day western economic institutions.

Defence of socialism :

- (1) On a *priori* grounds,
- (2) On historical grounds.

1941-42 SENIOR YEAR—WINTER TERM

Political Institutions

Government, Functions of Government.

Theory of separation of power.

Theory of checks and balances.

Written and unwritten constitutions.

Classification of Governments.

Organisation of citizens: Party system, Group system, Method of election.

Relation between the citizen and his representative.

Legislature: Organisation, Membership and functions, period of office, size.

Relation of executive to legislature.

- (a) The American system,
- (b) The British system,
- (c) The French system.

The executive, its functions, Size, Relation between members, relation to the citizen body.

The administrative machinery.

The principles of local Government.

Book Review Section

31 ✓ **Adult Schools** by Ernest Champness, pp. 80, price 1sh. 6d.—The Religious Education Press, Wallington, Surrey.

This fascinating little book opens with a Foreword by the present Archbishop of York. The name of the author is well-known to people interested in adult education in India, for he has been one of the most faithful and genuine promoters of interest in adult education not only in his own country but even in this land.

In the first 16 pages of the book, the author gives a brief history of the three phases through which the Adult School Movement in England has passed. These are concisely written and yet they give one the spirit of the whole movement. The author traces the beginnings

with the emphasis laid on literacy. He refers to the three visits of Grundtvig to England from Denmark during 1829-1831 and favours the view that these visits had something to do with the founding of the Danish Peoples' High School Movement. In the third phase he notices the founding of the monthly magazine '*One and All*' in 1891 and traces the setting up of the National Council of Adult Schools in 1899. In discussing the present in a most open and practical manner, this is how he attempts to outline the broad aims of the Adult School Movement:—"There has always been an unwillingness to pledge the Adult School Movement to any aims or commitments which tend to break the catholic nature of its fellowship by raising controversial

questions as to different means for attaining agreed ends. At various times throughout its history, attempts have been made to link it with Socialism, Pacifism, Total Abstinence, and other causes, but the good spirit of the Movement has resisted. Something similar has ruled its methods when the National Council has been urged to pass resolutions on public questions, and the desire has always been to *encourage members to study, know the facts, make up their own minds with intelligence, and then work out their conclusions in the party to which they belong or the circles where they individually move.* In this matter Quaker influence was felt, resulting in a curious compromise. The Friends have always mistrusted formal statements of creed or aims, as they felt that such were merely human verbal limitations placed on the freedom of God's Spirit." (Page 31). He draws pointed attention to the fact that most schools "accept into membership those who profess a religion other than Christianity," or who are opposed to any form of religion *and to encourage them freely to express their opinions.*

To readers in India it will be of interest that the Adult School, apart from taking up the excellent Handbook, published annually by the Movement, goes into *Correspondence Courses* also. "Some Adult School folk have felt the need for guided home studies and the National Adult School Union has endeavoured to meet this by the organization of Correspondence Courses. These cover a wide range of subjects, such as: The appreciation of Music, Map Reading, the English language, Economic History, the New Testament, The tutor for the particular course sets

a special book, or books, for study, while the students' written work on the subject is sent to the tutor for examination and criticism. Only a nominal charge is made for this service."— (p. 41). His brief references to other types of work such as the organization of Summer Schools for unemployed men and women and of Arts and Crafts Exhibitions and Musical Festivals are suggestive for Indian conditions.

The author quotes the tribute of the Rt. Hon'ble Ernest Bevin, Labour Member in the present British Cabinet:—"I first attended the School in my 'teens and I have never failed to acknowledge the value I derived from the classes. There were not then all the opportunities for acquiring knowledge open to lads in my position that there are now, and certainly not the facilities for using them. What I liked about the Adult School was that it taught you to think, to reason, to be tolerant of the other person's point of view, to examine the facts, and helped you to develop the ability to exercise judgment, added to which, of course, there was the good fellowship, the social outlook, and the awakening of a social conscience."

The Movement has always been interested in promoting international contacts and Mr. Champness refers to the growth of the Indian Movement for Adult Education. On page 58, he refers to *the Indian Journal of Adult Education* and says that it was *founded* as the official organization of the Movement by the Indian Adult Education Association in 1939 at Bhagalpur. Actually the Journal was in existence already. The Conference simply *recognised* it as its official Organ. This

slight inaccuracy will be corrected, we hope, in a second edition. In the last chapter Mr. Champness discusses the future and gives the chapter the sub-heading of "Crisis." He believes that the Adult School Movement in England has a great future because he believes that, "An active Adult School in every town and large village throughout the land could play a great part in the growth of a better civilization."

We earnestly hope that this book will be widely read in India. It tells a story beautifully and simply of a Movement from which we in this country have much to learn.

We congratulate Mr. Champness on this attractive and painstaking work which breathes something of the spirit of the man himself.

RANJIT M. CHETSINGH.

3 ✓
Manual for Workers in Adult Education Centres (in Bengal) by B. C. Mukerji, M. A., published by the Department of Rural Reconstruction, Government of Bengal, pp. 55. In Bengali.

This is one of the most valuable additions to the existing hand-books on Dr. Laubach's system of educating the adult. After acquainting the worker with the odds which he will have to face, the author stresses the fact that the canker of illiteracy is at the root of all the ills of Rural India. The book contains practical suggestions and instructions for the efficient functioning of an Adult Education Centre. The method of teaching the adult, has been dealt with exhaustively. The three chapters on "Things one should know and the one on the Rural Reconstruc-

tion Programme" are of sterling worth and will be welcomed by field workers.

Mr. Mukerji has an intimate acquaintance with the problem of rural reconstruction in general, and with that of adult education in particular. And what is just as important he has a sound knowledge of the mentality of the average village adult and of the way educational material should be presented to him.

The author has of necessity had to condense and simplify his material throughout. But he has provided an excellent Manual for Adult Education Workers.

The book contains four schemes on the subject in outline. These are very suggestive. It also gives a useful bibliography.

BIMAL CHATTERJI, B. A.

33 ✓
Talimi Khel: (In Urdu) by W. M. Ryburn, M. A., and Pandit Hansraj of the Christian High School, Kharar, pp. 144, price As. 6/-, to be had of the Masha'l Press, Kharar, Ambala District, Punjab.

Kharar is now well-known as a centre of creative educational work. The Masha'l Press has rendered a distinct service to the cause of primary education throughout the country by producing this invaluable book for use with children. There are 28 games for the training of the senses; 47 designed to improve the knowledge of Urdu; 36 well-worked out arithmetic games and 18 dealing with geography.

The book has been well-printed and a good many of the games given are

made easily intelligible by the drawings provided. We have no doubt that the book will be widely used. The Masha'l Press might consider the possibility of putting it into other vernaculars, e. g. Hindi.

FORTHCOMING REVIEWS.

We regret that pressure on space has held up a review on **General & Social Psychology** by R. H. Thouless, University Tutorial Press, London.

East & West :—by Rene Guenon.

The Law of War & Peace in Islam :—by Majid Khadduri.

The Cultural Problem :—Oxford University Press. *Pamphlets on Indian Affairs.*

Urdu Dani-ki-Kitaben :—Parts I and II produced under the supervision of Maulvi Mohamed Sajjad Mirza Sahib, M. A. (Cantab), also **Jeet**—A Magazine for Hyderabad Troops.

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