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THE INDIAN JOURNAL OF ADULT EDUCATION

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THE INDIAN JOURNAL OF ADULT EDUCATION

VOL VI

DECEMBER, 1944

NO. 1

Editorial Notes

This Journal enters upon a new year of life with this issue. We wish to record our debt of gratitude to our colleagues of the Advisory Board of Editors and to correspondents who have helped us from time to time in our efforts to make the Journal of value to as wide a range of readers as we can. We have received encouragement at the hands of many who are competent to form an opinion about the value of an educational magazine such as ours in this country. To them also we wish to record our thanks.

We are anxious as ever to go on widening our field of usefulness and any help our readers can give in this regard will be more than welcome.

We are thankful that it is possible to offer 20 pages of reading material with this issue. We regret that the only way in which this could be secured was to resort to the use of newsprint and thus to give up a somewhat stiffer cover. We hope, however, that before the 6th volume is completed, it may be possible to revert to ordinary white printing paper and also to have our usual cover.

This issue is devoted largely to the consideration of problems connected with the organisation of adult education in India, especially in the post-war period. These problems are manifold and

complex. We invite workers to send us short articles dealing with aspects of the problem with which they are most familiar.

THE INDIAN ADULT EDUCATION ASSOCIATION

A General Meeting of the Indian Adult Education Association will be held at the Christ Church College, Cawnpore, on Monday, the 1st January. The meeting is due to begin at 9-30 a.m. It will provide an opportunity for exchange of thought and experience. Competent people have been invited to lead in discussing practical problems.

In collaboration with the All-India Federation of Educational Associations, the Indian Adult Education Association will have a share in the conference of the Adult Education section of the All-India Educational Conference on the 30th December. In spite of several difficulties we hope that it will be possible for many Adult Education workers to be present at this meeting. A registration fee of Rs 2 per head is payable. Arrangements for lodging and board will be made. Mr. D. P. Khattry, Secretary of the Federation and a member of the Adult Education Association Executive has agreed to undertake local arrangements.

Adult Education and

THE REPORT OF THE CENTRAL ADVISORY BOARD OF EDUCATION

BY W. M. RYBURN, M.A.

There is fairly general agreement that perhaps the main reason for the comparative failure of so much of the effort put into adult literacy work during the last few years, is that adult literacy has been made an end in itself instead of being treated as merely incidental to a proper and full programme of Adult Education. The great problem facing all who try to do adult literacy work is to convince the illiterate adult that he has any thing to gain by learning to read. And a great deal of effort, and many campaigns, have come to grief on this rock. There would probably be another story to tell if the main effort had been to give adult education in the full sense, including education for literacy of course, where necessary, but making it part of a much bigger whole.

Unfortunately in the section on Adult Education in what is popularly known as the "Sargent" report, this mistake seems to be perpetuated. We are told that the Adult Education Committee

recognised that the main emphasis in this country must, for some time to come, be on literacy. It is also stated, quite correctly, that a child must learn to walk before he can run; but, I think incorrectly, that an adult must be literate before he can hope to derive any benefit from facilities for education in the wider sense.

Now a child's education does not begin after he learns to read. Nor is it necessary for us to wait until an illiterate adult has learnt to read, before we give him many of the blessings that can be given to him through a rich programme of adult education. There are many ways in which information can be given, an interest in the history and culture of the country created, practical help in the problems of life extended, guidance in facing the political and economic issues of the time given, even though the adult in question cannot read. The radio, dramatics, lectures, practical demonstrations can all be used fully even

with illiterates. And in most cases where a definite programme of such activities is carried out, in village or town, there will be roused the desire to learn to read, and the question of illiteracy will be taken, as it were, in one's stride.

It seems to me, therefore, that the report has placed the present emphasis in the wrong place. What we want is not intensified efforts to deal with adult illiteracy. It is doubtful if such efforts will get us any further than we have got in the last few years. What is needed is a carefully thought out scheme of real adult education, for village and town, with a rich programme dealing with history and culture, with current vital economic and political questions, with a strong practical bias in craft-work, in music, in art, and in dramatics. If the problem of the illiterate adult is approached from what we may call the spiritual side, rather than from the purely utilitarian, I think that we are likely to have far greater success. And, at the same time, by means of the adult education given, to which the attaining of literacy will be incidental, though an important incidental, we will create a new spirit among the people of village and town.

In the report we miss an attempt to work out such a definite programme of adult education work, which shall appeal to Indians, and which shall also create a new spirit in the country. For instance, we talk a great deal about democracy, but unless we have a nation-wide programme of adult education (not merely adult literacy), democracy is going to stand a poor chance against all the forces which are threatening to engulf it in this country.

Special Curricula.

Such a scheme of adult education admittedly means careful planning and organisation. The report seems to me to fail to give an adequate idea of the nature of adult education required and of the organisation of the system which will be required if real progress is to be made. What is needed is something along the line of the Danish Folk High Schools and the Clubs of Russia. Whatever is done, of course, should not be just a copy of what has been found beneficial in other countries. It must be something suited to the genius of India. But it is this type of organisation that is needed. There must be permanent centres in village and town which will supply the new spirit which is required, if the adult is to meet, in any adequate way, the problems of the new India and the new world. One can imagine the difference to the country that would result from the establishment of cultural and re-creating centres in each district of some such institutions as the Danish Folk High Schools. Conditions in Russia after the last war were probably more akin to Indian conditions than were conditions in Denmark in the middle of the last century. We can draw valuable lessons from the Russian system of clubs, which have formed such effective centres of adult education, and which have played such an important part in changing the whole spirit of the country. Incidentally

Russia has almost solved her problem of adult literacy. The problem of adult literacy, indeed, if education is taken as seriously in the post-war years as the report hopes, will be one which will gradually disappear. But for adult education there will always be a great need.

Teachers

Adult Education is not just an extra which can be tacked on to the work already done by schools and by school teachers. The report speaks of 1,50,000 teachers out of a total of 5,18,018 being available for adult education. Nothing is more likely to ruin any such scheme than to think that it, or any considerable portion of it, can be run by teachers in their spare time. The poor village teacher is expected to take up every new thing that comes along; and do it in addition to his ordinary school work. The result is that either his school work suffers or else the new venture gradually dies out. While some teachers may be able to give voluntary help any sound scheme of adult education must be put through by those whose life work it is. The work is too important to be merely an extra in the day of an already over-worked man or woman. A large majority of those engaged in adult education must be full-time workers.

Moreover, it is very necessary that adult education workers should have training. Their work is quite different from that of the ordinary school teacher. In fact, one of the reasons why the ordinary school teacher often does not make a success of his efforts with adults, is that, naturally enough, he treats them as he treats his children in school. And adults do not appreciate his efforts. Adult Education workers need special training. They have to understand the psychology of those with whom they work, and in the ordinary Training College or Normal School they are taught child psychology. A different type of method has to be used with adults. Different types of syllabus are necessary, different ways of approach must be used. Thus it is very necessary both from the point of view of organisation, and of teaching method, not to speak of dealings with adults, that such workers be given a specialised training. There should be special classes in Training Colleges and Normal Schools where such workers are prepared for their work just as other teachers are prepared for their work. We must get rid of the idea that adult education is something which can be done by anybody with a little extra training in method. It is a definite type of work for which careful training is just as necessary as it is for ordinary school teaching.

Hence it seems to me that the immediate need is to frame a comprehensive scheme of real adult education for India, definitely planning the types of institution that will be necessary and with this, the equally definite planning of courses of training of those who are going to take up this work. Nothing less than this will meet the situation, and nothing less than this will give the masses of India the chance to make themselves and their aspirations felt in the days that are to come.

Mahatma Gandhi and Adult Education

(Gandhiji has been giving his mind to educational problems during the last few weeks. In doing so, Adult Education has also come under his consideration. We give below his ideas on this subject which he seems to have expounded to a friend towards the end of October and which a correspondent of the Free Press Journal has recorded for his paper. —Editor I. J. A. E.)

As to adult education, he observed, that it had become clear to him that the scope of basic education had to be extended. It should include the education of everybody at every stage of life.

A basic school teacher must consider himself a universal teacher. As soon as he comes in contact with anybody, man or woman, young or old, he should say to himself, Now what can I give to this person? "Won't that be supererogation on his part?" "No", replied Gandhiji. "Supposing I come across an old man who is dirty and ignorant. His village is his universe. It would be my job to teach him cleanliness, to remove his ignorance and widen his mental horizon. I need not tell him that I am to be his teacher. I will try to establish a living contact with his mind and win his confidence. He may reject my advances. I won't accept defeat but continue my effort till I succeed in making friends with him. Once that is achieved, the rest must follow.

All Life to be covered.

"Again, I must have my eye on the children right from their birth. I will go a step further and say that the work of the educationist begins even before that. For instance, if a woman becomes pregnant Shadevi will go to her and tell her, 'I am a mother as you will be. I can tell you from my experience what you should do to ensure the health of your unborn baby and your own.'

She will tell the husband what his duty towards his wife is and about his share in the care of their expected baby. Thus the basic school teacher will cover the entire span of life. Naturally, his activity will cover adult education.

"Some work for adult education is being done in many places. It is mostly concentrated among mill-hands and the like in big cities. No one has really touched the village. Mere three R's and lectures on politics won't satisfy me. Adult education of my conception must make men and women better citizens all round. To work out the syllabus and to organise the work of adult education is a more difficult task than preparation of the seven years' course for children.

Tolerance of Others.

The common central feature of both will be the imparting of education through village crafts. Agriculture will play an important part in adult education under the basic scheme. Literary instruction must be there. Much information will be given orally. There will be books, more for the teachers than the taught. We must teach the majority how to behave towards the minority and vice versa. The right type of adult education should teach neighbourliness and cut at the very root of untouchability and the communal problem."

Planning and Adult Education

By J. L. P. ROCHE-VICTORIA, M.L.A.

(Mr. Roche-Victoria is a well-known worker and leader in the Adult Education Movement. We give below a talk he broadcast from the A. I. R., Trichinopoly, a few weeks ago. —Ed., I. J. A. E.)

"Upon the EDUCATION of the people of this country, the FATE of this country depends." So begins the White Paper on Post-war Expansion of the British System of Education.

How much more this is true for India is just beginning to be realised. The Sargent Scheme, and the report on it by the Central Advisory Board of Education; the Bombay Industrialists' Scheme—all these are pointers in the field of Indian Education engaging at present the attention of every thinking Indian. Several Committees have been set up to prepare plans for post-war reconstruction in Agriculture, Industries, Communications, Public Health Services and so on; but all those plans depend, for their ultimate success on the education of the people. Education, as such, is the pivot on which all the other schemes shall rotate.

Every child has a right to be educated. In poverty stricken India, every child claims the right to be fed and educated. The introduction of the free noon-day meal is a step in the right direction. Improvement in the service conditions of the teaching profession is another important point that calls for immediate redress. All those

who have anything to do with Education, will agree how vital is the recruitment of the right type of teachers—who must be above want, to enable them to devote their whole-hearted attention to the noble task to which they are dedicating themselves.

The Sargent Scheme has rightly stressed the importance of bifurcating Secondary education, to enable the pupils to discover their own individual aptitude and interests. The Universities, according to the proposed Scheme, will be in a better position to fulfil their role and do their utmost for the really deserving students who enter their portals.

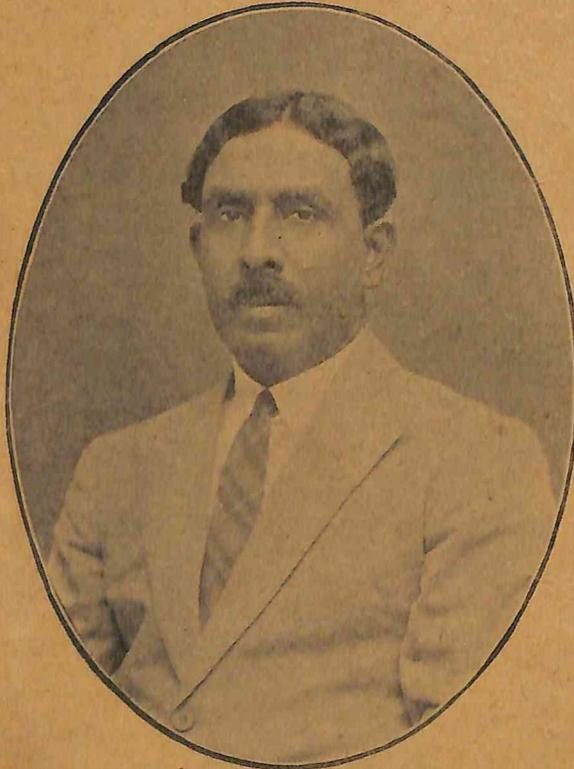
Technical education is already given a fillip by the exigencies of War. The prejudice against manual labour is dying down. It is up to our educationists to keep up the interest already aroused. Prospects of future employment will always govern the attitude of parents in the education of their children. Technical education should be so organised that students passing out of the Technical schools should find employment, and industries should not suffer for want of sufficient trained hands.

Three essential difficulties are encountered in the Sargent Scheme: FINANCE—TEACHERS—and TIME.

To quote no less a person than Lord Wavell: "It has always seemed to me a curious fact that money is forthcoming in any quantity for a War; but that no nation has ever yet produced the money on the same scale to fight the evils of peace: Poverty—Lack of Education—Unemployment—Ill-health. When we are prepared to spend our money and our efforts against them as freely and with the same spirit as against Hitler, and we pay our school-masters at a much higher rate we shall really be making progress."

our educationists are already vying with each other to place before the country, plans which will bring post-war India on a par with other countries. But, in spite of the prominence given to Adult Education in the Sargent Scheme Educationists have not given to it that attention which it deserves.

It is only in the field of Adult Education that the ball can be set rolling immediately. I, therefore, consider Adult Education as the most important branch of the educational system of war-time and post-war India, because: it brings in quick returns; it is a powerful auxiliary to Education in the earlier stages, as the parents and



MR. ROCHE-VICTORIA, M.L.A.,

is a well-known worker in the cause of adult education. He is President of the South India Adult Education Association, a member of the Indian Adult Education Association and Chairman of the Tuticorin Municipality.

The Government of India can and must find the money.

If and when their service conditions are improved, teachers—and the right type of teachers—will flock in. The Universities should also take a larger share in the training of teachers.

With regard to time, it is no use theorising. When a nationally accepted scheme is put in motion and worked with all the earnestness and efficiency the Nation can command, it is sure to gain such a momentum that the very authors of the scheme will be surprised at its progress.

What is required now, is to put the scheme immediately into operation. If China, with all its preoccupation with the Japanese 'Incident', could revolutionise its educational system, why not India?—I ask.

As regards the system best suited to wartime and post-war India, in the fields of Primary, Secondary, University and Technical education, public will have a better appreciation of our educational needs and offer their full co-operation; Adult Education can be given anywhere by anybody at any time, no school rooms are neces-

sary, trained teachers are not essential, no need for particular hours; there is no necessity for a curriculum each one can teach one as best he can; there are no Officers, with red-tapeism; the funds required are comparatively small, while big returns are possible; there can be a general elasticity in the teaching; ranging from purely literacy classes, to folk high-schools preparing literate people for higher or specialised education. Education can be carried to the very doors of the people.

Finally Adult Education will create, quicker than any other agency, a feeling of self-confidence among the people which will be a real asset in a Free Democratic India.

Thus it is clear that, given the right direction we can overcome all the major difficulties of Time, Funds and Teachers, much more easily in the case of Adult Education than in the other stages of education.

The task before the country is so stupendous that it is the duty of every official and non-official to utilise all available means to accelerate the pace in the building up of the Nation's brain-power, as the Army is building up Man-power.....

We are fortunate to have as our Viceroy, a soldier used to quick decisions. The Central Government must move immediately in the matter; it should adopt a common measure for all India, and enforce it in spite of local indifference and

even opposition in high Provincial quarters. Local authorities must be given the opportunity and freedom to spend from their own resources. Private institutions and voluntary initiative must be given all the encouragement they deserve. Being an agricultural, country India can learn lessons from countries like Holland and Denmark.

The country being mainly rural, changes are bound to be slow; but the work before us is great. Only people moved by a patriotic feeling can rise equal to the task. The feeling of all who know the situation is that only a National Government can tackle this problem successfully.

To conclude, permit me to quote Rev. Fr. T. N. Siqueira, S. J. —

“No New Order will drop down from heaven on a war-weary world except the order of disillusionment, loss of men and property, dislocation of home and family ties, perhaps even something akin to despair in the goodness and soundness of human nature. There is only one supreme universal tonic for all this—a sounder and truer education which considers the person taught as immensely more important than the thing taught, which has a religious respect for human personality, which not merely in theory but in every detail of curriculum and method exclaims with every true teacher from Socrates and Yajñavalkya down to Don Bosc and Madame Montessori:

‘How beautiful mankind is!’

Mass Education in India

By CHAITAN DAS, *Saharanpur*

We have read with great interest the various proposals for mass education in India as published in this Journal April, 1944 issue. We note the following principles from it:—

1. Adult Education is a branch of social reconstruction. It should aim at giving effect to the democratic principle of continuous, life-long and complete education for all according to the ability to profit by it so that every member of a State may possibly be an effective and efficient citizen. We cannot afford intellectual Brahmanism any longer.

2. Education must help the student in some measure to improve his economic position. It should be closely related to his daily life and work. To the teaching of the 3 R's must be added some elementary instruction related to the students' vocation in life as well as general knowledge of the rudiments of Civics, Economics, History, Geography and Hygiene.

3. With the object of stimulating the interest of the student education must be made attractive and sociable. The fullest possible use of visual and mechanical aids such as pictures, illustrations, artistic and other objects, the magic lantern, radio and music, etc., should be made.

4. Every adult school should have a library of its own or be able to obtain free books of the right kind from a neighbouring library.

5. To carry out such education we need not wait for any change in Government or for more funds. Note how Russia, Turkey and China in spite of various local and foreign difficulties are

carrying on considerable mass education. Russia is reported to conscript every educated man in the country for part-time teaching work. In Great Britain there are several agencies which tackle the problem of Adult Education. The technical colleges, the evening institutions, the classes organised by the workers of educational associations, extra-mural delegacies of the Universities—all conduct classes for Adults. China in spite of its disorganisation and its preoccupation with the Japanese incident, is carrying on considerable mass education in the midst of total war.

Our present facilities

1. The Government of India has started a campaign against illiteracy in all provinces and has been providing funds for it for the last five years.

2. Suitable books, maps, and materials are given free in several provinces and states at Govt. cost.

3. Our Indian Adult Education Association is organising the work all over India with great interest and zeal.

4. There are more than 5 lakh teachers in Primary, Middle and High Schools. They could be available to help in removing adult illiteracy.

5. Indian Industrialists, and other employers of labour are ready to offer assistance.

6. Voluntary services could be available to a large degree.

What is required then?

1. Our leaders concentrate their efforts for mass education in a co-operative spirit and strengthen our Indian Adult Education Association by supplying possible men and money.

2. All Indian institutions and all sectarian and caste conferences may form a united organisation to avail of funds and technical help from the Government.

3. Then there are temples, mosques, and churches which are estimated to be about 2 lakhs. Their annual income is estimated to be 45 crores.

Out of this 3 crores a year should be set aside for the education of the masses.

4. Efforts be made to interest the Panchayat^s of co-operative societies and other village panchayats in the management of local education as provided under Rule 51 of the U. P. Board Education Rules. The Indian people are very charitable and philanthropic in making educational endowments.

5. The whole country may be divided into Primary Circles of 2 miles radius as a unit in charge of a committee responsible to meet all requirements of the school in the circle by means of students' labour and local charity.

Planning: The First Steps.

BY RANJIT M. CHETSINGH.

A great many Plans are in the air these days. In recent months not only the proposals put forward by the Central Advisory Board of Education but also ideas thrown out by Mahatma Gandhi, Sir Gopalaswami Iyengar and others have received a certain amount of publicity in this country. A few people have taken them seriously; others have been inclined to dismiss them as Utopian. In view of this, it seems essential that the immediate tasks involved in initiating adult education on a national scale should be envisaged in concrete terms. I give below what seems to me the first steps necessary to any realistic approach to this whole question, particularly in view of the scheme adopted by the Central Board and sent up to the Reconstruction Committee of the Government of India.

I.

Adult Education in India is a field in which most of us are in the position of beginners. We are sailing uncharted seas. We can launch but insignificant experiments and gain experience piecemeal. We can study the experience and practice of other countries and seek to evolve the best application of others' experience to our own somewhat peculiar conditions. One of the dangers to be avoided is that of slavish imitation. Such imitation often tends to be dogmatic and ends only in miserable failure. Failure in adult education enterprises adds to the already large fund of cynicism in the country.

The second danger to avoid is the placing of too much reliance on the professional administrator or the politician. One will be inclined to pitch the aims too low and think in terms almost sordidly utilitarian. Such people will suggest, for instance, that the ordinary ability to read and write a letter or an application is all that an average person needs. Most of them are themselves strangers to education in the wider sense. A good many administrators in India live an excessively limited life. Their thoughts, their interests and their actions are circumscribed by their professional duties, dreams and contacts. They are often slaves of the system in which they are placed though they hardly realise it.—

The professional politicians will suggest that the aim of adult education should be such as will make our fellow-citizens conscious of our political and economic backwardness. They will suggest that Adult Education should address itself to the task of organising "the masses" for the "national

struggle". For such suggestions they have ready at hand the support of the Press in the country, and very often, therefore, they get a better hearing on these matters than they deserve.

II.

Our approach must be educational,—and that means it must be scientific. What then should be done? I suggest that to give concrete shape to the spirit behind the proposals set forth in the Post-war Plan adopted by the Central Advisory Board of Education, their sponsors should bring into existence institutions of two types:—

(1) In some suitable spot, the Central Government should set up an Institute of Adult Education for training teachers and (for the present) subordinate supervisors. Let those who are going to be entrusted with the task of training, experiment and find out for themselves what sort of training will be most suitable. No one can produce a perfect plan to-day. The curriculum, the technique of teaching and the training in organisation,—all these will have to be determined as we go along. 'Learning by doing' applies alike to educator and educand.

Such an institution should not be directly under the aegis of the Government. They should set up a Committee composed mainly of non-official educationists, but presided over by a progressive official, preferably an educationist of first-class standing. Let such a committee be given a certain amount of money, premises, a library (with literature on adult education), sixty picked students, and administrative facilities. Theirs should be the responsibility for conducting the experiment for the benefit of the whole country. If more than one institution of this type could be set up, simultaneously it would be a tremendous gain. At any rate one institution for Men and one for Women is necessary.

It would be an advantage to recruit for such training men who have seen something of college life in India, but the minimum requirement should be not lower than the Matriculation standard. Those selected for training should not be under 21 years of age. The course should cover one year. An experimental Adult Education Centre under its aegis would be an essential part of such an institute.

(2) In the second year of the experiment in about twenty places in different parts of the

country, Adult Education Centres should be set up. These should be manned by workers who have received training in the Institute suggested above. These Centres should be under the control and direction of the Central Government but may be located in centrally-administered or provincial areas—just as agricultural and other Research sub-stations are located to-day. Such Centres should not be confined to mere literacy work, nor should they be 'show places' for the localities in which they are set up. For their care also Committees should be set up similar in composition and powers to the one suggested for the Institute.

I have emphasised the non-official element as I believe experimentation in this field in India to-day can best be carried on in co-operation with, but free from, immediate Governmental control. There are enough workers of standing with experience and enthusiasm in the country who would respond to such a call from the Central Government.

After such an experiment has been launched under the Centre, Provincial Governments should also be pressed and encouraged to initiate or co-operate in similar work in the light of, say, two years' working of the experiment. A special Course of about 3 months' duration might be arranged at the Institute towards the end of the second year of the experiment for Supervisors and Organizers of a higher grade to enable Provinces to enter upon such an experiment.

Unless some such step is taken all effort is likely to remain in the confused state in which it has been for the last two or three years and the phantom of 'planning' will only stand in the way of systematic country-wide advance.

III.

This is not the place to try and outline the entire course of training. It is enough to state that the course would include the study of the following:—

1. Psychology—including social psychology and the psychology of the adult.
2. The Educative Process and the content of Education.
3. Organisation and supervision of adult education.
4. Curriculum construction: (a) For Rural Areas. (b) For Urban Areas.
5. Teaching methods: (a) General, (b) Special Subjects, (c) Handicrafts.
6. Practical work.

The staff chosen would include teachers capable of imparting education in the principles and practice of general science and agriculture, elementary economics and social philosophy, art and handicrafts.

It is not possible to work out here an estimate of the cost of such an Institute. To provide a basis for consideration, however, the following suggestions may be made for an Institute for Men. The cost of one for Women would be probably somewhat higher.

In addition to adequate premises, equipment and furniture in the way of administration rooms, a

Hall (essential for dramatics etc.) class and seminar rooms, hostel accommodation and some staff quarters, some non-recurring expenditure for necessary materials would be necessary. The minimum requisite teaching staff would be made up in some such way as follows:

Full-Time Staff:	Rs.	A.	P.
1 Principal and Director of Studies at Rs. 600 p. m. ...	7,200	0	0
3 Lecturers (and Tutors) each at Rs. 200 p. m. ...	7,200	0	0
1 Director of Physical Education and Leisure-time occupations: at Rs. 200 p. m. ...	2,400	0	0
	<hr/>		
	16,800	0	0
	<hr/>		
Part-Time Staff:			
Art at Rs 150(?) ...	1,800	0	0
Handicrafts at Rs. 150(?) ...	1,800	0	0
	<hr/>		
	3,600	0	0
	<hr/>		
	16,800	0	0
	<hr/>		
	3,600	0	0
	<hr/>		
Grand Total ...	21,400	0	0

There would be, of course, the necessary office and other staff as well.

The Board in its proposals for Training schools and Training Colleges (or Education Departments) has suggested a staff of 21 for the former and a staff of 13 for the latter. This is worked out on a basis of 150 entrants per year for a 2-year course in a Training School and 200 students in a Training College or Education Department. The respective salary costs are estimated at Rs. 41,412 and Rs. 55,955 per year.

The Institute proposed in this article would require people with very special talent and experience. For several years to come creative practical ability and exceptional social insight will continue to be essential to the successful working out of the techniques in Indian adult education, though these gifts will be valuable at all times. The staff of the Institute of Adult Education must therefore be made up of mature men of experience and practical knowledge in the field of education and social work. It is not unreasonable to suggest a salary cost of about 22,000 for the teaching staff of such an institution at this crucial stage, even though the number of students suggested is only 60 per year. On these will rest heavier responsibilities than usually devolve upon the average turnout of a Teachers' Training College.

It may be necessary for the working out of such a suggestion to secure the release on deputation of some men now serving in government educational institutions for the period of the experiment.

Indian Adult Education Association

[The Organising Secretary for South India sends the following Report for the 4 months ending 31st Oct. '44—Ed.]

At the outset the Secretary wishes to state that while in the past few months there has been a setback in the work of several institutions due to causes already reported there have been agencies that tend to mend matters. The organisation of Village Centres under the auspices of the National War Front in Cochin State with Adult Education as an integral part of their programme, the work of the W.A.R.P.C. Training Centre at Madras, the proposed Institution of the Government of Madras for village *Munsiffs* and *Karnams* are a few of the many powerful agencies that are bound to be helpful factors in enlightening public opinion in favour of mass education work.

The Secretary toured in parts of Coimbatore, North Arcot, Madras, parts of Travancore and Cochin and Trichinopoly.

Coimbatore District: Mr. Arunachalam of Sri Ramakrishna Vidyalaya, Perianaickenpalayam and Mr. M. J. Sargunam, Principal of the Union High School and his associates are responsible for systematic work in 4 night schools besides evening classes for waifs and strays. One new school in the Scavenger Colony was opened by Mr. Sargunam when the Secretary was asked to address the group.

Mr. G. Ramaswami Naidu's sympathy and good will for labourers is responsible for the Labourers' Night School at Peelamedu. The Secretary addressed two meetings here, and Mr. Ramaswami Naidu of the P. S. G. Mills and Factory has plans to take responsibility for a net work of labour Adult Schools.

Twice, by invitation, the Secretary visited Mathukarai to associate himself with the preliminary investigation and propaganda to start Rural Improvement work by the military authorities, and presented a scheme to the Educational Officer for consideration.

Further investigation leading to the educational programme for the aborigines was continued in co-operation with the Civic and Social Welfare Association. Thanks are due to Sri T. S. Avanasilingam Chettiar, M.L.A. (Central), who as promised to meet the expenses of one teachers or the aborigines.

North Arcot District: Here 7 villages were tackled. The work in the main was one of rectification and revival (involving great patience and strenuous labour) of a few centres where work had suffered.

State: Travancore. Perumparoor and Alwaye were visited. About 300 students and members of the staff were addressed in two high schools. Serious attempts are being made to use students for the work.

The Alwaye Settlement and the Alwaye Christian College are two institutions where prominence is being given to A.E. work. The Settlement does the work in certain seasons. The Social Service League of the College runs recreational evenings of games for waifs and strays, and they hold literacy night classes for cooks and other servants of the Colony numbering about thirty.

Cochin State:—The Secretary conferred with the State Assistance Organiser, National War Front, in connection with their Village Centres—and sent in a memorandum and literature connected therewith. The work has since begun. The Secretary of the All-Kerala Mahila Sangh, under the auspices of her own Sangh and through other agencies, has been carrying on vigorous propaganda. The Secretary visited Cheruthuruthi to confer with Mrs. Rajan Kurup regarding publication of literacy and post-literacy material.

While at Madras, he attended the Civic and Social Service Conference organised by the Crescent Society and attended 3 other meetings that followed. At one of these, the Honorary General Secretary of the I.A.E.A., Mr. R. M. Chetsingh, spoke to an audience of representatives of various social service organisations in the city. The Secretary also visited and addressed the Labourers' Night School organised by the S.I.A.E.A. at Perambur and was pleased to see its working. He also attended Health Week meetings organised by the Choolai Youth Union, meetings of the Christian Educational and Representative Councils in the interests of the A.E. movement.

The Secretary, as usual, co-operated with Government and other agencies representing all classes and creeds, prepared memoranda for four organisations, and supplied available literature besides answering the ever-increasing number of queries from various parts of the country.

The I.A.E.A. has plans for consolidation and concentration in limited areas while retaining responsibility to cater to the needs and demands of all agencies in South India. The plans will be published before long.

P. M. GOPALAKRISHNAN.

Indian Adult Education Association

DEAR FRIENDS,

You are cordially invited to join the special meeting which this Association is holding at the Prithi Nath High School, Cawnpore, on Monday, January 1st from 9-30 a.m. to 12 noon. This meeting will provide an opportunity for the exchange of experiences and opinions between adult education workers from different parts of the country.

Amongst others the following are expected to lead the discussions:

Mr. Shafiqur Rahman Qidwai, Head of the Adult Education Department of the Jamia Millia, Delhi;

Mr. Ashfaque Hussain, Education Officer of the Govt. of India;

Mr. M. S. Sundram, Education Officer of the Government of India.

Capt. H. B. Richardson, Treasurer of this Association;

Mrs. Kulsum Sayani, General Secretary of the All-India Women's Conference (Bombay) and Messrs. T K Mantri (Bombay) and A B Mande, (Gorakhpur) and Ranjit M. Chetsingh, Delhi.

Arrangements for the stay of delegates are being undertaken kindly by Mr. D. P. Khattry, P. O. Box No. 52, Cawnpore, who is a member of the Executive Committee of this Association as also the Honorary Secretary of the All-India Federation of Educational Associations.

The Association is collaborating with the All-India Federation of Educational Associations in the Adult Education Section organised by the latter at the 20th All-India Educational Conference being held at the Prithi Nath High School, Cawnpore, on December 30th from 9-30 to 12 noon.

Arrangements are being made by the Local Secretary of this Section, Principal M. A. Shakoor, Halim Intermediate College, Cawnpore, for the holding of an Exhibit of Adult Education materials. Please co-operate in this work by sending Exhibits to him direct.

Please register yourself by sending Rs. 2 per M. O. without delay so that arrangements for your stay can be made. Kindly intimate the time of your expected arrival in Cawnpore. This information may be sent to me at 772, East Park Road Delhi Karol Bagh or to Mr. D. P. Khattry, P. O. Box No. 52, Cawnpore.

Mr. Khattry has arranged for limited accommodation at the Christ Church College and S. P. G.

Brotherhood for those desiring hospitality after the European style. For this there will be a charge. For those desiring hospitality after the Indian fashion, arrangements have been made at the Prithi Nath High School. *Communicate your requirements to Mr. Khattry direct.*

Yours sincerely,

772, East Park Rd., RANJIT M. CHETSINGH,
Delhi Karolbagh. Hony. General Secretary.

IMPORTANT NOTICE

to

Members of the Indian Adult Education Association.

A General Meeting of the Association will be held on January 1st, 1945, from 2 p.m. to 3-30 p.m. (to transact business as provided for in Section 9 of the Constitution) at the Prithi Nath High School, Cawnpore.

This will be followed by a meeting of the new Executive Committee at 3-45.

N. B.—Notice of Meetings of the Executive Committee and of the Council to be held on December 30th at the Prithi Nath High School, Cawnpore, from 2 p.m. to 3-30 p.m. and from 3-30 to 4-30 p.m. respectively has been posted already to all members concerned.

RANJIT M. CHETSINGH.

Adult Education in Other Lands

LAUBACH IN LATIN AMERICA

Sponsored by the Committee on World Literacy of the Foreign Missions Conference, Dr. Laubach has concentrated his work for the last two years in Latin America. Nine governments there have officially adopted his method, and when he returned to Peru a few months ago he found 14,000 paid teachers in addition to countless thousands of "each one teach one" volunteers giving his picture-syllable reading course. Taught phonetically in 16 lessons, each lesson (Spanish or Portuguese) can be mastered by any illiterate adult in from five minutes to half an hour. After this the pupils can read aloud all the words with which they are familiar and are ready to carry on self-education by reading anything within their speaking vocabulary range.

Dr. Laubach believes the most successful stage of his latest Latin-American campaign was in Haiti, where 70,000 Haitians were taught to read and write in simple English. "A tremendously successful battle has been waged against illiteracy in the last quarter-century," he continued. "In Russia, 10,00,00,000 have been taught to read and write: in China, thanks to Jimmy Yen's mass education work, more than 4,00,00,000 have been taught; in India, 3,00,00,000; in other parts of the world 2,00,00,000. But we still have to teach more than half the world's population

U. S. O. W. I.

IN ENGLAND

Experience in Sheffield

The Sheffield Correspondent of the London Times gives an interesting account of an adult

education development in that industrial city. After quoting the White Paper on Educational Reconstruction "Without provision for adult education the national system must be incomplete", he goes on:—

Of many ways in which adult education may be planned, the way of the Sheffield Trades Technical Societies is worth noting.

This pioneer scheme, started in 1918, met with almost immediate success and is now recognized as of real benefit to workers and employers. Workmen often want to know why they do certain things, and when they understand they do them better.

Originally two trades—cutlery and silver-ware—formed the combination, called the Sheffield Trades Technical Societies, with 400 members. Now there are 18 trades with a membership of about 4,000.

By reason of the fact that the National Trades Technical Societies has just been registered, the beginning and development of the Sheffield organization, which will form a section of the national organization, are worth recalling. It has its roots in a dispute.

In the cutlery trade, as in all the important Sheffield trades, the reputation for quality goods is so valued and safeguarded that any article with the slightest flaw is thrown away as a "waster". At one period so many "wasters" led to the dispute. The masters paid only for the perfect blades made, and the workmen maintained that the "wasters" were due largely to faulty steel which cracked in the process of hardening.

Puzzling Questions

Alderman W. F. Wardley, who spent a lifetime as a working cutler, became Lord Mayor of Sheffield, and asked himself why blades cracked. Unable to find the answer himself, he put a few of the "waster" in his pocket, went to the technical school and said to the Principal: "Can you, gentlemen, tell us what's wrong wi' these?" In this way the cause of the cracked blades was discovered, and the staff of the technical school learned a lot more than they had known about the cutlers.

Questions similar to those which puzzled Alderman Wardley arose in the course of time. The technical school became part of the University of Sheffield, and Professor William Ripper, the then Principal of the Department of Applied Science, conceived a valuable factor in industry by combining the knowledge of the scientist with the experience of the craftsman. The Sheffield Trades Technical Societies was formed.

The Courses

The object of the societies is to provide a course of lectures and to promote the reading and discussion of papers on technical subjects, with special reference to the needs of workmen in each trade who are neither students at technical institutions nor members of scientific societies. Questions of wages and trade regulations are excluded. The annual subscription is fixed at 2s. There are no examinations, and to earn the societies' certificate members must have attended classes for two years and taken adequate notes. In conception and action the organization is truly democratic. The societies' general executive council is made of up members of each society with

representatives of staffs of technical institutions. In like manner the national executive will no doubt be formed of representatives from the sections.

Local officials of the societies declare that the lectures, given by first-class men, including workmen, are sound; that no attempt is made to ram "book stuff" into heads; that the scheme is applicable to every industry, and that here is a ready-made movement for adult education for the nation.

WOMAN M.P. ON INDIAN ILLITERACY

The October issue of *The Woman Teacher* prints extracts from *The Women's Bulletin* (Organ of the Women's Federation of Labour), which reports Labour M.P., Dr. Edith Summerskill as saying, "Any complacency I may have felt after seeing how well women are cared for in Australia and in New Zealand was sadly shattered when we visited India on our way home. In one maternity ward of 130 beds, I found only one woman able to read a book."

Dr. Summerskill was the first British woman M.P. to address the Senators and Congressmen in Washington and the second woman to fly in one hop of 3,206 miles to Australia and Ceylon.

The Woman Teacher, a tri-weekly organ of the National Union of Women Teachers, has rendered good support for the collection of the money to the Kasturba Memorial Fund of the Indian Women's Committee, London, and this money will be used to combat illiteracy in India. This is revealed by Mrs. Handoo, Secretary, India Women's Committee.—(U.P.A.)

News From Far And Near

MYSORE YUVARANI'S APPEAL

Presiding over the Silver Jubilee of the Mysore Mahila Samaj, yesterday, Her Highness the Yuvarani emphasised that the part that women ought to play in the post-war reconstruction work was great. She assured the audience that the scope for such constructive work would be considerably enlarged and ample opportunities would be provided for them. It was for them to avail of those opportunities, and play their role properly.

Her Highness observed that in spite of the measures taken by the Samaj for the eradication of illiteracy among women, it was regrettable that quite a good number of women, both in cities and rural parts, remained still illiterate. Education was the basis for social uplift, and it was their duty to carry the torch of knowledge to every home. She also laid stress on the urgent necessity for educated women teachers to be in charge of the education of women.

Concluding, Her Highness congratulated the Mahila Samaj on the progress it had made so far, and wished it greater success in the years to come.

ADULT LITERACY DRIVE IN BOMBAY

Mr. B. G. Kher, President of the Bombay Adult Literacy Committee, speaking at a Press Confer-

ence in Bombay, said that some of their plans to link up Government Offices, Municipality, the Bombay Post Trust, mill managements, secondary schools, colleges and private associations in spreading literacy were successful. "We were able to make literate all the peons in the Secretariat", Mr. Kher said, "And we have taught more than 200 constables. About 173 persons were made literate at the A. R. P. depots and many persons were supplied with books and newspapers. This year 14,000 adults, including 3,000 women, were made literate." Mr. Kher said that the classes were in all parts of the city, mostly in the backward areas, and persons were taught in seven regional languages. "Literacy", Mr. Kher said, "is only the first essential step towards the real adult education, which is informed and effective citizenship."

BOMBAY CITY

Mr. S. K. Patil presided over the award of Literacy Certificates to 660 adults at Sayani Road, Praba Devi, Dadar, on November 7. The function was arranged by the Bombay Adult Education Committee. During the six years that the Committee has been in existence, over 660 thousand adults of whom 20 thousand were from Northern India have been educated. Mr. K. T. Mantri, Special Literacy Officer, and Secretary of the

Committee, gave details of the new session of the Adult Education classes to be opened on December 1.

PATNA

Mrs. K. Sayani, a member of the Executive of the Indian Adult Education Association, and Honorary General Secretary of the All-India Women's Conference, visited Patna in October. She enlisted the interest of Women's Conference workers and leaders of the Women's movement in Bihar. She expects that various centres will engage in active adult education work during the coming winter.

CAWNPORE

The next General Meeting of the Indian Adult Education Association will be held at Cawnpore on January 1 at the Prithi Nath High School. In collaboration with the All-India Educational Conference, the Association will arrange for a discussion of adult education problems on Saturday, the 30th December, from 9-30 a.m.

Those desirous of attending the General Meeting of the Association and of taking part in the discussions on the 30th should register their names with the Hon. General Secretary of the Association at 772, East Park Road, Delhi Karol Bagh. A remittance of Rs. 2 should be sent to ensure that lodging arrangements can be made at Cawnpore.

MADRAS

At a public meeting held yesterday at the Crescent Hall, Triplicane, Mr. Ranjit Chetsingh, Secretary, All-India Adult Education Association, spoke on adult education, Mr. S. Venkatesa Iyengar presided. Mr. Chetsingh referred to the great advance made by the adult education movements in Western countries and traced the

backwardness of the movement in India to the apathy of the people, and wrong methods followed by the workers. He pleaded for drawing up a programme of adult education which would greatly interest the people for whom it was intended. In the discussion that followed Messrs. S. R. Ranganathan, C. S. Narayanaswami and others took part. Mr. S. Venkatesa Iyengar criticising Dr. Ambedkar's view that, even with adult franchise there would be no democracy in India, said that adult education would lead to an enlightened electorate, which would safeguard democracy. Mr. S. M. Fossil proposed a vote of thanks. —*The Hindu*.

CRESCENT COLLEGE, MADRAS

(Imparts free education up to the College Standard) Pachaiappa Chetty Street, Mount Road, P. O., Madras.

Patron:

Principal:

Mr. S. Venkatesa Iyengar,
B.A., LL.B., Advocate.

S. M. Fossil.

1. The object of this institution is to impart education to those who on account of circumstances beyond their control have not been able to enter the portals of the university.

2. At present the college provides the following subjects:—(1) English language and literature. (2) Indian History. (3) English History. (4) Economics. (5) Social Sciences. 6. Logic.

3. The medium of instruction will be English.

4. No tuition fee will be charged.

5. Admission to all irrespective of caste or creed.

6. Classes will be held from 6-30 to 8 p.m.

7. The college is primarily intended for those working in Firms, Factories, Business House and Government Offices; and it is earnestly hoped that they will be encouraged to avail themselves of the facilities offered by this institution.

Book Reviews

A GLIMPSE INTO THE FUTURE*

BY RANJIT M. CHETSINGH.

"Why are we an uneducated nation and how can we become an educated one?" This is the question with which Sir Richard Livingstone begins his case for the extending of the adult education system in Britain. He concedes that his country has "compulsory education, an impressive array of teachers and an enormous educational budget." He points out, however, that for the vast majority education ends with the 'elementary' stage at 14. Elementary education he regards merely as a preparatory stage, 'the first step of the ladder of knowledge'. Those whose education ends here are incapable of thinking 'with any real seriousness' of the problems of politics, of books and of reading.

To us in India, it is interesting to note that Sir Richard goes so far as to suggest that the time spent on elementary education is as good as thrown away when education ends there. He

complains that a most vital principle in education has been wholly overlooked in modern educational practice. The principle is:

"That almost any subject is studied with much more interest and intelligence by those who know something of its subject-matter than by those who do not; and, conversely, that it is not profitable to study theory without some practical experience of the facts to which it relates." (P. 7)

He supports Aristotle in the view that you cannot study fruitfully certain subjects, among them philosophy and politics, unless you know something of life. Newman, he goes on to remind us, went further than Aristotle and maintained that even subjects such as history and literature 'cannot be grasped merely from books, without some first-hand knowledge of their subject matter and believed in our incapacity really to understand mental facts of which we have no direct experience.'

*The Future in Education, by Sir Richard Livingstone. Cambridge, University Press: 3s. 6d. net.

The arbiters of the destinies of our educational system in India ought to study and ponder the author's discussion of the principle of the cross-fertilization of theory and experience. He finds it necessary to try to convert the ruling class of Britain to the necessity of adult education by discussing these matters at length. The need in India is far greater. Here is something for "officers" of our education departments:

"Experience proves that the same amount of information, which it takes the half-grown youth—dosing on the school forms—three to five years to learn, can be acquired by adults, who are keen in learning and who have done practical work, in the space of three to five months." (P. 49)

"Education is atmosphere as well as instruction; it is not an assemblage of piecemeal acquisitions and accomplishments, but the formation, largely unconscious, of an outlook and an attitude." (P. 51)

Kold claimed that while others in Denmark worked for narrower aims in his school it was different: 'We work for Life as against Death, and that work must continue as long as the world exists.'

Aristotle remarked 'in education it makes all the difference why a man does or learns anything: if he studies it for the sake of his own development or with a view to excellence it is liberal' (P. 71)

"This is the kind of education (without prejudice to others) which we want—that people should study "for the sake of their own development or with a view to excellence", so that they may become human beings in the Greek meaning of the words, and not remain mere business men, mere chemists or physicists, mere clerks, mere artisans or labourers. If so, we have a clue to the maze of education, a guide to choosing dishes from the educational menu. Whatever else we select to meet our personal tastes or needs, the dinner must include the vitamins necessary to human health, so that we achieve that liberal education which makes men fully developed, within the range of their individual capacities, in body, character and mind" (p. 71)

"...There are other people, besides the masses. There is what is known as the educated class in whose hands, though the composition of the class may change, the direction and leadership of the country will always rest. Paradox as it may sound, they need adult education more than anybody." (P. 87)

"At present we tend to use the term as if adult education was a means by which those who leave school early could repair the gaps in their knowledge or the deficiencies in their mental training. But it is the need of all; for all men have such gaps and defects, and the gaps grow greater as the world's knowledge advances. We need to become familiar with the idea that everyone engaged in routine or practical work, especially if

he occupies a directing position, needs periods of systematic study in order to refresh and re-equip and reorientate his mind. There is no occupation or profession in which the resumption of systematic education in later life would not be profitable, and there are few human beings who would not greatly profit by it." (P. p. 92-93)

"If the practice of resuming systematic education in later life became common, if in particular it became customary for the Civil Service and Local Authorities to second suitable officials for periods of study, a step would have been taken towards remedying a serious weakness in our national life—the neglect of the social sciences" (P. 102)

"This is a new function for the university—the organisation of Adult Study, not for those who have missed education in adolescence and youth, but for those who have had it. We might expect from such developments two most important results. They would be of immense assistance to those long-overdue Sociological Studies, which should be the most important scientific development of the next fifty years. They are the only remedy for that chronic intellectual ill-health from which, generally without suspecting it, all of us more or less suffer." (P. p. 105-106)

The Principles of Teaching, by W. M. Ryburn, Oxford University Press, Cloth bound, pp. 237, Rs. 2-12-0.

Of the making of books on teaching there is no end. The appearance of the volume under review, which forms No. 15 of the Teaching in India Series brought out by the Oxford Press, is to be welcomed, however, for more than one reason. It is the work of an active teacher in India. It is written with Indian conditions and readers in India in mind. When reading expositions of the principles of teaching, one is sometimes inclined to think that the authors are writing more for their own academic satisfaction than for the purpose of sharing with others important knowledge they have acquired in their own active working lives. This book is written in the simplest possible language, the exposition is clear and is addressed to the teacher in India throughout.

The principles of teaching children and adults are somewhat different but not quite so much as the technique in teaching the two types of pupils. The following extracts illustrate truths which will be read with equal advantage by the teachers of children and of adults:

"Teaching can be inspirational because it is a personal relationship. The less personal the relationship between teacher and pupils is, the less it is worthy of the name of teaching... Teaching will succeed best when this relationship, this interaction between the personality of the teacher and the pupil, is a creative one." "...activity means mental activity as well as physical activity. Very often when we talk about activity we think only of activity of the body. This, of

course, is necessary, but equally necessary is activity of the mind, and shall we say, activity of the spirit. Morality is developed through active practice in doing moral acts. Thus activity is something which is concerned with every part of the personality."

Many in India where we are so often concerned with the completion of a given course may not agree with the following: nevertheless, we need to discover for ourselves the truth of it if we are to advance as a nation.

"It does not matter so much how much work a child does but it does matter very much that he does thoroughly what he does do. The child will learn this essential habit of thoroughness only as the teacher insists on work being thoroughly done. The child will do his work up to the standard expected by the teacher. If he finds that he can get away with a thing half-known, then he will not trouble to learn it thoroughly. If he finds his teacher will not accept such work, then he will gradually form the habit of doing his work thoroughly, and learning thoroughly what has to be learnt."

University Education in India: Past and Present,
by Anathnath Basu, The Book Emporium Ltd.,
Calcutta, pp. 166 xlv. Price Rs. 4.

Mr. Basu, who is Head of the Teachers' Training Department of the Calcutta University, has done a great service in making available in this handy form a book dealing with the system of University education in India. He has thus given us a very interesting introduction to the study of the whole problem of University reorganisation.

The first two chapters are historical, and recapture in a convenient form the idea of University education as it has developed in India from the earliest times to the present day. Though Mr. Basu's own work in the main, lies with post-graduate students, it is good to see that he does not take too pendantic a view of University education.

He rightly complains that: "In India unfortunately a university teacher has to combine many functions; he is a lecturer, tutor and a research worker rolled into one. A teacher need not necessarily be a research worker, but one who is intellectually alive will naturally take a keen interest in researches and like to devote some of his time to such work. But because one has to combine so many functions one can hardly do justice to all of them."

In a second edition we hope the author will rectify the omission to discuss adult education as a concern of the Universities.

The inclusion of historical appendices makes the book very valuable as an elementary reference book on Indian universities. Many readers will be glad to see Table I, reproduced from the Eleventh Quinquennial Review of the Progress of Education in India and Table II, setting forth the enrolment in Universities in India in 1941-42.

"Annotated Urdu Bibliography" published by the U. P. C. C. Committee on Adult Literacy 1944. (Available at the Lucknow Publishing House' Lucknow; the N. I. B. and T. Society, Civil Lines, Allahabad; the Indian Journal of Adult Education, 772, East Park Road, Delhi Karol Bagh); pp. 24, price 1-5/6 post free.

The appearance of this bibliography is to be welcomed. In 24 pages a very painstaking educational missionary lady of Delhi has provided us with a useful guide to the literature in Urdu available for adults students.

The Primers, Books, Charts, etc., etc., which are presented here, have been chosen without any considerations of caste or creed. Literature has been listed as suitable for Stage 1, 1(a), 1(b); Stage 2(a), 2(b); Stage 3(a), 3(b) and advanced! Under these heads some 38 publications of the Jamia Millia Islamia have been listed. Similarly, 70 books from the Mahmud Series for Adults edited by Ram Lochan Saran (for the Bihar Provincial Mass Literacy Committee) have been listed. Books on the method of teaching adult readers with special reference to the teaching of Urdu, and Urdu periodicals specially prepared for adult literacy work are also mentioned.

We congratulate the compiler on the painstaking effort which she has put into the production of this most useful work.

* * *

"Democracy and Christianity by W. M. Ryburn, Y.M.C.A. Publishing House, 5, Russell Street, Calcutta; pp. 28, price As. 5.

This is the first of *The Issues Before Us* series of pamphlets which the Y.M.C.A. is initiating. The pamphlet is written in clear language and presents in a forceful manner some of the issues which are before thoughtful men of all religious affiliations. In the first seven pages the author states what Democracy and Christianity connote to him as he writes this essay. The next ten pages are devoted to a comparison of the principles of Democracy and Christianity. In the remaining part of the pamphlet, the right attitude to Democracy is discussed. At the end of the pamphlet there are 14 questions which will be found very useful for discussion groups.

Such pamphlets can be a true instrument of adult education in the widest sense.

* * *

"Racial Elements in the Population" by B. S. Guha. Oxford Pamphlet on Indian Affairs, No. 22, pp. 31, price As. 6.

The author has been Anthropologist to the Zoological Survey of India since 1927. He has contributed to the 1931 Census Reports of India.

It is too much to expect that a subject of such technical and other difficulties can be presented in non-technical language for the average man. Mr. Guha has succeeded, however, in writing most interestingly for the lay reader.

He considers some of the racial problems in India in the concluding section of his pamphlet and has some interesting observations to make. "A

nation cannot subsist solely on sentimental considerations and age-old prejudices. It must profit by what science finds out for human good if it is to move forward. The biological well-being of the Indian people will not come about except by nourishing the hereditary factors which are at the basis of our racial strength and by weeding out those that tend to undermine it." He advocates the spreading of the knowledge of birth control, the enforcement of biological selection (now that caste selection is tending to disappear) as a means

of checking the disproportion in birth-rate between the 'minus' and 'plus' section of the population. ~~Who have observed condition of stage.~~

Those who have observed conditions of life amongst the sections of Indian population which live on begging will read with interest Mr. Guha's suggestion about sterilization. He does not go into the question, however, as to how this is to be enforced. There may be many operations in California on a voluntary basis but whether such a basis could work in India is another matter.



THE INDIAN JOURNAL OF ADULT EDUCATION

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THE INDIAN JOURNAL OF ADULT EDUCATION

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Editorial Notes

MESSAGE SENT BY HIS HIGHNESS THE MAHARAJA HOLKAR OF INDORE TO THE
GENERAL MEETING OF THE INDIAN ADULT EDUCATION ASSOCIATION
HELD AT CAWNPORE ON THE 31st DECEMBER, 1944.

I am very glad to learn that the Indian Adult Education Association proposes to hold its general meeting at Cawnpore on the 31st December, 1944. Adult Education forms a very important part of the programme for the removal of illiteracy from the Country and I am happy to know that the Association has recently extended its activities in different spheres by appointing all-time organisers, who would tour from place to place and stimulate interest in the Adult Education Movement. This movement was launched in my State also over four years ago and I am glad to say that it has been making good progress. I wish all success to the Association in their endeavours in the laudable work undertaken by them.

Education and A New World

(BY SARDAR K. M. PANNIKAR.)

In the course of his scintillating yet highly practical address at the Cawnpore Educational Conference Sardar Pannikar had much to say which all those interested in the country's advancement,—educationists, administrators, parents and politicians,—need to study and ponder. We are glad to be able to give below a large part of what he said.—Ed., I. J. A. E.

The Objectives of National Education

We cannot, in the new world to come, be satisfied with an education which separates the educated from the general masses of people, and makes them feel different from the rest. It is the raising of the standard of the average man that our national education must aim at, providing at the same time for leadership in every sphere of life. True education must be both ontogenetic and phylogenetic, i.e., it must deal both with the evolution of the individual and the evolution of the community. To set a due value on qualities that contribute to individual and national greatness, a rigorous code of honour, the discipline required for co-operative effort on which

alone national greatness can be raised, an urge to serve one's fellow citizens, these are the objects which a scheme of national education should seek to achieve. This has been finely expressed by one of our most original educational thinkers, Professor Ghulam-us-Saiydain in the following words:—

“The education we advocate—for India as for other countries—is one that will create healthy interests of work and leisure—link up the life of the individual with great and worthy purposes which transcend his own ego and bring him into unison with the larger life of mankind; it is an education which will banish fear as a normal attitude of

mind and thus eradicate, so far as possible, the repressions and emotional conflicts which social coercion engenders."

All these could perhaps be included in the comprehensive term discipline which in educational parlance, however, has acquired a restricted meaning. But using it in the wider sense of regulation of thought and conduct on the basis of accepted values, it can, I think without stretching the language unduly, be said that the purpose of education is mental and moral discipline, both for the individual and for the nation. The Buddhists have a beautiful word which covers this. They speak of *Vinaya* for their scheme of religious and moral discipline, and, truly understood, it is a noble conception which covers the whole field of education.

The objects of raising the moral and mental standard of the average man and of training for leadership involve this idea of discipline and, as only a disciplined community, in which the individuals recognise the claims of the greater whole and regulate their conduct in the interests of all, can be fit for freedom, the object of our national education can legitimately be defined as Education for Freedom. Freedom, even if it drops suddenly from heaven, can be retained only by a community that is prepared for it by its education. The use of freedom is itself a great responsibility which can be discharged only by communities adequately prepared for it by the internal discipline of education.

Essentially, therefore, this is a question of educating the population as a whole. Where the masses remain undeducated, the standard of the average man must remain low. Not only will he be ignorant, but his mental and moral standards will not come up to the requirements of a civilised and progressive community. With 14 per cent of literacy in India we cannot by any means claim that the masses in this country can be awakened to an enlightened responsibility towards society. A dynamic activity in the educational field, which will take the discipline of the mind to the masses, must necessarily precede all serious work of social reconstruction. Apart from its human values, even from a purely material point of view, the economic and industrial welfare of the nation requires it.

Continuity of education all through life.

From the point of view of mass education, a national system of schools, however effi-

cient, will never be enough. Education has to be continuous all through life. It is true that man learns much from life, but I have often doubted whether it is necessary to pay such a high cost for what is often a limited experience, and also whether what most people learn from life are the lessons that should be learnt. These considerations apart, continuity of education throughout life in some form or another is a characteristic of civilised society. With the opportunities afforded by radio, cinema and newspapers, this question has increased immeasurably in importance and there is a clear case for intimate and planned co-ordination between education, as understood in schools and colleges, and the machinery of public enlightenment for the purpose of continuing education.

Provision of leadership is the second object of education, as I have defined it. The raising of the mental and moral standard of the masses without providing them with leaders cannot lead to organised freedom. This is what higher education attempts to do through colleges, universities and institutions for specialised knowledge. The process of selection for such leadership should be one of the objects of the system, so that at a reasonable age those who have the qualities and aptitude for higher education may be separated from others.

This is all the more important, because India is really standing before a social vacuum. What we have is not a society, but infinitely fragmented social units which have not cohered together to form a society. Essentially, therefore, the social functions of education cannot properly be defined on the one hand, and, on the other, education itself has to provide and fulfil those functions which, in other countries, are left to the care of social traditions and institutions. More than this, education has often to fight our social traditions, and work as a counterpoise against the influence of social environments. It is not necessary to labour the point which has only to be stated to receive recognition. Whether it be caste, untouchability, purdah, or maiming social customs, like early marriage, it is the school that has to fight the tradition and create a new social feeling. The training for leadership has, therefore, a much wider significance in India than elsewhere.

The leadership, which education has to provide, is the consciousness of a social purpose in the mind of the elite, which we term "public spirit" which provides for the

material and spiritual defence of society against disintegration, provides the counterpoise for tendencies which are anti-social, gives direction to activity. No society can utilise the forces generated either by education or by historical circumstances, such as a fast changing economy, without the creation in an ample measure of this spirit of social purpose. We talk of society being at the cross roads at critical times. What we are inclined to forget is that the road on which national life moves is continuously meeting paths and lanes which take off from it at a tangent, and it is only by intelligent direction that we can move forward at all. This direction it is the object of education to provide, by giving to all who pass through its institutions a sense of social values, and to the more intelligent a social purpose and an urge for service. An education that fulfils this essential function is what I can call an education for freedom, for freedom can live and thrive only where the social purpose is widespread and has a strong hold on the mind of the educated.

It is this spirit that we have to introduce in an increasing measure into Indian education, both in its secondary and in its collegiate sphere, and it is our failure to do so that has been the cause of the weakness of Indian society.

Adult Education.

Primary education everywhere is merely the provision of the most elementary apparatus for acquiring education, but in India even secondary education is hardly more. Hence it is all the more necessary to have a nation-wide system of adult education, so that the apparatus provided by the primary and secondary education can be put to its legitimate use. This is pre-eminently a field for voluntary organisations, with the co-operation and assistance of universities and other public bodies. The most successful of such institutions in England, the Workers Educational Association, had nearly 67,000 students on its rolls in 1938. The remarkable results achieved by the Danish Peoples High Schools, also a voluntary organisation, and the less spectacular but solid results of the Summer School Movement in England, show what can be achieved by popular efforts in this direction. The University of Paris before the War used to organise a vacation course to which people from all countries used to flock. Much can be done by our universities also, if popular courses in different subjects could be organised under their auspices.

Wrong Emphasis.

Schools
The

The failure of the Adult Education Movement in India has been mainly due to its emphasis on literacy and its lack of relationship with local interests. The main issue of adult education to my mind is not so much the literacy of those who have grown up illiterate, but the further education of those who having received some rudiments of education generally relapse into illiteracy, or who having developed local interests find themselves blocked for lack of education. So far in India we have left adult education to the desultory efforts of individuals. In such sporadic efforts, as we have witnessed in India, for example during the Bihar Campaign, there was neither a general aim nor a definite policy.

Today we have to think of education as a service for the whole nation, not merely for the child and the very young, but also for the adolescent and the adult. This is especially important in India which stands on the threshold of great political experiments. The Chinese who had more or less similar problems have done much in this direction, and their Peoples' Schools and Peoples' Education Centres, are institutions well worth our study. In this connection, I would also invite the attention of the educationists in this country to the excellent report of the Advisory Committee of Education in the Colonies entitled "Mass Education in African Society", published as a Parliamentary paper last year.

Continuation Courses.

Such continuation courses are important not merely for those who left school without the advantages of higher education, but in a greater degree even for those who have had a liberal education. I am not alluding to refresher courses for doctors, teachers and others whose professional knowledge has to be kept up-to-date; but to the case of the ordinary educated man who in different ways provides the leadership in social life. We all need occasions to compare notes, test our ideas, renew our faiths, revive our ideals, and generally rejuvenate our minds. A moment of introspection will show that none of us knew anything of which we can now be proud when we left our universities. It is only by a process of continuous re-education that we have been able to do anything worth while. Educational institutions provided us with the apparatus, with the key to the treasure-house of knowledge and conduct, and our success or

e has depended on the way we utilised that apparatus and that key for further educating ourselves. This is the essence of the problem of adult education for the educated.

That the educated are the people who most need continuous education is not a matter of surprise. Proper education can begin only after the mind has matured; before that only the mechanical methods can be taught. Aristotle proclaimed this truth long ago. "The young are not fit to be students of politics, for they have no experience of life and conduct". The same remark he applied to philosophy as a subject of study for the young. If we consider our own degrees of appreciation of literature at different ages and periods, we would unhesitatingly come to the conclusion that humanistic studies are for maturer minds, and schools and universities can at best provide the necessary training which, if used at a later age, will be of very great profit. Continuous education, therefore, is the only method by which the expenditure and effort involved in a national educational system can reach its fruition.

Before I leave this question of education for leadership or, as I would prefer to call it, education for freedom, there is one question I should like to allude to here, and that is the question of class schools which is mistakenly identified with education for leadership.

Experimental Schools

Any well-organised system of national education must allow for a wide variety of edu-

cational institutions: experimental schools, work schools, Gurukuls, Ashrams and any other kind that educational thinkers can devise. It is only in these institutions that new ideas can be developed, new methods tried and new systems fashioned. Dr. Morgan's work at the Antioch School, Dr. Farrier's work in his Activity School at Geneva, and nearer home, Dr. Zakir Hussain's work at the Jamia Millia, are all examples of what such institutions can do to bring new life into standardised educational systems.

The most efficient and the most elaborate systems cannot mould the human minds into the same pattern. But a national system of education must follow patterns, must have standardised curricula, accepted examinations and tests, all of which inevitably work towards a regimentation. In the circumstances, the national necessity for free institutions outside departmental control becomes clearer. Special schools and institutions which strike out original paths in both methodology and organisation not only deserve toleration, but every encouragement. They alone can provide the antidote to departmentalism, the control of education by routine and administration, and put a brake on the inevitable tendency towards regimentation. Besides, special schools represent individual ideas and effort, the vision of a thinker or the experiences of a practical man. These are valuable at times, and provide a most desirable counterpoise which we may look down upon only at great peril to our national advancement.

Post-war Planning

A People's Plan

M. N. ROY

[Our readers will be interested to see that all planners are giving some attention to education. The ideas set forth by Mr. M. N. Roy regarding the development of Adult Education in The Peoples' Plan and reproduced below represent a better approach to the problem than the usual one i.e., through and within the limits of adult literacy. Ed., I J. A. E.]

(Extract from "Peoples Plan" pp. 30-33)

The Cultural Level of the People

An improvement in the educational and the cultural level of the people will constitute the foundation of the People's State. To wipe out the present ignorance, to enable every Indian—man or woman—to see what the world holds, to awaken him to his great heritage, and thus to enable him to play his proper role in the mighty creative tasks that lie ahead—all these objectives

can be achieved only on the basis of proper and adequate education being provided to him. A school for every thousand or so of the population, a middle school per every four primary schools, and a high school per every four or five middle schools, must be the minimum educational machinery to be created in the rural areas during the period of the ten years plan. Similar institutions must also be provided for the urban areas in the country.

Rural Schools

The total number of primary schools to be started in the rural areas is about 260,000. Each of these schools is estimated to cost for its construction about Rs. 2,000 while the equipment needed for such a school is estimated at Rs. 1,500. The current expenditure is calculated at about Rs. 6,180. Nearly 70% of this expenditure would cover the wage bill of the primary teachers. The long-felt and so-often-emphasised need of improving the conditions of school teachers has been taken into account while making these calculations. In a similar manner, the consideration that the efficiency with which the teacher would be able to do his task would depend upon the number of children he is expected to look after, has also been taken into account. A primary teacher would have ordinarily to mind about 25 to 30 pupils, though precise estimates in this respect are very difficult to make. The total capital expenditure for the primary schools in the rural areas would be about Rs. 91 crores, while the working charges for these schools would be about Rs. 160 crores.

The total number of middle schools to be started in the rural areas is estimated at 60,000. This would mean a school for about 4,500 of the rural population. The building for each of these schools is estimated to cost Rs. 4,000; while the expenditure for the initial equipment would be Rs. 3,000. The working expenditure for each one of these schools manned with an adequate number of teachers is estimated at Rs. 15,550. The total capital expenditure for these schools would thus come to Rs. 42 crores, while the working expenditure would be Rs. 93.3 crores.

There should further be constructed about 15,000 high schools in the rural areas. Each of these high schools would serve 15,000 to 20,000 of the rural population. The expenditure for the building of each of these high schools is estimated at Rs. 15,000 while the initial equipment in their case would cost about Rs. 25,000. The working expenditure for each of these high schools is estimated at about Rs. 36,300. The total capital expenditure for these high schools would thus come to Rs. 60 crores, while the working expenditure would be Rs. 54.5 crores.

Corresponding to the educational machinery thus sought to be built up in the rural areas, there would be needed an adequate machinery in the urban areas also. In the

urban areas the number of primary schools to be started is estimated at 40,000. The expenditure for the building of each of these schools is estimated at Rs. 3,000, while the initial equipment is estimated to cost about Rs. 2,250. The working expenditure for each of these schools would come to about Rs. 9,270. The total capital expenditure for all these schools in the urban areas is thus estimated at Rs. 21 crores, while the working expenditure would be about Rs. 37 crores.

Urban Area Schools

The number of middle schools in the urban areas is estimated at 10,000. This would mean a middle school per four primary schools on an average, or per 4,000 people. The building of each of these middle schools is estimated to cost about Rs. 6,000 while the initial equipment would be of the value of Rs. 4,500. The working expenditure for each of these middle schools would be about Rs. 22,000. Thus the total capital expenditure for the middle schools in the urban areas would be Rs. 10.5 crores, while the working expenditure would be Rs. 22 crores.

The number of high schools to be started in the urban areas is estimated at 4,000. The estimate would imply a high school for about 10,000 of the population. Towards the end of the plan, the figure of high schools would be about 12,000 or so. The building of each of these high schools is estimated to cost an amount of Rs. 30,000 while an equal amount would be needed for the initial equipment. The working expenditure for such a high school is estimated at Rs. 50,000. The total capital expenditure for these high schools is thus estimated at Rs. 24 crores, while the working expenditure would come to Rs. 20 crores.

Technical Education and Technicians

A comprehensive educational machinery will, in addition to the above mentioned institutions, demand a development of institutes for technical education as well as the growth of higher education. For the purposes of technical and university education, we think that a sum of Rs. 40 crores should be allotted. We may, however, point out that we propose to make a separate allotment for the huge army of technicians that will be needed for the purpose of execution of the plan.

A successful implementing of the plan will require a large number of technicians of all kinds, engineers, agricultural experts,

mechanics, doctors, teachers, administrators and so on. It is not possible to estimate precisely the expenditure needed for the purpose. It may be further pointed out that, in the initial period of the plan, it may be necessary for us to import technicians from abroad, as the Soviet Union had to do for some time. Again, a large number of people would be trained through work during the period of the operation of the plan. The advance made by us during the period of the war itself might also be of material use to us in this respect. Taking into account all these factors, we suggest an expenditure of Rs. 150 crores for this purpose. It is not claimed that the allotment would be quite adequate. But it is definite that this will enable the planned economy to overcome the bottleneck in this respect, if at all one were to arise. The problem of training up the necessary number of technicians is not at all baffling or incapable of solution. In fact, the achievements of the Soviet Union under more difficult circumstances ought to show that, given a proper type of planned economy, this problem can be solved by us during a period of a few years.

We would like to mention in this connection another important consideration. As progress will be made in creating the above mentioned machinery, it will be possible for the People's State to make education compulsory at least up to and inclusive of the stage of the middle schools. The process of elimination may start only from the high school stage. Compulsory primary and middle school education must be the essential feature of the educational machinery organised by the People's State.

Adult Education

Hitherto, in our estimates of the expenditure involved in securing for the people freedom from ignorance, we have not taken account of adult education. We suggest the dealing of this Problem in a different manner. Even after the above machinery that we suggest has been evolved, it will be obvious that a large number of children will be leaving the school at the age of fourteen or so. A child at such a tender age can hardly be expected to have attained the necessary amount of intellectual equipment essential for making him a healthy, intelligent and constructive citizen of a democratic state. We think, therefore, that it is necessary not only to wipe out the illiteracy of the present adults, but also

make provision for some machinery for the cultural development of the people, some sort of continual adult education in a sense, as a permanent feature of the future Indian Democracy.

Guided by the above consideration, we suggest that in every village should be established a Cultural Centre, a small village club, equipped with a radio, a clock, a small library, and some material for sports. It should act as the centre of education, culture and recreation for the village population. The liquidation of adult illiteracy should also be the task of these centres. The cost of building for such a centre is estimated at Rs. 1,000, while another 1,500 may be required for the provision of the initial equipment. The working expenditure for these centres would be about Rs. 1,500 per centre. The total capital expenditure for these centres would be Rs. 125 crores, while the working expenditure would come to about Rs. 75 crores, assuming the number of such centres to be started in the rural areas as being 5,00,000.

In the urban areas, we estimate the number of such centres to be about 25,000. The cost of building each of these centres in the urban areas is estimated at Rs. 2,000, while the initial equipment would cost about Rs. 1,800. The working expenses are estimated at Rs. 2,200. The total capital expenditure for these centres in the urban areas would thus come to about Rs. 9.5 crores while the working expenditure would come to about Rs. 5.5 crores.

Total Expenditure

The total expenditure for securing the freedom from ignorance for the people would thus be as follows:—

	(In crores of rupees)	
	Capital Expend.	Current Expend.
Rural Primary Schools	91	160
Rural Middle Schools	42	93
Rural High Schools	60	54.5
Urban Primary Schools	21	37
Urban Middle School	10.5	22
Urban High Schools	24	20
University and Technical Education	40	...
Training of technicians	150	...
Rural Cultural Centres	125	75
Urban Cultural Centres	9.5	5.5
Total	573	467

Grand Total: Rs. 1,040 crores.

Adult Education in Other Lands

THE U. S. A.

Peoples' Congress.

The East and West Association will present a series of ten dramatic forums, entitled "The Peoples Congress", at Town Hall, New York City, beginning October 18. "What do the Peoples want" and "What can the Peoples do?" are the theme questions for the meetings. Specific topics to be discussed were selected as a result of a nation-wide poll of Association members, teachers, librarians, newspaper and magazine editors, and radio programme managers. Representatives of various countries will be invited to act as discussion-leaders at each meeting.

New York.

Plans of the New York (City) Adult Education Council for the coming year stress community planning and stimulation of increased opportunities in adult education to meet post-war needs. Emphasis will be placed on the expansion of tax-supported programmes and reconsideration of the relationship between public and private agencies. The Council feels that adult education organisations will have a large part to play in serving veterans who are not eligible for scholarships.

—*Adult Education Journal, New York.*

GROWING INTEREST IN ADULT EDUCATION IN U. S.

Kansas City, Missouri—Evidence of the growing demand for education on the part of adults in the U. S. is shown in the performance of the University of Kansas' extension division. Enrolment in this division increased 300 per cent last year and plans are underway for the establishment of additional centres throughout the state.

Teachers are recruited from large industrial firms—one is the director of training at a large plant and another is Vice-President of a nationally known manufacturing firm. The student roster includes, foremen, office managers, lawyers, teachers, stenographers, housewives and businessmen. They study Spanish, home economics, shorthand, business, education and plastics and many new courses.

ENGLAND.

Adult Education for the Royal Navy.

In the last two years, the adult education of this Command has been in the hands Instructor Lieutenant Commander G. Clark, M.A., B. Sc., R. N., who has recently gone to the Admiralty to be responsible for this type of work throughout the Navy on a much larger scale.

One of the most important features of the Royal Navy's scheme of Adult Education has been the provision of facilities for H. M. ships of the Home Fleet and personnel based ashore. The objects of the organization have been first to enable men and women of the Royal Navy and Royal Marines to have means of profitable occupation of their leisure hours, particularly during the long winter nights of the Far North, secondly to encourage an intelligent interest in world events and in problems of post-war reconstruction and thirdly, to maintain a high standard of mental and physical fitness, in support of the contention that the man who is mentally alert is, in general the most efficient sailor.

A start was made in the autumn of 1942, with an Adult Education Centre which in the space of a few months under two years has grown to include almost every advantage normally provided by a progressive local education authority. During last winter there was a large section devoted to Craft Work, which included woodwork, wood carving, leather work, felt work, toy making, veneering, rug making and art needlework, and a high percentage of the members enrolled at the Centre participated in these activities, in addition to the more academic aspects of the curriculum. There were classes in commercial training, including both Pitman's and Gregg's shorthand, business methods, which were found most popular with Wrens; art, three modern languages, public speaking, and a wide range of practical subjects—plumbing, photography, building, construction and architectural drawing, radio maintenance and repairs and boot and shoe repairing. The Centre was organized under the direction of the Command Education Officer with a staff of

naval schoolmasters, a W. R. N. S. officer and a number of part-time teachers who were specialists in various practical courses. Particular emphasis was laid on a freedom of atmosphere which permitted members of the groups complete access to all the amenities of the Centre in the most informal manner and many permanent friendships have been made within its walls. It serves the needs of the personnel in the base and the sailors who come ashore for a few hours from their ships.

The value of craftwork has been most noticeable—and the Command Education Officer is convinced that it has been the means of interesting the sailors in other aspects of adult education as a result of these initial contacts with the Centre. A number of exhibitions have been held, the last one having over 2,000 entries of an exceptionally high standard. It revealed a feast of skilful work, some of it executed with the most elementary tools on the mess decks of small ships, often with only scrap materials. Largely as a result of this exhibition, a Draft Materials Shop has now been set up in the base at which sailors from ships so small that they are unable to form a recognized class can purchase materials and tools, obtain advice from a qualified instructor in the Education Centre, and continue their craft work in off-duty hours while at sea. There is a brisk demand and the shop has already more than justified its existence.

A number of subsidiary Adult Education Centres opened in the Command as soon as the main body had firmly established itself and in the naval air stations, men and women of the Fleet Air Arm have made a most eager response. Correspondence Courses, available through the War Office, have been particularly valuable on these stations and in the little ships of the Boom Defence.

Each Education Centre now has a well equipped library, many of the volumes for which have been provided through the Royal Naval War Libraries. Special emphasis has been laid on the importance of an Information Room in each establishment, making newspapers, pamphlets, booklets, photographs and exhibitions, dealing with every side of Current Affairs, readily accessible at any hour of the day. For the benefit of ratings in small ships, a special Information Hall has been established, in which sloping tables are erected along each wall. Selected cuttings

from the daily papers, Ministry of Information photographs and pamphlets, etc., are linked up to the current war maps on the walls above, by brightly coloured tapes. The hall is well lighted and situated between a restaurant and the cinema, and is used by large numbers of ratings as a precious visual contact with events going on in the world outside. The information rooms have undoubtedly proved to be one of the outstanding successes of the adult education scheme.

A keen appreciation of art has been encouraged by small exhibitions loaned by C. E. M. A., the British Institute of Adult Education and other bodies. An Arts Club was founded with a hundred members and a large basement room has been tastefully redecorated and furnished to the design of a Wren and completed by shipwrights of an air station. It contains modern furniture, a large homely fireplace built by Royal Marines, a baby grand piano and a radiogram. The Club was opened by Mr. Vernon Bartlet last February, and has since had recitals by Pouishnoff, Dame Sybil Thorndike, Sidney Harrison, Madame Françoise Rosay and boasts John Gielgud as one of its patrons. Weekly recitals of gramophone records are given by a cathedral organist, play readings are a regular feature and two plays were entered for the Services Drama Festival. An art group meets twice a week under the leadership of a Wren who was an art student before the war. To perpetuate the club in post-war years, a small membership for civilians, including the county Director of Education, has been sanctioned and to this small body the amenities of the Arts Club will ultimately be handed, for the use of the citizens in the days of peace.

A flourishing extra-mural department has been founded for the whole Command, under the personal supervision of the Command Education Officers, who has maintained constant personal contact with the numerous University Regional Committees for Adult Education which were set up early in the war under a Central Advisory Council at Oxford, and many lecture tours have materialized from these sources. The policy of the Command Education Officer throughout has been to stimulate interest in post-war problems and international relationships, and the majority of programmes have been directed to this end. Mr. Geoffrey Crowther delivered a learned address giving details of

how the war is being paid for, Mrs. Eva M. Hubback discussed health services, the post-war position of women, family allowances, and trends in population, the Chief Education Officer for Surrey and the Director of Education for Westmorland both dealt with the provisions of the new Education Act. Professor John W. Harvey of Leeds University, and Mr. H. E. Potts, Vice-President of the Council, Liverpool University, were the backbone of a Brains Trust which answered all manner of questions two or three times daily for nearly a month. The difficulties of India were ably presented by an Indian barrister, Mr. J. Chinna Durai and Mr. George Peverett, Vice-Chairman of the British Institute of Adult Education, gave a series of lantern lectures on Land Settlement after the War. In all, there were over 900 talks by visiting lecturers in the winter of 1943-44.

More recently, emphasis has been laid on the Discussion Group. Meetings of

fifteen or twenty, usually mixed, have been held, to talk over post-war problems, the Empire, citizenship, and so on, usually led by a junior officer, who has attended a preliminary briefing meeting, conducted by the Command Education Officer. It has been found that a pooling of knowledge by this means in a group has been an extraordinarily effective method of arousing the interest of naval personnel in their responsibilities as citizens of a great Commonwealth, and so successful has it been that a number of Commanding Officers have now allocated one hour per week compulsorily in working hours as a part of normal training. Otherwise every aspect of this adult education scheme has been on an entirely voluntary basis and has spread itself over sixteen hours in the day to coincide with the watch-keeping duties of almost all naval ratings and Wrens.

—[The Common Room]

News From Far And Near

AMRITSAR

Dec. 11.—The Executive Committee of the Shiromani Gurdwara Prabandhak Committee, which met under the presidentship of Jathedar Mohan Singh, has authorized the Darbar Sahib Committee to spend Rs. 15,000 annually for the purpose of promoting adult literacy.

DELHI LEAGUE START ADULT EDUCATION CENTRES

DELHI, Dec. 16.—Under the auspices of the Delhi Provincial Muslim League an adult education centre and a public Reading room has been opened in their office at Jama Masjid from Monday, December 18. Classes for adults will begin at 8 P.M. and the reading room will remain open from 9 A.M. to 9 P.M. About 30 have enrolled as students.

EDUCATION CENTRE FOR WOMEN

Under the auspices of the Delhi Muslim Women's League, a centre of adult education for women was opened at the residence of Mr. Sirajul Haq, Chandni Chowk. Mrs. Shabbir Ahmed performed the opening ceremony. While opening the centre, Mrs. Shabbir stressed the need of education specially for Muslim women. She has presented a number of books to the centre for circula-

tion among the women. Miss Mubina Sirajul Haq was appointed incharge of the centre. About 15 women have already been enrolled.

BOMBAY

Adult Education Board

The Provincial Board for Adult Education has been reconstituted by the Government of Bombay, as follows:—

Mr. S. R. Bhagwat, of Poona (Chairman). Rao Saheb Harikrishna A. Amin, Inamdar of Mahudha, Kaira District; Mr. B. S. Hanchinal, member of Belgaum District School Board; Professor R. Choksi of the Wilson College, Bombay; Mrs. Umabai Kundapur, Hubli; Mr. V. V. Sathaye Secretary of the Saksharata Prasarak Mandal Poona. Mr. Bhaurao P. Patil, Satara; Sardar Mansingji Bhasaheb, Thakor of Kerwada, Broach and Panch Mahals District; Khan Bahadur Muhammad Hidayetulla, retired Headmaster of Poona Anglo Urdu High School, Rao Bahadur P. G. Hulkatti, Bijapur; Miss Amy B. H. J. Rustomjee Inspectress of Girls' Schools, Bombay Division; Mr. V. D. Ghatge, Educational Inspector, Northern Division, Ahmedabad; The Labour Officer, Bombay City; and three representatives of District Rural Development Boards, one from each Division.

The representatives of the District Rural Development Boards will be selected by the Commissioners of Divisions from among the nominated or elected non-official members of the Boards. The Chairman and members will hold office until September 30, 1947.

Madras Government.

(1) *Post-war Educational Reconstruction:*

The Education Sub-Committee of the Madras Post War Reconstruction Committee met on Nov. 28, Mr. T. Austin, Adviser to the Governor, presiding and considered the report on educational post-war reconstruction, in the presidency, prepared by the Director of Public Instruction.

As regards mass education the meeting agreed that compulsory education for both boys and girls of all communities, should be introduced in all areas, in the first place from standards 1 to 5, providing accommodation and staff to the extent necessary in areas already served by existing schools and opening new schools in schoolless areas, with sufficient population, and building them up to the 5th standard. It was also agreed that, after the scheme for compulsory education up to the 5th standard had been completed, further steps should be taken to extend compulsion to the 6th 7th and 8th standards by stages. The enforcement of compulsory attendance should be the duty of the Education Department and not of local boards. Welfare officers should be appointed to implement compulsory attendance, and that they should have legal powers to enable them to bring the children to school.

(2) *Adult Education:*

The sub-Committee resolved that there was need in this province for giving further encouragement to existing institutions for carrying out schemes for making illiterate adults literate, and that adult education (in the real sense) should be developed through university extension work, adult education centres with libraries, the regular educational institutions, and the use of the radio and the cinema. The committee also suggested the introduction of a Library Act in the Province, and the issue of departmental bulletins in different languages with the object of maintaining literacy.

Cawnpore.

Among the resolutions passed by the All India Educational Conference which met at

Cawnpore, Decr. 29th-31st inclusive, were the following:—

(1) This Conference is of opinion that training in ideals of democracy should form the chief basis of post-war educational reconstruction.

(2) This Conference agrees with the broad principles of the Central Advisory Board's Report on National Education and urges immediate action in accordance with them.

(3) This Conference protests against the present paper Control policy of the Government of India and pleads for easy availability of books and paper to teachers and students of the country.

(4) This Conference recommends to the Departments of Public Instruction in the Provinces and States to make adequate provision for Adult Education in their respective areas on lines suited to local needs.

West Khandesh.

According to the 'Bombay Sentinel' the Conference of the West Khandesh Farmers and Gardeners was held under the presidency of Mr. B.N. Patil, Deputy Secretary East Khandesh at Dhulia in the Dhulia Municipal Hall.

Over 300 representatives were present. Mr. Mati, pleader from Sunpur in the first instance made an introductory speech.

Several important resolutions such as spread of education and promotion of social relations were passed.

MYSORE

(Extracts from the address of Rajamantrapravina H. B. Gundappa Gowda Minister for Local Self-Government and Public Health, on the Occasion of the Maharaja's College Day Celebrations).

May I make a special appeal to you who have the opportunity of acquiring the treasure of knowledge in this institution to share it with others who are less fortunate. You are all aware that literacy in our state is only near about 13 per cent and that no real advancement, material, moral or cultural, is possible in these days so long as this illiteracy continues. Is not the present principle of commandeering and rationing so widely adopted all over the country applicable over a much larger field? Commandeering of foodstuffs looks to-day very reasonable. Would it not be desirable to apply this principle to other more precious things necessary for the human life? You are men

of knowledge and I do not know how you take it. Would it not be equally reasonable to commandeer your knowledge for the liquidation of illiteracy in the country? Let us not forget that higher education has been possible only to a fortunate few like us and the general tax-payer has contributed for the same. It is our duty to repay it in some form of service to him. We belong to a most select, highly privileged aristocracy in the world of knowledge and thought; and shall we, as a homage to our alma-mater, share our knowledge with those less fortunate or be content for ourselves? The youth of the world in many parts has done remarkable service in spreading literacy in their home land and I am sure you will not lag behind. You are the builders of the world of tomorrow. I feel that each of you has the power to add in his own way to the making of the full picture of the world of tomorrow. I am glad to learn that the students and the staff of our College have been evincing keen interest in the Adult Literacy and the Rural Drive Schemes, which have been launched by Government, and I am sure you will play your part fully in these schemes. May I urge every one of you to wage war, total war, against illiteracy ignorance and poverty in the country and thereby add to the material prosperity of the State. Lastly you young people, you are the hope of the future-Grow worthy of your heritage and may yours be the happy lot to say in years to come-with justifiable pride that you are the old boys of the College!

BOMBAY PRESIDENCY 1943-44.

(A note on the progress of Adult Education in the Province of Bombay during 1943-44 kindly supplied by the Bombay Education Department.)

The scheme for the liquidation of adult illiteracy was launched by Govt. in this Province in 1937 with 29 classes. Govt. then appointed a special Provincial Board for Adult Education consisting of officials and non-officials to advise Govt. in regard to the spread of Adult Education in the Province, to conduct propoganda for the removal of illiteracy and other forms of ignorance and to encourage and supervise the publication of suitable literature for adults. 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 are paid at the following rates.

1. A basic grant of not more than Rs. 5-p.m. plus a capitation grant of Rs. 2/- per adult who satisfies the prescribed literacy test, or a grant of Rs. 4/- per adult satisfying the prescribed literacy test.

2. An equipment grant not exceeding Rs. 40/- per class.

At the end of the year 1943-44, there were 489 adult education classes attended by over 13099 adults. During the year over 6941 adults passed the literacy test and grants amounting to about Rs. 30666 were paid to these classes A provision of Rs. 70,000 has been made for grants to such classes during 44-45.

3. In 1943-44 training classes for the training of Adult Education workers were held at three different places for a period of two weeks and over 113 workers received training. They were taught how to make adults literate and to encourage them to take interest in village activities. Each worker attending the class was paid a lump sum atipend of Rs. 20/ while the teachers conducting the class at each Centre were paid an honorarium of Rs. 25/-each. The total expenditure on the training course during the year was about Rs. 2466. A provision of Rs. 4500/- has been made for this purpose in the Budget for 1944-45.

4. For post literacy work a scheme of village reading rooms and libraries was introduced during the year 1941-42. Under the scheme village libraries, when registered, are eligible to receive an initial grant not exceeding Rs. 30/- or Rs. 50/- according to the size of the village. A registered library further gets an annual grant of Rs. 10/- or 2/3rd of the actual cost of books and periodicals purchased which ever is less. 305 new libraries were aided during 1943-44 and grants amounting to Rs. 18830 were paid during the year. A provision of Rs. 40,000 has been made in the current year's budget for the purpose.

5. There is a separate Adult Education Committee for the removal of adult illiteracy in Bombay City. During the year 1943-44, the Committee maintained over 300 literacy classes for adults and about 100 post literacy classes. The literacy classes were attended by some 25000 adults. During the year under report over 14,000 adults passed the literacy test. The Committee continued to publish during the year, a fortnightly pamphlet in Marathi called "The Saksharata-deep" containing suitable reading matter printed in bold type. The total expenditure of the Committee was Rs. 67,250 during the

year towards which Government paid a grant of Rs. 50,000. A provision of Rs. 53,000 has been made in the budget of 1944-45 for grants to this Committee.

6. A total provision of Rs. 1,78,050 has been provided for in this budget for 1944-45 for Adult Education schemes by the Government. The items for which the provision is intended are shown below:—

	Rs.
i. Grants to Classes ...	70,000
ii. Village Rooms and Libraries at Rs.3000 on average per district. ...	40,000
iii. Programme of the Adult Education Committee in Bombay ...	48,050
iv. Grants for publication of literature for maintenance of literacy etc. ...	3,000
v. Campaign in Bombay City ...	5,000
vi. Training of Adult Education workers ...	4,500
vii. Grants to Adult Education Board for Office Establishment, travelling allowance to members etc. ...	7,500
Total ...	1,78,050

7. The question of the reorganisation of the whole scheme of Adult Education is under consideration at present along with the programme for Post War Reconstruction and the future plans for Adult Education will depend on the decisions that will be taken by Government.

U. P. C. C. LITERACY PROMOTER

Mrs. A.E. Parker, Seceretary' C.C. Literacy committee, U. P. Allahabad, has sent the following letter to churches and Missions in her area:—

At long last our hopes and plans are to be realized: The full time Demonstrator and promoter for Adult Literacy, in connection with the U. P. C. C., is to take up his work from the first of January. He is Mr. Samuel Fazl Ilahi. He was educated in the Punjab and took his Seminary work in Leonard Theological College Jubbulpore. While in the Seminary he started several night schools in different parts of the city, and besides teaching in one, himself, supervised and directed the others. All who saw the schools and tested the work done in them, have commended the work and Mr. Ilahi highly. Since finishing Seminary he has served in an evangelistic way, here and there in the U. P., Punjab and Rajputana.

He brings to the work an intense passion for building up, in all ways, the Church, the Body of Christ; and a passion for his fellow-men. He would serve them as he can. His vision is for a Church, manifested in small groups here and there, that can read God's Word, who have a deep and abiding desire to read and know that Word.

Mr. Ilahi's work is to be varied, for we want him to serve the needs of this great work in *every* way. I will list some of the ways he can help you, if you will call him.

1. Teaching and training men and women or even those in High Schools, to work amongst and teach adults. All sorts of Institutes, and Conferences would come under this head.

2. Give help in planning and beginning Literacy Campaigns. If necessary, he would stay in your area a month or six weeks until the campaign was well under way.

3. Promotional work. If you feel your Church or Mission is lacking in enthusiasm for this work, or their fire has burned low, then call him to speak to your Conference or Churches or other groups.

4. Conducting surveys. The N. C. C. is attempting to carry on a Survey now, of the true picture as far as the condition of literacy in our Church. Questionnaires have gone out. Some have the figures at hand. Others will have to go around to villages and ascertain this information. Mr. Ilahi can help you in this.

For the sake of efficiency and also to avoid misunderstandings and conflicts, I list here a few basic rules about calling Mr. Ilahi.

1. Any group calling him is expected to pay travel expenses and to provide entertainment while he is with you. In these crowded days travel will usually be Inter fare and return, plus coolie charges.

2. Requests for his services, at least for these first few months, will be made through me—Mrs. A. E. Parker, Jumna High School, Allahabad, U. P.

Several Church and Mission groups have their annual meeting in January and February. That is a good time for promotional work. Others have Spring conferences, planning for the months ahead. That's a good time for training workers. So plan now, to revive this work—and get your request for Mr. Ilahi's services sent off to me *now*. I'll try to satisfy everyone. Mr. Ilahi is ready, willing and eager to be of service to you—and to the illiterate Church in India. Let's make use of him.

Book Reviews

Depth Psychology and Education (School and College Bookstall, Kolhapur) by Professor A. V. Matthew pages X 416; price: Rs. 12-8-0.

The aim of this book, as stated by the author, is to consider the systems and ideas of Freud, Adler and Jung, and to extract from each those elements of truth which can, without incongruity, go with elements taken from the two others and which, together, can supplement the knowledge of human needs and drives available. In achieving this aim the author has been very successful. The book, in fact, gives us a very clear picture of the fundamentals of the psychologies of the three men, brings out the differences between them, and gives a very sane, balanced and unbiassed estimate of what is of value in each.

For instance, in dealing with the subjects of dreams the author states "But when Freud goes so far as to say that the present thought wishes and worries are, as it were, only a means of a person re-entering in his mind, his infantile wishes, and that it is these wishes that appear and re-appear in all his dreams, one is obliged to protest..... I would rather follow Rivers who holds that except for a few dreams of the recurring type.....the majority of dreams refer to recent conflicts."

The author is not "sold" to any school but gives us a good idea of what to take and what to leave. For instance, he says "I have not yet been able to convince myself that all sense of inferiority is due directly or indirectly to a sense of guilt; and therefore in this respect I unhesitatingly follow Adler rather than Freud in holding that any kind of urge for superiority and self-assertion when baulked may end in a sense of inferiority, and that this sense of inferiority is not necessarily accompanied by a sense of guilt."

The book should be of immense value to students, to teachers in training and to teachers at work. All through it we find valuable practical suggestions to help us in dealing with children.

One valuable effect of the book is to make one consider one's own life in the light of what is set forth. It is a book for parents and teachers, and will also be very beneficial to those engaged in adult educa-

tion, who need to know how to deal with adults.

What the author has to say on religion is well worth careful consideration." Some tolerant people, "he says" have a tendency to think that all religions are of equal value. I do not agree, for it is sheer blindness to hold that animism and Buddhism are on an equal footing; that faith in an impersonal spirit is of the same psychological value as faith in a personal God;.....Whether religion is a help in the integration of personality or not, depends on what kind of religion it is we think about."

It is a pity that with such good subject matter there should be numerous printing errors and some blemishes in the language. These should be corrected in the next edition.

In Him was Light. By F. L. Brayne, M.C., C.S.I., I.C.S. Oxford University Press. pp. 126. Price Rs. 1-4.

This attractively produced book has been addressed by Mr. Brayne more specially to village Christians. He believes that religion and particularly the religion talked by Jesus involves the duty to be good and intelligent citizens. This thesis he develops in a most interesting manner discussing the problems which the villager tends to aggravate rather than reduce because of ignorance, dirt and apathy. The blessings that better agricultural methods, better schooling, ventilated houses, co-operative credit and cottage industries could bring to the villages are all discussed in the well-known Socratic style of the author. The book has been made most attractive by excellent black and white drawings.

The publishers announce that an Urdu translation of this book is now in the press. It is written in very simple Urdu and in order to keep the price low and so as to make the book easily available, the author has declined to accept any royalties from his publishers. We welcome this book and we hope it will be translated into many languages in India and will become popular in our country side, though there is much in it that would benefit the urban population as much as the villager. We congratulate the author on this contribution towards the rebuilding of rural India.

Knights and Dragons. By W. M. Ryburn. Published by Uttar Chand Kapur and Sons, Lahore. pp. 107.

The author discusses some of the main problems which will face young people as they go out into the world. He considers them as The Dragon of Totalitarianism, Falsehood, Ill-health, Ignorance, Communalism, Nationalism, Imperialism, Poverty, War, Leisure, Fear and the Twin Dragons of Inequality and Exploitation. The author invites young people to be Knights and he exhorts them to develop character,—character which shows forth courage, purity, perseverance, confidence etc.

At the end of each chapter, useful exercises are provided. These are calculated not only to help towards a mastery over everyday English but also to develop appreciation of concise writing.

The book is useful not only for people who are about to leave school or have left school but can be used also as a handbook for discussion in cinemas for adults. In the hands of an intelligent teacher of adults, it should prove of great value in discussing some of the modern problems with our hard-headed common people.

The Ceylon Journal of Adult Education. We are glad to welcome this organ of the literacy campaign of our neighbouring island, Lanka. It is divided into Sections: in English and in the *lingua franca*. We hope our contemporary will have a long and useful career. It may be ordered from the Editor Mr. T. P. Amerasinghe, B. A., (Hons.) Lond. Ananda College, Colombo, Ceylon. The annual subscription is Rs. 3/-.

Kailash. By P. A. Krishnaswamy, F.R.S.A. The Northern India Printing and Publishing Company, II B, Lawrence Road, Lahore. Thick board with attractive multi-coloured dust cover. Price Rs. 2-8. pp. 75.

This beautiful drama is written in the best Indian tradition of religious devotional literature. It teaches the lesson of service to humanity being the essence of religion. It is divided up into seven acts in which the main actors are a brother and sister, "two Clouds", "two Yogis" and Maha Dev (God) himself.

As we read this beautiful poem which expresses the synthesis in philosophy to which a student of Indian and Western philosophy has been led, we are reminded of something in Edwin Arnold's translation of the Gita. It is the same spirit of reverence and awe which overtakes you if you enter into the spirit of the drama. The author has given some very valuable elementary notes on some of the things which count most in the Hindu heritage of India. The book is, therefore, particularly suited to those who are in this country from abroad or who in other countries wish to learn something of the spirit of India. We hope the book will have a good sale and will act as an interpreter of the spirit behind the modern Indian religious philosophy.

APOLOGY

We regret that this issue of the Journal has been delayed. It has been due to circumstances beyond our control. We hope that from the next issue, readers will receive their copies by the middle of the month.

The next issue to be published in April will contain reports of the work of the Indian Adult Education Association and of the meetings held by the Association at Cawnpore in conjunction with the All-India Educational Conference during Christmas week.

—Editor

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NO. 4

JUNE, 1945.

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OF
ADULT EDUCATION

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April issue containing report of the Asso. is missing

THE INDIAN JOURNAL OF ADULT EDUCATION

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The Journal is published 6 times in the year—about the tenth of each *even* month.

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. Complaints received after the 25th will not entitle the complainant to a free copy.

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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Editorial Notes

S.O.S. FROM THE MANAGER !

A subscriber sent us a M.O. for Rs. 2-8. We regret that somehow the coupon on which the name of the sender was entered has got misplaced. Will the person who received a M.O. receipt signed by us on 16th April 1945 at Delhi for a sum of Rs. 2-8 and who has not yet received a formal receipt from us kindly send us his name and address. We regret the mistake.

May we ask subscribers to be kind enough to give their full name and address on the M.O. coupon when they are sending the amount due from them by M.O.

Sometimes when there are several money orders, in spite of the care exercised in the office here, the details of the sender's address are not taken down. We shall be grateful for this co-operation.

PROVINCIAL PLANNING FOR ADULT EDUCATION

Education Departments in different Provinces are now drawing up plans for adult education as also for other types of education. We shall be glad to receive any accounts of such plans and comments thereon for the next issue.

Adult Education in Hill Areas

BY PARS RAM, M.A.

1. *Perspective of Adult Education.*

Man adapts himself much more readily to the diverse elements in his environment than the lower animals ; and civilized man does much more so than the primitive. The essential function of adult education is to further increase man's adaptability to his surroundings. The necessity of adult education in our day has been brought into prominence by the following factors :—

(a) Technical inventions have changed people's mode of earning their livelihood and with this has come a change in all the aspects of their lives. An understanding of the meaning of this change is a big problem and so is the adjustment to the complex social institutions emerging on account of the technical inventions.

(b) In a country like India technical inventions are not of indigenous growth. These have been imported from the West and therefore the process of adjustment for the agricultural population is much more complex than is generally realized.

(c) The frequency of crises in modern society has further brought home the necessity of adult education. Wars, trade depressions and internal strifes have become events of daily happening and large masses of people fail to understand the personal significance of these crises for themselves. From this ignorance results their failure to live as good citizens.

If we take a long range view of human affairs, we find that the aim of adult education is the same as that of eugenics and the conscience of the civilized man is just beginning to be alive to the desirability of improving the quality of the 'stuff' that is humanity. What is needed as a first step in this direction is a well directed and co-ordinated research in the sciences affecting man. Educationists, social workers, psychologists and sociologists can start the ball rolling in the absence of large scale planned research in these problems. They should form the habit of evaluating and measuring the results of their small experiments and

thus help in forming the basis of the new Science of Man. Observations recorded below are made in this spirit and are based upon the author's effort in organizing a programme of adult education in one of the Mills near Lahore.

2. *What do workers expect of adult education?*

(a) The incidence of war has brought restrictions on the people's liberty to eat what they like as well as the liberty to buy and sell. This fact has set even the average man thinking about the meaning and direction of war. In the absence of facilities for proper education each man is led to form his own private opinion—which is no better than a prejudice. He, therefore, easily becomes a prey to influential propaganda all the time falling out of one error of thinking into another error. Every man, however humble and lowly he may be, loves to have a clear understanding of and judgment on problems which perplex him. Workers take as much interest in social and political problems as University students. The first item in a programme of adult education for workers is a course in Current Affairs. If this course is to have any educational value it must be free from political 'propaganda' and must touch the basic social forces operating in human affairs. Simple and concrete accounts of the history and growth of technical inventions, the growth of factories and of the means of transportation, search for raw materials and markets, exchange, the gold standard and trade unions goes a long way towards helping workers in understanding the social machinery which influences their day-to-day life.

(b) Many workers were drawn to the factory in their teens when through unfavourable social circumstances they had to give up their studies. A lurking desire to continue their studies still persists in them. These young workers welcome courses of instruction in elementary Mathematics, Mechanics and the allied topics. One finds here and there young labourers who hope to become mechanical engineers and works managers one day and they are prepared to work hard for the sake of their ambition. A course helping them in realising their ambition has a strong appeal.

(c) Courses in hygiene and domestic science having a practical bearing on the

home-life of the worker to attract a large number.

(d) Recreational activities such as the drama and games stimulate workers to creative self-expression and as such have a tremendous educational value.

3. *Qualifications of a worker in the field of adult education:*

(a) He must at least be a graduate in the social sciences and one who has himself achieved a certain amount of maturity in his thinking on social problems. He must not aim at indoctrination but must help his students to understand all the subtle strains of the modern complex social life so that they are able to form their own opinions.

(b) He must have the necessary qualities to become a natural leader of workers. At the same time he should be able to stimulate leadership among workers. This latter quality is of special significance.

(c) He must familiarize himself with the work that the workers are doing in the factory. He must have a thorough familiarity with their living conditions. This familiarity will help him to throw out useful hints in their day-to-day problems. At the same time it will cultivate in the educational worker a sense of reality in all his efforts at educating labourers.

4. *Financial resources for adult education.*

Some mill-owners in this country have already begun to be sensitive to the necessity of the education of workers. They earmark a certain percentage of the profits for labour welfare work. A large mill can easily spend any amount up to Rs. 1,000 to cover the cost of a project on Adult Education. Smaller factories in an area could combine to finance a joint project of a similar nature. Huge sums of money that mill-owners spend in this country in building places of religious worship, 'dharamsalas' and the amount of money given in charity on the occasion of the solar and the lunar eclipses and *Kumbh Melas* shows that money can be made available even from private resources for nation-building purposes. Yet very few mill-owners have shown any enthusiasm in this direction. There is a deep-seated fear amongst financiers that an enlightened worker is no longer a co-operative worker in the factory. This is not true. I have invariably

found enlightened workers to be efficient at their jobs in the factory. Of course my experience is confined to a very few mills in the Punjab. Educated workers show much greater sympathy with the point of view of the mill-owners than illiterate workers because they have acquired a personal point of view and have become, to some extent, immune to the emotional propaganda appeal. Of course they put up effectively their grievances

before the mill-owners. This is as it should be. The privileged class must learn now not to thrive on other people's ignorance. Those interested in adult education have to begin by educating the managers and owners of mills about the desirability of adult education. Along with this there ought to be a state regulation making it obligatory on factory owners to arrange for the recreation and education of their employees.

Whole-time Teachers For Adult Education

BY RANJIT M. CHETSINGH, M.A.

The secret of man's progress down the ages lies embedded in his ability to profit from experience. Our forefathers through the centuries learnt from the laws of association and repeated those acts which were conducive to and contributory towards their advancement and welfare, and studiously avoided acts which had failed to produce satisfactory results. Modern sophists, however,—particularly when acting not spontaneously but under the goading influence of more or less artificial forces,—tend to neglect this basic principle of progress passed on from generation to generation. These reflections are caused by the attitude of educational authorities, in the field of planning for adult education.

Sir George Anderson, who was later Educational Commissioner the the Government of India, was in the twenties, Director of Public Instruction in the Punjab. He conceived of Night Schools for Adults in his Province and threw his dynamic personality into the execution of plans which were drawn up, we have no doubt, with the best of intentions, but with insufficient foresight. Bureaucratic plans, formulated at the desk, with admiring or at any rate assenting subordinates around you, suffer from lack of healthy criticism in the formative stages. Such plans, often based on inadequate thought, are put down on paper and are printed and get associated with the names of certain individuals or authorities. When public criticism is offered of such plans, it is often resented: for the plans then stand in relation to the authorities as a little infant stands in relation to a busy mother.

Sir John Anderson's scheme of Night Schools provided for primary school

teachers making people literate. A great deal of energy and enthusiasm and, what is more, the taxpayer's money, was spent, but the primary school teachers and their immediate superiors, the inspecting staff, failed to produce results which were lasting,—in common language, miserably failed to deliver the goods. Later, the sponsor of Government Rural Reconstruction, Mr. F. L. Brayne, tried to utilise the primary schoolmaster for the work of rural reconstruction. The results achieved are well-known and need no comment. The Shukla Ministry in the Central Provinces tried to use the *Vidya Mandirs* and their miserably paid *gurus* for 'other' purposes. They too, in spite of all the enthusiasm that the Government's henchmen brought to bear upon their work, failed to achieve the object which they had in view. The Government in Bengal indulged in a similar use of the village schoolmaster with similar results. One should have thought that all this was enough *experience* for the modern planning officer and that too much reliance would not be placed on the primary teacher. We regret to see, however, that the Sargent Report depends, in the main, on the primary school teacher for the work of imparting instruction to adults. The only form of adult education of which these proposals have given any concrete indication is literacy work. Wherever plans are being drawn up under the inspiration of these proposals, it is literacy work which is being provided for. Planning Officers, when questioned on the subject, try to take shelter behind talk of Recreation Centres, libraries and what not. *But they do not produce any co-ordinated plan.* The Sargent proposals have mentioned a certain figure which may be spent

per head in this literacy campaign. Their one effort seems to be that they should produce something which does not call upon the exchequer in any way to go beyond this figure. "Where there is no vision, the people perish", said the old prophet. And this is what is likely to happen under some of these hastily conceived plans. We would like to repeat that there is need for whole-time teachers of adults from the very start if the objects of the Sargent scheme are to be achieved.

Planners are counting upon securing a certain percentage of the newly-trained basic teachers for teaching adults in the evenings. They are not prepared to entertain the idea of 'lay teachers' being trained and used in this beneficent task. Nothing could be more short-sighted than this policy. We hear of it from different Provinces, though officially the plans, which are being talked about, have not been made available to the public. It is essential that the work of literacy, if it is to be successful, should be co-ordinated with Adult Education Centres or Community or Citizens' Centres. These should be directed by the same people and not by different Departments. Recently, the writer has been watching with interest a number of individuals, who had read up to the 8th or 9th class in High Schools in the North of India. They have forgotten all the English that they ever learnt. At ages between 25 and 30 to-day these men are anxious to relearn. Literacy was no good to them (in English) because they had no

opportunity of reading anything in English. The same happens with the literate in his own language. You must provide him not only with literature but provide facilities for securing literature, for reading, discussing and enjoying literature in company, if he is to remain literate and if he is to get any benefit out of his new skill in developing his latent powers, and potentialities as a thinking man.

It is strange that the primary school teacher should always be selected for extra work. Do Government circles believe that the primary teacher's job is not a whole-time job? Why is it that Departmental Secretaries of the Government of India and of Provincial Governments or other senior executive officials are not given *extra regular* jobs like this? Surely they are competent people and have some leisure! Is it assumed that the primary school teacher has an unlimited fund of energy and is absolutely free from family responsibilities? It is imperative that Government should realise at this stage that if they wish to save the country from colossal waste of money and energy and wish to ensure that their plans shall be of abiding value to the national regeneration of India they should provide for full-time workers in the field of adult education with well-equipped supervisory staff. We trust that 'the public' and the authorities will ponder this warning and that educational workers throughout the country will study this problem, and express their considered views in no uncertain manner.

Some Problems of Adult Education

BY M. C. SAMADDAR

["The Editor of the "Behar Herald" wrote this for the Mysindia Annual and now sends it to us. We are glad to publish it —Ed.]

I am not conversant with the theories and practices of adult education. But in editing a post-literacy periodical (the fortnightly adult education supplements of the PRABHATI, in Bengali) and organising its circulation, I have been faced with problems, especially questions from persons in the educational line who would not accept anything unorthodox, and with difficulties from laymen. The following paragraphs are an attempt to glean from my limited but honest experience some

results, perhaps disjointed, of general value.

Critics of adult education schemes hold that without state help, individuals or institutions can hardly achieve anything in this line. They are of the opinion that as soon as we get political power, the task of educating the masses will be an easy one. Two questions need to be put to them: (a) How are we going to achieve political power without first educating the masses, whatever may be the form of that educa-

tion? and (b) what if an individual or group of persons do achieve political supremacy and do not deem it desirable to go in for mass education? The resources of individuals and associations are certainly limited, and this limitation will be keenly felt when the task of organization is taken up, but that does not mean that we—you and I—should not set the ball rolling. Today, politics, economics and the social sciences are so much inter-connected that they cannot be differentiated. Propaganda has to be resorted to whether of the vocal, visual, or aerial variety, or otherwise through the printed word, whatever "isms" may be accepted, or whatever fads are sought to be disseminated. Education is necessary, whether for the promotion of the war effort, or the propagation of scientific agriculture, for the culture of peace time avocations, or the nurture of trade unionism.

The medium of instruction.

What should be the medium of instruction? The mother-tongue certainly. But what about the different dialects of the same language? I do not know of conditions in South India, but throughout northern India each language has a lot of dialects. A Bengalee of west Bengal cannot follow Bangalee from east Bengal. Even in Hindi this difficulty is potent. Border districts would be a rather curious amalgam. If it is to be the language of the people, then we are in a quandary. Some people, including the organizers of the mass literacy committee in Bihar, wanted the adult education paper I edited to be written in the language of the people. Bangalees outside Bengal speak a rather chaste and elegant variety of Bengalee. But the majority of the Bengalee natives of the province of Bihar are residents of the Manbhūm, Singhbhum and Purnea districts, and their language is a mixture of many things. If the paper had to be written in the language of the people there would perhaps be three editions, one of Manbhūm (mixture of Bengalee and Hindi), one for Singhbhum (mixture of Oriya and Bengalee), and the other for Purnea (a mixture of Hindi and Bengalee with a sprinkling of Urdu, as the majority there is of Muslim stock). A fourth, in the rather elegant and chaste variety need not be undertaken, as the problem of adult education will not be felt amongst a

group of people coming from the professions and Governmental services. A simple variety of the written language is perhaps the only solution. Those who would concede this, would again not tolerate variations in style. There is not much scope for style in a simple variety of the written language; but even then in a magazine the claim of a variety of styles must be conceded to allow for a variety of writers, to cater for difference of subjects, differences in taste, and the degree of efficiency reached by readers. Likewise techniques of approach have to be different for rural and urban populations. Though India has not reached any stature in industrialism, labour towns are growing up, maybe some of these are for the season only, yet labour would need a different approach, both in regard to subject and presentation.

Need religious teaching be included in the curriculum? Christian missions, and following them the Hindu missions and Arya Sabhas and the like, have done a lot for the education of the masses. But all through religion. The net result has been the growing up of warring interests. The basic concept of religion is discipline. Superimposed on this has been many a thing. Science is gradually denuding those oddities and crudities. Rationalisation would complete the course. Bereft once again of all superstructures, religion would be nothing but discipline. Then there would be no conflict between religion and science, and we would not need the imparting of religious teaching. One may contend that so long as it is not so, would it not be necessary to go in for some religious teaching if not for anything else for teaching morals? Morals and discipline are not poles asunder. They are the same thing. Conceding also that science will take some more time to outmode the existing forms of living and thinking, we need not go in for religious teaching—let us cut it out and avoid the completion of the vicious circle once again. On the other hand a touch of aesthetics to discipline will make it more prized.

Reading and Thinking.

There are three facets of mass education—that of children, adults and women. Adults, male and female, may be as illiterate as children, but the technique to be adopted in educating the former, as

also the primers, have to be somewhat different. Again boys and girls may be given the same rudiments of knowledge, as also the same "higher" education, but for the purposes of mass education the children when grown-up have to be divided into grown-up males and grown-up females. This differentiation is natural, as it is based on biology-*cum*-psychology. However much our society may have advanced, or however much we may take the help of science, differences of individual temperament, social strata, family influences, local environment, caste groupings, religious feelings and various other factors (which we would very much like to do away with but cannot possibly ignore outright just at the moment) necessitate various subdivisions other than the above three broad ones. So long however as the state does not come to our help, either to afford facilities for mass education or to level down some of these hypocrisies and superstitions, or so long as we are not able to educate the masses to a consciousness of their po-

tentiality so as to wrest power and to throw off the thralldom of beliefs and superstitions, we have to be content with affording the benefits of literacy with a view to set the masses a-thinking of their rights and duties as good citizens. As it is not possible to thrash out a hard and fast scheme of getting on with the task of educating the average people, so also it is not necessary to chalk out a definite "ism" for them. Let them read and think. For some time it may be difficult for them to grasp what is good for them. But one can't fool everybody for all time. Education for all, and a little of it at that—reading, writing, a dot of arithmetic, a glimpse of geography, and a splash of science—and the trick is done. Not much theoretical discussion—we have only to fix an initial starting point, and give the starter for the race; otherwise we will be going round and round in the roundabouts and what is lost in the roundabouts may not be gained in the swings!

People's Universities

The Senate of the Punjab University at its last meeting adopted a resolution to the effect that a committee should be appointed for the purpose of suggesting lines of development for the University after the war was over. This was a step in the right direction, and it is hoped that the committee would be able to place before the house proposals which would improve the academic side of the University work in this province.

There is, however, one aspect of this problem which requires to be stressed at the present moment. This does not apply merely to the University of the Punjab but to all the Universities in India, and it is necessary that all post-war planning with regard to University education should take cognizance of it. Perhaps it may not be possible to put this suggestion into effect straightaway but no one will deny that it is a worthy objective which should never be lost sight of. Every University in India should make a move in this direction and should render service of this kind. To put it briefly it means that every University in India should become an active and vigorous centre of adult education.

Unfortunately adult education in this country has become a synonym for remov-

ing illiteracy. No one will question that illiteracy is the bane of our body politic and that Herculean efforts are necessary and that Herculean efforts are necessary to liquidate it. But when one talks of adult education with reference to a University one means something different. In this particular context one thinks of extending the facilities for those who, though already educated, want to improve further their educational qualifications. In this connection one thinks therefore of evening continuation classes and extension lectures which aim at imparting some branch of knowledge in a systematic manner. That this has always been one of the crying needs of democracy every one will admit. Even in England in the middle of the last century, democracy brought in its train increased facilities for education. It was not merely that elementary education became free and compulsory but adult education also came to be tried in various forms. Most of the writers and politicians of that time gave impetus to this movement, and it came to be known that one could improve one's knowledge and skill by making use of one's leisure. As a result of this desire many educational agencies sprang up and catered for the needs of all classes of society. As time has passed these educa-

tional facilities have come to be extended. In this way the average man's desire for self-improvement in matters of knowledge has been canalized in the right way, and ample facilities have been provided for enabling him to develop himself.

But this has not been done anywhere so systematically as in Russia. In that country education is thought to be one of the chief concerns of the State. That this is so was admitted even by Lady Astor only recently in an interview she gave to some journalists on the occasion of her last birthday. She paid a glowing tribute to Russia and said that Russia had proved that it did not pay any government to keep its subjects in ignorance. The Soviet Union had proved conclusively that education is a great lever for improving the lot of the common man in every direction.

It is not necessary to dwell in this article on the various agencies for the education of the people that Russia has set up. But it will not be out of place if one tries to show how the Universities in Russia have been turned into centres of adult education. A writer in the "Times Educational Supplement" remarks: "The demand for advanced adult education of a liberal character has increased during the war and is being met by the expansion of the network of People's Universities." At these Universities people are given a chance to improve their technical qualifications, to secure training in citizenship and to develop their aptitude for self-expression and self-activity. For this purpose there are three types of organizations that exist in Russia:—The Sunday University, The Evening University and the People's Colleges. As recently as 1943 a Sunday University was started at Leningrad. It should be remembered that this happened when the

country was passing through the most critical period of the present war. It has four Faculties and tuition is given in such subjects as international relations, art and literature. Generally the course in one subject extends over thirty weeks and is given on Sundays. Another type of educational organization is known as the Evening University. Moscow has a University of this kind and in 1943-44 the number of students on its rolls was 504. Then there are People's Colleges which function in the evening. It should be remembered that the standards that prevail in these institutions are in no way inferior to normal University standards. Instruction at these institutes is given by Professors and Lecturers and other people who are interested in this type of work.

The University of the Punjab has already something of this kind to its credit. For instance, for several years it has been conducting classes in two foreign languages in the evening. It has also been holding classes in journalism, and all these have been functioning very successfully. What needs to be done at present is the extension of the activities of the University in this direction. People would like to be instructed by competent teachers which a University alone can provide. Art and literature, psychology and inter-national relations are some of these. The number of such subjects can be increased in proportion to the demand expressed for them. The University of the Punjab as well as the other Universities in India should come forward to start Sunday Universities, Evening Universities and People's Colleges to meet the growing demand of the people for instruction and enlightenment.

—The Tribune

Economic Development and Adult Education

By a Group of Industrialists*

In the execution of a comprehensive plan of economic development, it is essential that we should be able to count on the willing co-operation of the people. This will be possible only if the masses are able to read and write and are in a position to understand for themselves the broad

implications of the developments embodied in the plan. The execution of a plan which aims at an all-round development will also require a huge personnel trained for technical posts in agriculture, industry and trade and for general administration. Provision of primary education which has been mentioned as one of the essential requirements of a reasonable standard of living, would under Mr. Sargent's scheme

*Extracts from "A Plan of Economic Development for India" (pp. 36-40).

require about 1,800,000 teachers in British India alone. Provision of adequate medical help would need a large number of doctors and nurses. As our natural resources such as minerals, hydro-electric power, soil, etc., are not yet properly surveyed, extensive surveys will have to be undertaken to ascertain their quantity, quality and distribution and a large number of research stations will be required to carry out investigations. Some idea of the personnel required for large-scale economic planning may be gathered from the following statement relating to Soviet Russia in 1939:

Managing staff of Soviet economy—

Heads of administration, etc.	...	450,000
Managers of State industry -	...	350,000
Managers of State and collective farms	...	582,000
Others	...	36,000
Engineers, architects.	...	330,000
Technicians	...	906,000
Teachers, research workers	...	1,049,000
Accountants, economists, statisticians	...	2,439,000
Others	...	3,116,000
Total Soviet intelligentsia	...	9,591,000
Total Soviet population	...	170,000,000

Programme of Education

To achieve mass literacy and to secure a sufficient number of educated administrators and trained technicians, a comprehensive programme of education is necessary. This should cover the following main aspects:

- Primary education.
- Adult education.
- Secondary and vocational education.
- University education.
- Scientific education and research.

Adult Education

The expenditure necessary to provide universal primary education and to secure literacy for adults has already been indicated in paragraph 32. As regards adult education, something more is necessary under a plan of development than the minimum provision suggested in that paragraph. The content of adult education should be widened so that it will make

“every possible member of a state an effective citizen and thus give reality to the ideal of democracy.” To achieve this, a scheme of adult education must also provide for cultural and vocational education besides the teaching of the three R’s. We estimate the cost of this per adult roughly at Rs 2 (3s.) and the total at Rs. 33 crores (£24 $\frac{3}{4}$ millions). This will bring the aggregate cost of adult education, including the provision made in paragraph 32 to Rs. 99 crores (£74 $\frac{1}{4}$ millions).

Secondary Education

It is necessary to split up secondary education into two parts: middle school and high school education. The former is considered as important as primary education. “There is little hope of permanently improving the conditions of village life and of making the rural population responsive to fruitful ideas unless the younger generation is educated beyond the primary stage up to an age when boys and girls realise that they are becoming social and economic assets to the community.” All primary school students should, therefore, be given a course of middle school education for three years in order to make them useful citizens. Approximately, the expenditure on accommodation for middle schools will be half that for primary schools. For high schools, the accommodation required would be mainly in the bigger villages and urban areas and its cost may be calculated on the basis of building costs in urban areas. Mr. Sargent suggests that “roughly one child in every five will be able with profit to enter the high school stage”. The likely number of high school students on this basis would be round about 10 million. An approximate estimate of recurring expenditure on secondary education may be made by applying the average cost per student in middle schools and high schools in the country during the pre-war period. The total expenditure on middle school and high school education would then be as follows:—

Middle schools in rural areas—buildings and equipment	...	Rs. 34 crores (£25 $\frac{1}{2}$ millions)
Middle school students in rural areas	...	22 millions
Average cost per student per annum.	...	Rs. 22

Cost of middle school education in rural areas ...	(£1 13s) Rs. 49 crores (£37½ millions)
Middle schools in urban areas—buildings and equipment ...	Rs. 11 crores (£8½ millions)
Middle school students in urban areas ...	3.3 millions
Average cost per student per annum. ...	Rs. 31 (£26s. 6d.)
Cost of middle school education in urban areas ...	Rs 10 crores (£7½ millions)
High School—buildings and equipment ...	Rs. 33 crores (£24¾ millions)
Number of high school students ...	10 millions
Average cost per student per annum. ...	Rs. 64 (£4 16s.)
Cost of high school education ...	Rs. 64 crores (£48 millions)

Cost of maintenance of middle school and high school buildings at 7½ per cent of capital expenditure ... Rs. 6 crores
(£4½ millions)

University and Technical Education

For vocational education, University education and scientific education and research, the data necessary for a detailed calculation are lacking. We propose, therefore, to take roughly 5/1000ths of the national income per year as a comprehensive measure of the expenditure which would be required. This would amount roughly to Rs. 10 crores (7½ million £) in the first year of the plan and to Rs. 30 crores (£22½ millions) in the lat year. It may be mentioned that the total expenditure on scientific education and research amounts to 1/1000th of the national income in the U.K., 6/1000ths of the national income in the U.S.A. and 10/1000ths of the national income in the U.S.S.R. All told, the amount of expenditure on education would be:

	<i>Non-recurring expenditure</i> (Rs. crores).	<i>Recurring expenditure</i> (Rs. crores).
Primary education	86 (£64½ millions)	88 (£...66 millions)
Adult education	99 (£74¼ millions)	—
Secondary education	82 (£61½ millions)	129 (£96¾ millions)
University education, scientific education and research	—	20 (£15 millions)
	average	
Total	267 (£-200¼ millions)	237 (£177¼ millions)

Adult Education in Other Lands IN ENGLAND

Adult Schools and Post-War Education

BY DR. ALBERT MANSBRIDGE, C.H.

Dr. Mansbridge writes the leading article in 'One And All' for January 1945 in the course of which he says:—

There is and always has been amongst the rank and file of English men and women an undercurrent of desire, revealing itself in many ways to meet and talk about such things as affect them whether as individuals or members of a community. The ordinary Englishman, who is not after

definite qualifications, will only discuss or study *matters or occasions in which he is interested. He will not respond to well meant efforts of those who wish to educate him on a plan of their own.*

It does at times happen that men like, Dr. Birkbeck, the creator of Mechanics Institutes 120 or so years ago, or James Stuart, the pioneer of University Extension Courses, having sensed the unexpressed

ed desires of working people and being willing to co-operate with them, achieve widespread results.

Early Adult Schools helped men and women united in common worship to read the Scriptures for themselves. Discussion and study in the early morning meeting came in natural sequence.

At the beginning of this century the strength and activity of the Movement, for movement it was, revealed itself in many towns. It was normal, for one concerned in Adult Education, to visit Schools and to receive inspiration from those who attended them. At Birmingham, Leicester, Kettering, Maidstone, Croydon, Birkenhead (to mention just a few places that come at once to memory) I was helped and cheered early on Sunday mornings. There were so many fine men associated with them that I forbear to mention any specifically.

If the purpose of education be regarded as the welfare of man, achieved in the power of the spirit through knowledge and training, then in its fundamental aspects there is and can be *no difference between true pre-war and true post-war education*. For that matter Plato enunciated principles and methods operative in our own time; certainly workers in the education of the pre-school child and the post-school adult are reinforced by him.

Let Adult Schools then have a free hand—their members utilising and improving the System under the 1944 Act, but striving all the time to create their own vision. This will at least help to get the best for their children and prevent undue expert control. Directors of Education and Teachers should serve the people. Their own legitimate interests should not get out of place, any more than any essential limbs of a human being should.

Adult Schools should continue to support voluntary efforts as they supported the W.E.A. from its early days. A considerable portion of the vast crowds which attended the Westminster Lectures of 1907-8-9, delivered in the Abbey and the Royal Gallery of the House of Lords by Professor Masterman, consisted of Adult School men and women. In point of fact some of them were the keenest in the construction of consequent University Tutorial Classes.

It may be, because diversity of genuine effort is a good thing, that they may continue to have much to do with the development of Residential Colleges and Settlements. Moreover, creation of facilities for adults is not at an end and it must be remembered that every legitimate human activity is material for Adult Education.

Opportunity is afforded by the new Act for creative work as part of the system. Clause 93(b) runs as follows:

“The Minister shall by regulations make provision:—for the payment by him to persons other than Local Education Authorities of grants in respect of expenditure incurred, or to be incurred, for the purpose of educational services provided by them on their behalf or under their management or for the purposes of educational research.”

There is then an unlimited field for Adult Schools and their members to contemplate work in, and even to create. Above all, the *spiritual dynamic* must be clear and powerful. It must force itself from the schools to the community. As Lord Haldane used to insist, “The Spiritual alone is real.” After his last address to working men and women delivered at Upham near Swindon, in which he urged them to get acquainted with St. John’s Gospel, he spoke of the position of the weekly-wage-earner. “If they would only aim for spiritual ideals—trade unionists and co-operators—nothing could prevent their rapid progress; they would sweep the field.”

The Association for Education in Citizenship (51, Tothill St. S.W.1.) has set up a Centre at its London Headquarters, to provide members of Discussion Groups and others with information on public affairs generally—home, imperial and international. Until February 15th, 1945, there will be no charge for enquiries. The Association’s 4d. pamphlets for Discussion Groups should now be well known. No. 1 (How to lead Discussion Groups) has now been reprinted. Of great value is No. 15 (The Extent of Education), by J. A. Lauwerys.

Topics for Discussion. The W.E.A. (38a, St. George’s Drive, S.W.1) has issued 8 pamphlets for Discussion Groups. These

aim to provide facts, to suggest questions, to guide further reading. The topics so far dealt with are: (1) People and Politics. (2) What about Race? (3) What kind of School? (4) Law and Justice. (5) Can

we conquer Unemployment? (6) The Films. (7) Houses and Towns to live in? (8) How can we keep the Peace? More to follow. 3d. each.

News From Far and Near

ANNAMALAI UNIVERSITY

Summer School Opened

The Chitra Summer School of Adult Education conducted by the Annamalai University, was inaugurated on Monday, the 16th April, at Annamalainagar, by Dr. A. Chidambaranatha Chettiar, Senior Lecturer in Tamil.

Dr. Chettiar announced that the School would be named after the Vice-Chancellor. He spoke on the need to remove illiteracy and said the present course was intended to make literate persons better informed of the subjects ordinarily coming under University education. He was glad to note that several adults, including some women, whose studies could not proceed beyond the high school stage had joined the school.

Higher Instruction in the Vernacular

The course will consist of instruction in Tamil in Economics, Everyday Science, History, Political Science, Tamil literature, sanitation and hygiene, and physical education. Provision for instruction in music has also been made.

BHOPAL MEASURES

Thirty per cent of illiteracy has been liquidated in Bhopal city as a result of enforcement of compulsory education, declared Mr. Abdusalam Siddiqui, Director of Education, Bhopal, addressing the Bhopal Rotary Club on post-war expansion of education in Bhopal State.

He outlined measures for the speedy realisation of Bhopal Government's aim of cent per cent literacy in the State. His suggestions included: opening every year of 25 junior basic schools in villages with a population of from 300 to 500 and 15 senior basic schools in villages having a population of under 500; intensification of measures for adult education; opening of a sufficient number of kindergarten schools in Bhopal city and all important tehsils and organisation of small libraries both in urban and rural areas.

BOMBAY

On April 13th, Dr. Zakir Husain of the Jamia Millia Islamia, Delhi, addressed the Bombay Adult Education Committee. He drew a fine distinction between literacy and adult education and stressed the need for supplementing the work of literacy combined with our other educational aims such as amusements and recreation. Educational centres fitted up with radio, theatrical and manual training facilities were necessary, he

said. In his view no replanning of education would be complete without the full organisation of the film, the stage and the radio as educational institutions. Only when the Government undertook this and helped to make this environment of the literate truly educational would adult education become a real force in the country.

LITERACY DRIVE IN BOMBAY

BOMBAY, April 24—The request of the Bombay City Adult Education Committee to the Government of Bombay for increased grant of Rs. 1,50,000 to carry on the work of literacy in the city is being sympathetically considered, Mr. K. T. Mantri, Special Literacy Officer, Bombay, told Pressmen to-day.

The committee hopes to meet the annual expenditure of about Rs. 5 lakhs involved in their five-year plan for making the city completely literate with the Government grant of Rs. 1,50,000, the Bombay Municipality's grant of Rs. 50,000, the Tata Trust's grant of Rs. 25,000 and that of the Port Trust of Rs. 25,000, the rest being realized by way of public donations and collections from variety entertainment.

This year the committee expects an income of Rs. 6,800 from variety entertainments and about Rs. 8,000 by way of donations.

The committee during the last six years has made about 80,000 adults literate of whom 16,000 are women. The number of adults made literate during 1944-45 was over 11,000 of whom 2,500 are women.

SEVAGRAM ADULT EDUCATION COMMITTEE

The Hindustani Talimi Sangh at its last meeting held at Sevagram, Wardha, has appointed an Adult Education Sub-Committee with Mr. G. Ramachandran, Assistant Secretary of the Sangh, as Convener. Mr. Ranjit M. Chetsingh of the Quaker Centre, Delhi, who is Founder-Editor of the *Indian Journal of Adult Education* and Honorary General Secretary of the Indian Adult Education Association, has been requested by the Sangh to serve as a member of the Committee. He has accepted the appointment.

GWALIOR STATE

The Education Department has prepared a scheme for the guidance of the inspecting staff

incharge of Adult Education. The scheme gives in detail the lines of work—aims and objects and syllabus, etc. The workers are part-time and get a remuneration at the scale of Rs. 2 per adult made literate, Rs. 3 p.m. are sanctioned for light, contingency, etc., for a class of 25 adults. Many adult classes, or night schools, as they are called, have been started in a number of villages. Clubs or meeting places are provided to the former students to save them from lapsing into illiteracy. School libraries are thrown open to literate adults. The total number of adults made literate is over a thousand. A special class for illiterate peons of the Secretariat has been started.

LITERACY OF THE WHOLE PERSONALITY

Dr. Zakir Hussain's Plea

"We must evolve a comprehensive plan of adult education for the weeds of adult ignorance and illiteracy grown so rank in our country that unless they are thoroughly and systematically removed they can smother the growth of the delicate plants of democratic institutions. This plan will not confine itself to literacy alone, for literacy, though a very important, almost essential, skill is not education. Our post-war adult education will, I hope, aim at what has been termed the literacy of the whole personality and not mere ability to read and write."

Behar

Report of the Mass Literacy Campaign '43-44.

We are glad to be able to publish extracts from the Report of the Behar Mass Literacy Campaign. It is good to see that systematic work still goes on in some areas. Educational administrators and others in "masterly inactivity" provinces will note, we hope, how things are initiated even during war time and old literacy centres turn into post-literacy and further education units.—Editor, I. J. A. E.

The fifth anniversary of the Mass Literacy Campaign was celebrated on the 24th February 1944. As in the preceding year meetings were held in many educational institutions, in all Intensive thanas and in all towns and villages having literacy centres. The Provincial Literacy Trophy was awarded to the Muzaffarpur Zilla School. Certificates for services rendered to the Mass Literacy Campaign were presented to good workers.

(I) *Organization and Administration.*—During the year under review the Government was pleased to reconstitute the Executive Committee. A meeting of the Committee was held on the 10th November 1943 at which the programme of work for the year was drawn up and a scheme for starting literacy work on an intensive scale among the Santals in the Damini Area in Santhal Parganas was approved.

The Ladies' Committee met as often as was required and allotted funds for the working of Women's Literacy Centres. Lady Imam and Miss N. Nayak were elected respectively as the President and Secretary of this Committee.

Supervision.—Under the general supervision of the Divisional Inspectors of Schools, the District Inspectors continued to organize and supervise, literacy work in their respective jurisdictions. Over each Intensive Thana one Sub-Inspector of Schools was placed in charge and in many districts he was relieved of his routine duties in other thanas within his circle.

The Sub-Inspector was assisted by a number of temporary Organizers on an allowance of Rs. 18 per month.

Number of Organizers in New Intensive Thanas (October 1943—March 1944).

Patna	2	Monghyr	3
Gaya	2	Purnea	3
Shahabad	6	Santhal Parganas	2
Muzaffarpur	3	Ranchi	3
Saran	2	Hazaribagh	3
Champaran	4	Singhbhum	4
Darbhanga	3	Manbhum	3
Bhagalpore	3	Palamau	2

In Non-Intensive Areas Literacy Centres were supervised by the local Sub-Inspectors of Schools assisted in many places by Headmasters of Schools and Committees of non-officials.

The following figures show the number of Women's Literacy Centres visited by the District Inspectresses of Schools:—

	1942-43	1943-44
District Inspectress of Schools, Shahabad and Patna
District Inspectress of Schools, Gaya, Palamau and Hazaribagh	14	33
District Inspectress of Schools, Ranchi, Manbhum and Singhbhum	18	11
District Inspectress of Schools, Monghyr and Santhal Parganas	...	25
District Inspectress of Schools, Muzaffarpur and Saran	50	39
District Inspectress of Schools, Darbhanga and Champaran	...	45
District Inspectress of Schools, Bhagalpore and Purnea	83	96

Visits to Literacy Centres and Libraries were also paid by the Divisional Inspectors of Schools and Inspectresses of Schools, Bihar, and the Secretary, Provincial Mass Literacy Committee, Bihar.

Voluntary Workers.—The number of Voluntary Workers in Pre-Literacy Centres during the year under review was 10,734 out of which 8,221 were non-teachers. These were mainly recruited from students of schools and colleges, educated and semi-educated residents of villages.

Office.—The office of the Provincial Mass Literacy Committee continued to be located in a rented house. The office staff consisted of two assistants. Divisional and District Inspectors of Schools were given one clerk each to cope with increase in work due to the Mass Literacy Campaign. Mr. H. M. Shaw continued to work as Assistant Secretary.

(II) *Adult Literacy.*—The following programme of work was followed during the year under review:—(1) Intensive work in previous year's Thanas was continued till the 15th July 1943, (2) Intensive work in New Thanas as well as in New-Intensive Areas commenced from the middle of October 1943. (3) The Make Your Home Literate Campaign was carried on in the Schools of the Province and (4) Special Intensive work among the Santals in the Damin Area of the Santal Parganas was started.

New Intensive Work.—During the year under review the following Thanas were selected for Intensive work:—Giriak (Patna), Arrah Mofussil (Shahabad), Nawadah (Gaya), Pupri (Muzaffarpur), Mirganj (Saran), Louriya (Champaran), Bhera (Darbhanga), Colgong (Bhagalpore), Sikandra (Monghyr), Dhamdaha (Purnea), Karra (Ranchi), Ichak (Hazari-bagh), Pancha Manbhum, Kolhan (Singbhum), Bistrampur (Palamau). In these Thanas there were 1,752 Pre-Literacy Centres which were attended by 92,294 persons out of whom 63,412 passed the Literacy Tests.

Very great difficulty was experienced almost everywhere due to the non-availability of kerosene oil but in many districts the District Magistrates and Sub-Divisional Officers helped the local literacy workers by arranging for the supply of kerosene oil. Steps were taken for the proper storage and distribution of kerosene oil to the Literacy Centres.

Greater attention was paid during the year under review to the expansion of literacy among the Aborigines. In the Singbhum district Intensive work was continued in another portion of the Kolhan. During 1942-43, in the Barpir of the Kolhan out of 7,181 under instruction 6,179 passed the Literacy Test, while in 1943-44 out of 3,495 under instruction in the Lalgarh and Aola Pirs of the Kolhan 7,635 passed the Literacy Test. The majority of these literates are Hos. Thus as the result of two years' literacy work in this area over 13,000 Hos have been made literate.

In the Santal Parganas literacy work was started in the Chandna and Bokrabandh Bungalows of the Damin-i-koh areas of the Godda Subdivision. 90 per cent of the residents of this area are Santhals and Paharias and in a majority of the villages teachers had to be sent from other areas to teach the illiterates. In the Census of 1941 only 175 out of 18,470 persons in this area were literate. 50 Centres were started in November 1943.

CONTINUATION WORK IN PREVIOUS YEAR'S THANAS.

Literacy work in 16 Thanas selected in October 1942 for the Intensive campaign was continued till the middle of July 1943. The following table gives the details of continuation work between 1st April and 15th July 1943.

	Number of Centres.	Number under Instruction.	Number who passed the Literacy Test.
Pre-Literacy	1,934	24,068	14,961
Post-Literacy	2,209	44,161	33,112

Literacy Centres in Non-Intensive Areas.—With a view to ensure proper supervision Literacy Centres outside the Non-Intensive areas were started at places close to the headquarters of Sub-Inspectors of Schools or in the neighbourhood of High or Middle Schools. The number of these Centres varied from 50 to 80 per district.

The Central Night Schools Association ran a number of Literacy Centres at Muzaffarpur and the Maniari High English School in the Muzaffarpur district organized 7 Centres. A very interesting experiment was conducted by Mr. K. K. Sengupta, Headmaster, Eden High English School, Huthwa in the Saran district. He selected village Mundera for literacy work on an intensive scale and commenced work

with 60 student volunteers in December 1943. Classes were started for the male illiterates in different parts of the village and arrangements were made for teaching women at their homes. A house to house census revealed that there were 85 illiterate males and 191 illiterate women. At the end of the term 62 males and 106 women were made literate. Literacy Tests were conducted by Pundit Nandji Upadhyav, Pandit Govindpati Tiwari, M.L.A. and Miss N. Sen, Headmistress, Huthwa Girls' School. The Eden High English School proposes to make two more villages literate in the course of a year.

Literacy Centres in Non-Intensive areas also were handicapped due to difficulties in the supply of kerosene oil. It was not possible to arrange for the supply of kerosene oil to Literacy Centres scattered all over the districts.

The following table shows the number of persons who received instruction at these Non-Intensive Centres during the year under review :—

<i>Pre-Literacy.</i>			
		Number under instruction.	Number who passed the test.
1942-43	...	58,582	34,477
1943-44	...	54,800	36,059
<i>Post-Literacy.</i>			
1942-43	...	12,829	9,107
1943-44	...	11,696	8,225

Post-Literacy Instruction in Intensive Thanas.—Vigorous efforts were made to persuade the new literates to attend the Post-Literacy Classes for a period of three months to acquire greater facility in reading and writing. The total number of adults under instruction in the Post-Literacy Classes in Intensive Thanas was 82,817 out of whom 60,906 passed the Post-Literacy Test.

Prizes.—A sum of Rs. 4,429 was spent on the award of Prizes of books to deserving adult pupils.

WOMEN'S CENTRES.

The policy adopted in the previous year of organizing literacy work among women in the Intensive Thanas was followed in many districts. Women Organizers were appointed wherever the work was started on an intensive scale. During the year under review there were (a) 414 Pre-Literacy Centres where 11,168 women received instruction and 7,734 passed the Literacy Test, (b) 191 Post-Literacy

Centres at which 2,664 received instruction and 1,623 passed the Post-Literacy Test. During 1942-43 there were 491 Pre-Literacy Centres with 8,787 women under instruction and 6,235 women who passed the Literacy Test. It is encouraging to note that of the women who attended the Pre-Literacy Centres 19 per cent were Muslims, 5.6 per cent were Harijans and 8 per cent Aborigines.

In addition to the teaching of the three R's efforts were made to impart instruction in Hygiene, child welfare and needle-work in the Women's Centres in the Monghyr and Gaya Districts but the lack of qualified teachers was a great handicap.

Very little progress in the expansion of literacy work among women was made in the Shahabad, Purnea, Manbhum and Palamau districts. The District Inspector of Schools, Gaya, Hazaribagh and Palamau organized a number of ladies' meetings and formed Ladies' Committees at Hazaribagh and Daltonganj. The District Inspector of Schools, Shahabad, tried to form a Ladies' Committee at Sasaram but received little response from the residents.

In Gaya and Bhagalpur Districts Women's Centres met during day-time. The peripatetic women's classes at Gaya town are making steady progress. Literacy Centres at Patna City and Hilsa in the Patna district and Govindpur in the Ranchi district continued to work satisfactorily. In the Kolhan of the Singhbhum district Women's Centres could not be started due to the lack of women teachers but so great was the desire of the Ho women to learn, to read and write that they joined the Men's Literacy Centres in large numbers.

Literacy work by other Departments.—Literacy work in many Central Jails was practically suspended. The Police Department was able to make 3,234 illiterate Chaukidars literate during the year. Gaya headed the list followed by Muzaffarpur and Shahabad, Saran and Santhal Parganas. Very little interest was taken by Sugar Mills and Co-operative Societies.

Schools and Colleges.—The students of Schools continued to take active interest wherever the lead was taken by their teachers. The Make Your Home Literate Campaign continued to make steady progress during the year. 4,690 student volunteers were able to make 21,013 persons literate, as against 24,255 persons in the

previous year. The G. B. B. College, Muzaffarpur ran 49 literacy centres.

RESULTS

The following table sums up the results achieved during the year under review:—

PRE-LITERACY.

	Number of Centres.	Number under Instruction.	Number passed.
Directly under the Education Department.	5,299	170,964	114,532
Under other Agencies	701	Not available	29,497
Women's Centres ...	414	11,168	7,734
Total ...	6,414	182,132	151,763

POST-LITERACY

Directly under the Education Department.	4,920	94,513	69,231
Under other Agencies	Nil	Nil	Nil
Women's Centres ...	191	2,664	1,623
Total ...	5,111	97,177	70,854

Thus the total number of persons who passed the Literacy and Post-Literacy Tests during the year under review was 222,617 as against 256,068 in the previous year. Among the persons under instruction in the Pre-Literacy Centres directly under the Education Department 16 per cent were Harijans and 16 per cent Aborigines as against 15 per cent Harijans and 17 per cent Aborigines in previous year.

The total number of persons made literate between 1938 and 1944 exceeded 16½ lakhs.

III. FURTHER EDUCATION

Village Libraries.—During the year under review 750 Village Libraries were started in Thanas where literacy work on an intensive scale had been completed. Books specially prepared for this purpose were supplied. Books in tribal languages published by Mr. W. G. Archer, I.C.S., were also supplied to libraries in Aboriginal areas. Steps were taken for the proper supervision of New Libraries and Librarians of Libraries started in previous years were encouraged by the award of prizes.

The total number of books issued during the year was 467,442. These figures do not include books issued from New Libraries.

The following table shows the distribution of Libraries:—

Districts.	Number of Libraries started during 1939-43	Number of Libraries started in 1943-44.	Total
Shahabad ...	381	42	423
Patna ...	417	21	438
Gaya ...	428	32	460
Saran ...	337	31	368
Champaran ...	360	47	407
Muzaffarpur ...	488	28	516
Darbhanga ...	183	54	237
Bhagalpur ...	1,374	51	1,425
Monghyr ...	568	54	622
Purnea ...	229	63	292
Santhal Parganas...	769	60	829
Ranchi ...	794	50	844
Manbhum ...	401	59	460
Singhbhum ...	500	54	554
Palamau ...	289	50	339
Hazaribagh ...	482	47	529
Total ...	8,000	770	8,770

The Roshni—The fortnightly news-sheet "Roshni" continued to be edited by an Editorial Board consisting of Prof. A. Mannan (Editor-in-Chief), Prof. K. N. Mishra, Prof. D. Brahmachary Shastri and Prof. S. Hasan assisted by Babu Raghunandan Pd. Sinha, Sub-Editor. Due to shortage of paper it was not possible to issue more than 10,000 copies per issue. For the use of Bengali Centres and Libraries copies of the Bengali edition of the "Dehat" and Adult Education Supplement of the "Prabhati" were supplied.

Expenditure—The total expenditure from all sources during the year was Rs. 1,95,710 in addition to Rs. 4,987 spent from the special provision for Village Libraries. Expenditure during the previous year was Rs. 1,74,130.

Expenditure from the provision under Grant-in-aid to Men's Centres in Intensive and Non-Intensive Areas amounted to Rs. 1,27,114. Taking into consideration the results of the Literacy and Post-Literacy Tests the per capita cost amounted to 14 annas as against 8½ annas in 1942-43 and 11 annas in 1941-42.

Visual Instruction.—Due to the non-availability of Carbide the Magic Lanterns could not be used as extensively as in previous years.

Conclusion.—Among the difficulties which the Mass Literacy Campaign had to contend with during the year under review

were the rise in the cost of living, food crisis and shortage in the supply of kerosene oil and paper. Consolidation rather than rapid progress continued to be the

policy of the movement and greater attention was paid to post-literacy work with a view to prevent the new literates from relapsing into illiteracy.

Annamalai University

Chitrai School Of Adult Education

(Dr. A. Chidambaranatha Chettiar presented the following report at the conclusion of Chitrai School of Adult Education 19-5-1945.)

The Chitrai School of Adult Education run by the Annamalai University started its work for the second year on Monday the 16th April, 1945. The course comprised instruction in the following subjects and the names of the teachers are as follows:—

1. Tamil Literature—Dr. A. Chidambaranatha Chettiar; 2. Tamil Prose and Composition—Vidvan A. Dhuvaram Pillai; 3. English—Mr. A. C. Subrahmanyam, M.A., L.T. and T. Govindarajan, M.A., L.T.; 4. Science—Mr. R. K. Viswanathan, M.A.; 5. Economics—Mr. V. G. Ramakrishna Iyer, M.A.; History—Mr. A. Krishnaswamy, M.A., L.T.; 7. Social and Political Science—Mr. G. Subrahmanya Pillai, M.A., B.L.; 8. Arithmetic—Mr. T. Govindarajan, M.A., L.T. and 9. Music—Mr. T. Sivasubramanya Pillai.

Mr. G. Sarangapani was in charge of organisation of games. Mr. R. K. Viswanathan was assisted in his work by Mr. M. V. Subramanyam, the mechanic, who was besides in charge of broadcasting radio programmes of interest to the students. Mr. T. Govindarajan was in charge of the school Library and conducted classes in Public Speaking.

Apart from the school Library, the University General Library was thrown open on three days in the week and students profited by the facilities given to them. The Hostel Reading Room with the most important daily Newspapers was kept open every day at fixed hours.

Dr. N. Rajaram gave weekly lectures on sanitation and Hygiene.

Three popular lectures with the aid of lantern slides were arranged to be given and the following teachers were good enough to deliver them. 1. Prof. R. V. Seshayya: Zoology. 2. Dr. A. Narasinga Rao: The Wonders of the Heavens. 3. Mr. K. Rangaswamy Iyengar: Botany.

For some time the class was divided into two sets, Junior and Senior, for purposes

of instruction in English but owing to the fact that Mr. A. C. Subrahmanyam had to be away the classes were again amalgamated, and Mr. T. Govindarajan kindly agreed to be in charge of instruction in English in addition to his own duties.

There were on the rolls twenty-six students, and most of them were present at all lectures. A few day-scholars, however, coming from Chidambaram town, Kavarpet and other villages dropped out in the middle of the course owing probably to the necessity to stay at their homes. Altogether 18 students sat for the examination in all the subjects on 18-5-45. The percentage of passes is as follows:—

Tamil 73%, English 95%, Arithmetic 78%, History 84%, Politics 56%, Economics 89%,

in Science only two out of the eighteen candidates were declared to have passed. In Music, though there were about five students at the commencement of the course, only two took the examination; and they both got through.

This year's students hailed from various districts such as Ramnad, Tinnevely, Coimbatore, Salem, Trichinopoly, Tanjore and South Arcot. The age of the students ranged between 20 and 34. It is significant that a Licentiate in Indian Medicine, a Banker, several agriculturists, and merchants, a goldsmith, a mechanic, a teacher, a clerk in a co-operative Society and some land owners were among the students that received instruction. The educational attainments of the pupils ranged between I form and VI form but the majority of them had studied up to IV form. Among the candidates successful in all the subjects, Mr. A. Sankaralingam Pillai, secured the highest number of marks (411 out of 700) and Mr. P. L. Jambulingam, a Banker, came next in rank.

Thus, this year's work covering a period of full five weeks has been carried out in accordance with the scheme so ably pre-

pared by our Vice-Chancellor whose deep interest in Adult Education is well known.

Let me thank all the members of the

teaching staff, the warden of the hostel, and the administrative staff who kindly co-operated with me in making this year's work successful and efficient.

Delhi Adult Education Association

Summer School For Educational Workers

The Working Committee of the Association in its meeting on 22nd Nov. 1944 resolved that a summer school of about two weeks' duration be organised in Delhi in the first part of the ensuing annual summer vacation of the Delhi schools. A Sub-Committee was appointed with Mr. R. M. Chetsingh as Chairman and Messrs. V. S. Mathur, A. A. Mukhtar and Dr. G. Sahai as members to work out details of the project. The Committee met at the Chairman's residence thrice and decided that the school would be held at A. A. College, Delhi, firstly because the *Anjumani-Khidmat-i-Khalq* of the College had extended an invitation to the Association to hold its school in that building and secondly because it was felt that the presence of the A. K. K. Adults' Night School in the same building would be an advantage to those who would like to have some experience in the practical side of Adult Education. Another very strong point in favour of this decision was the situation of this building at the junction of Delhi and New Delhi. The Committee also decided that the school would commence on the first day of the vacation, i.e., 15th of May, so that those teachers who wished to go out of Delhi for the vacation might not have to spend their holidays here just waiting for the school. The Committee drew up panels of likely lecturers and suitable topics for discussion. Although many of those who were at first approached to co-operate in the experiment failed to do so for their own reasons, quite a good number of them very kindly participated and amongst those Prof. Pars Ram of Lahore deserves special mention as he undertook a long journey to Delhi just to put his shoulder to the plough with us. We were also fortunate in securing the help of Mr. Vidyarthi of the Basic Normal School, Lucknow, who happened to be in Delhi during his holidays.

The Delhi Adult Education Association is very grateful to Mr. V. B. Karnik, General Secretary, Indian Federation of

Labour, Khan Sahib Ali Ahmad Jaffery, Superintendent, Municipal Education, Mirza Mahmud Beg, Head of the Department of Philosophy, A. A. College, Mr. S. Das Gupta of Delhi University Library who, in spite of their busy time, were able to come and address the school.

The Summer School received messages from a number of distinguished educationists of the country like Sir Maurice Gwyer, Vice-Chancellor, University of Delhi; Dr. John Sargent, Educational Adviser to the Government of India; Dr. Zakir Husain, Sheikh-ul-Jamia Millia Islamia; and Mr. Le Bailly, Deputy Commissioner of Delhi. Prof. K. G. Saiyidain who was expected to deliver lectures to the school was unfortunately held up. He, however, sent a letter wishing success to the Summer School. Extracts from important messages are reproduced elsewhere.

The Association would like to make special mention of the co-operation received in this enterprise from institutions like the Delhi University, Delhi Municipal Committee and the Delhi Teachers' Association. The Delhi University made a contribution of Rs. 100 to the school. The Superintendent, Municipal Education, was good enough to circulate the Prospectus of the school among the Municipal teachers. The Delhi Teachers' Association also announced the Summer School in several of their meetings and some of the leading members of the Association, including the Secretary, attended the Summer School. We consider the contact with the Teachers' Association very useful and look forward to more co-operation in our future activities. But for the indefatigable efforts and invaluable guidance of Mr. Chetsingh the course could not have been organised.

The school was inaugurated by Mr. Ranjit M. Chetsingh, the Chairman of the Working Committee, Delhi Adult Education Association, on the 15th May at 8 a.m. in the Anglo-Arabic College. Classes were held every morning from 8-30 a.m. to 11-30 a.m. from May 15th to May 24th. It was

originally proposed to devote an hour every day for supervised study after lectures. For two reasons this had to be given up. The weather was too hot to permit of any fresh mental work after 11-30 and secondly the lectures were usually followed by questions and long discussions which indicated the interest that the lecturers were able to rouse in the class. However, books were lent to the students of the school for study at home and Mr. Chetsingh undertook to discuss individually any points that the students raised on the subject matter of these books. In addition to books on educational subjects, a number of old volumes of periodicals like the Indian Journal of Adult Education, Indian Geographical Magazine, the Educational Review, the Teaching, the Journal of Education and Psychology, the Moga Journal for Teachers, the South Indian Teacher, *Ghar aur School* and some others were also issued. An exhibition of about 50 Adult Education posters was also organised on the last three days of the school.

We are conscious of the great scope for improvement in the organisation of the school. However, in view of the encouraging response from the educational workers of Delhi we are confident that the efforts of the Association will meet with greater success next time.

The following programme was observed. May 15th to 24th.

Each morning (week days).

Lectures ...	8-30-10-30 a.m.
Seminars, Tutorials and Supervised study ...	10-30-11-30 a.m.
Evening lectures ...	Specified evenings.

Dates for Lecturers.

16th	Adult Education and Labour. V. B. Karnik.
21st	Libraries and Adult Education. S. Das Gupta.
Morning Lectures ...	8-30-11-30 a.m.

I. Educational Psychology and Teaching Problems.

1. The Application of Psychology to everyday teaching problems.

By Mirza Mahmud Beg, M.A.

2. The Basic Problems of Mental Development.

By Prof. Paras Ram, M.A.

3. What the Family does to the Child.
By Prof. Paras Ram, M.A.
4. Social maturity and the development of sex interests
By Prof. Paras Ram, M.A.
5. Educational values and the personality of the individual
By Mirza Mahmud Beg, M.A.
6. The Discipline of the Teacher and of the School Child.
By Mirza Mahmud Beg, M.A.
7. The Laws of Fatigue and Study.
By Mirza Mahmud Beg, M.A.
8. The Unconscious and Educational Processes as they affect the Teacher and the Taught.
By R. M. Chetsingh, M.A.

II. Educational Thought for To-day.

1. Education for a Changing Environment.
By R. M. Chetsingh.
2. The Meaning of Basic Education.
By R. C. Vidyarthi.
3. Parent-Teacher Associations.
By Rang Behari Mathur.

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III. Method and School Administration.

1. The Relation of Primary Education and Adult Education and Allied Problems.
By Khan Saheb Ali Ahmad Jafferey.
2. School Administration.
By R. C. Vidyarthi, M.A.
3. The Teaching of Reading for Education.
By R. M. Chetsingh, M.A.

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IV. Adult Education.

1. Some neglected considerations in the teaching of adults—what the adult needs—what the teacher of adults needs—what society needs.

By R. M. Chetsingh, M.A.

2. Workers' Education Association at work—Lessons to be learnt from the English workers.

By Sheikh Mumtazuddin, M.Sc.

3. Problems of an Adult Education Centre.

By Aftab Ahmad Mukhtar, M.A.

Adult pupils—suitable teachers. Fluctuation in attendance due to external causes: Necessity of sustained interest of the teacher and the taught in the central problem of financing the centre.

4. How the Working Man views Adult Education.

By Prof. Paras Ram, M.A.

DELHI ADULT EDUCATION ASSOCIATION

Aims and Objects

- (a) To spread knowledge among the people of Delhi on all subjects related to their all-round welfare and culture in a popular and attractive manner through suitable agencies and activities;
- (b) To initiate wherever necessary adult education activities in co-operation with various institutions and indivi-

- duals interested in the work, and to encourage and co-ordinate local efforts in promoting the cause of adult education;
- (c) To co-operate with movements aiming at the removal of illiteracy and ignorance and the promoting of the civic, economic, and cultural interests of the people.
- (d) To prepare or make available, if necessary, slides, charts, films, booklets and other suitable literature to persons or institutions engaged in adult education work and to serve as a bureau for information and advice;
- (e) To organize courses of training for adult education workers and to issue certificates of competence;
- (f) To do whatever be necessary for the attainment and furtherance of the foregoing aims and objects

A. A. M.

APPENDIX I.

Names of students with their addresses, etc:—

<i>Name</i>	<i>Address</i>	<i>Profession</i>
1. M. Rashid Ahmed, M.A.	132C, Timarpur, Delhi.	Lecturer, Delhi Ploytechnic.
2. M. H. Malik	Anglo-Arabic Higher Secondary School, Ajmere Gate, Delhi.	Teacher.
3. Shahabuddin, B.A., S.A.V.	"	"
4. Md. Hussain Khan, M.A., B.T.	"	"
5. Mohammad Zafar Qureshi	"	"
6. Z. H. Zaidi, B.A., B.T.	"	"
7. Shabbir Hassan, B.A.	"	"
8. Q. H. Ansari	Anjuman Khidmat-e-Khalq, A. A. College, Delhi	Student, B.Sc. (Hons.) III Year.
9. Sagar Chand Jain	Temple Lane, Pahari Dhiraj, Delhi	Student, B.A., III Year.
10. Prem Krishna Bhatnagar	29E, Minto Road, New Delhi.	Student, B.Sc., II Year.
11. Ram Charan Vidyarthi, M.A, L.T. First Assistant. Govt. Normal School, Lucknow.	TRUTH, Karol Bagh, Delhi.	Lecturer in Training College, Lucknow, from 1935 to 1938. Since 1938-39 in the Normal School.

	<i>Name</i>	<i>Address</i>	<i>Profession</i>
12.	Mohd. Yasin	A. K. K. Night H. School, Ajmere Gate, Delhi.	Teacher.
13.	Sd. Shaukat Ali	Katra Baryan, Gali Sadat, Delhi	Student, B.A. (Hons.) III Year.
14.	Raziur Rehman	40-D, Delhi Karol Bagh.	Student M.A. (Economics) Prev.
15.	Hashmat Ali Rizvi, M.A., B.T.	A.A High School, Mori Gate, Delhi.	Teacher
16.	Syed Ahsan Ali	"	"
17.	Har Prasad	Head Master, M. B. High School, Imperial Bank, Delhi.	"
18.	Abdul Hasan Khan, M.A., B.T.	Anglo-Arabic Higher Secondary School, Ajmere Gate, Delhi.	"
19.	Masihud Din	4918, Kucha Saddulah Khan, Daryagunj, Delhi.	Teacher, M. B. School, Turkman Gate, Delhi.
20.	Mohd. Shafi	M. B. School, Multani Dhanda, Delhi.	Head Teacher.
21.	Tahir Hasan	M. B. School, Kashmere Gate, Delhi	Teacher
22.	Mohd. Said Hasan	A. K. K. Night School. Ajmere Gate, Delhi.	"
23.	Tej K. Pandit	Col. Asafali Building, 17, Daryagunj, Delhi.	"
24.	B. R. Nanda	1, Chelmsford Road, New Delhi.	Rly. servant.
25.	Sukh Lall	M. B. School, Imperial Bank, Delhi.	Teacher.
26.	A. C. Mukherjee	C/o P. C. Mukherjee, Behind The Church, Chandni Chowk, Delhi.	Demonstrator, Delhi. Polytechnic
27.	Z. D. Qureshi	1954, Turkmangali, Delhi	Head Master, Night School.
28.	Chand Khan	Anglo-Arabic School, Ajmere Gate, Delhi.	Laboratory Assistant.
29.	Fateh Singh	M. B. School, Birla Line, Subzi Mandi, Delhi.	Head Teacher
30.	Harbhajan Singh, B.A.	31, Delhi Polytechnic Hostel, Kashmere Gate, Delhi.	Student, Delhi Polytechnic.
31.	Rameshwar Saran	C/o Dr. S. B. L. Mathur, L.M.P., L.O. (Madras), Rose Villa, Karol Bagh, Delhi.	Lecturer, Delhi Polytechnic.
32.	Ramji Lal	656 Gali Mochyan, Kashmere Gate, Delhi	Head Master, M. B. Primary School, Jama Masjid, Delhi.
33.	Dile Ram	775, Naiwara, Delhi.	Teacher.
34.	D. R. Sharma, B.A.	M. B. Higher Secondary School, New Delhi	"

<i>Name</i>	<i>Address</i>	<i>Profession</i>
35. Rang Bahadur Mathur, M.Sc., B.T., M.Ed.	Modern High School, New Delhi.	Lecturer in Physics.
36. Kidar Nath, B.A., S.A.V.	Girdhari Lal Higher Secondary School, Delhi.	Vice-Principal.

APPENDIX II—MESSAGES.

Messages were received from:—

(1) Sir Maurice Gwyer, Vice-Chandellor, Delhi University.

I have heard with very great interest of the proposal for the summer school for educational workers of which the Delhi Adult Education Association are the sponsors. The Delhi Association is a newly formed body, and it is certainly displaying all the most vigorous qualities of youth. I hope that the school will have a most successful session and that it will become the forerunner of many others.

I am glad to see that more than one University teacher is lending his co-operation, and this is as it should be. I regret that up to the present time the University itself has not yet developed extramural activities, which the Amending Act of 1943 authorised it to undertake. It is, however, not easy for any institution which is in the throes of a great reorganization scheme to do everything at once; but I hope that this particular omission will be remedied before very long.

Plans of this kind demand above all enthusiastic workers; and I think that the Association is to be congratulated that it has secured the services not only of Mr. Chetsingh as the Chairman of its Working Committee, but also of Mr. Veerendra Swarup Mathur and Mr. Mumtazuddin as its Secretaries. A team of this kind is almost itself a guarantee of success; and I hope that the excellent example which they are setting will be followed by many others.

I can conceive no more valuable work in the educational field than that which the summer school has in view. Its programme seems to me well conceived and covers a wide field. All those who attend the school will, I am sure, profit from it and return to their own work with increased zest. I pray that the blessings of Almighty God may rest upon your labours and that your work may bear abundant fruit.

(2) Dr. John Sargent, Educational Adviser to the Government of India, New Delhi.

"I have heard of your proposed Summer School next month with much interest and wish that it were possible for me to attend at least one of the meetings. Unfortunately, however, I shall be in Simla in connection with the very urgent business of selecting our students for training overseas. I hope, however, you will give my best wishes to the members of the Conference for the success of their labours."

(3) Dr. Zakir Hussain, Sheikhu-Jamia Millia Islamia, Delhi.

"No scheme of democratic education in India can thrive unless it comprehends the whole people—the old as well as the young. The weeds of adult ignorance grow so rank in our country that they can easily smother democracy unless they are removed as part of the same process which prepares the ground for a truly democratic schooling. I hope that in the programmes of adult education that are to be taken up we shall not confine ourselves to literacy but shall aim at stimulating in the adult population a desire for fuller knowledge and superior efficiency, for a more fruitful use of labour and of leisure, for a more definite and effective participation in the affairs of the village or the town and the country, in short, for a greater capacity

to realise democracy in life. I am sure the Summer School you have organised will give this wider orientation to workers in the field of adult education."

(4) Mr. W. G. Le Bailly, Deputy Commissioner, Delhi:—

"I am most grateful to you for your kind invitation to send a message in connection with the Indian Adult Education Association's Summer School. While I am heartily in sympathy with the objects of the Association and wish the school every success, I feel that it would be something of an impertinence for me to give a message for publication along with those of such eminent experts as mentioned in your letter, since, I regret, I am unqualified to offer an opinion on the subject. I am most grateful, however, for the kind invitation and would, of course, assist the school in any way that I usefully can."

AFTAB AHMAD MUKHTAR,
Director, Summer School.

* * * * *

Office-bearers of the Delhi Adult Education Association.

President: Dr. Zakir Hussain, M.A., Ph.D.

Vice-President: Dr. Gurmukh Nihal Singh, M.A., Ph.D.

Chairman, Working Committee: Ranjit M. Chetsingh, M.A., T.D., D. Ad. Ed.

Treasurer: A. A. Mukhtar, M.A.

Secretaries: Dr. Girwar Sahay, M.A., Ph.D., Veerandra S. Mathur, B.A., LL.B. Sheikh Mumtaz-ud-Din, M.Sc.

THE INDIAN JOURNAL
OF
ADULT EDUCATION

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DELHI ADULT EDUCATION ASSOCIATION

Members of the Summer School for Educational Workers



- Standing, 2nd Row:*—1. Rameshwar Saran. 2. M. M. Aggarwal 3. Harchandi Lal. 4. Bashir Ahmad.
5. Harnam Singh. 6. R. M. Chetsingh 7 V. S. Mathur. 8. R. B. Mathur. 9. R. C. Vidyarthi. 10. Dile Ram. 11. Rashid Ahmad. 12. Kidar Nath. 13. Har Prasad. 14. Hashmat Ali Rizvi. 15. S Ahsan Ali. 16. Tika Ram Pande
- Standing, 1st Row:*—17. Abdul Hasan Khan. 18. Ram Chander. 19. M. Zafar Qureshi. 20. D. R. Sharma. 21. Ramji Lal. 22. A. A. Mukhtar. 23. Z. H. Zaidi 24. Mohd Husain Khan. 25. Shahabuddin. 26. Fateh Singh. 27. Shaukat Ali. 28. Miss T. K. Pandit.
- Sitting:*— 29. Tahir Husain. 30. A. C. Mukerjee. 31. Prem Krishna Bhatnagar. 32. M. H. Malik. 33. Q. H. Ansari.
- Sitting, Floor:*— 34. Sukh Lal Sharma. 35. Mohiuddin. 36. Hasan. 39. Masihuddin. 40. Mohd. Sharif. 37. A. M. Khan. 38. M. S.

Gandhian Views on Adult Education

On November 20th 1944, the Editor of this Journal wrote to Mahatma Gandhi's Secretary, Mr. Pyarelal, requesting him to provide an authoritative statement of Gandhiji's views on adult education as they were then developing. Below are given extracts from the letter which Mr. Pyarelal sent us in reply:—

Sevagram, Via Wardha,
27th November, 1944.

DEAR FRIEND,

I have your letter of the 20th instant.

I am enclosing herewith a copy of a talk Gandhiji had with some members of the Hindustani Talimi Sangh. It embodies his latest views on adult education. (Parts of this we printed in our December issue. Ed.)

I am also enclosing herewith copies of two articles I wrote on the same subject in "Harijan." These will serve further to illustrate some of Gandhiji's views ...

Yours sincerely,
Pyarelal.

Early this year was held at Sevagram a Conference under the auspices of the Hindustani Talimi Sangh which gave some consideration to adult education problems also. A separate adult education sub-committee has been set up with Mr. G. Ramachandram as Secretary of the Committee. We may take it, therefore, that in the months to come, we will hear more about adult education from Sevagram. This assumes peculiar significance in view of the recent political developments. In case popular ministries return to power in all the provinces in India and in case there is a more representative government at the centre, the question of evolving a national programme of adult education will receive a good deal of attention. We are glad, therefore, to publish in this issue the article on "Adult Education Through Handicrafts" by Mr. Pyarelal to which he refers in his letter as also the relevant section of Mahatma Gandhi's talk with a friend on the scope of basic education.

Elsewhere will be found a syllabus drawn up by our colleague, Mr. Anathanath Basu of the University of Calcutta. Mr. Basu has done a distinct service to the cause of planning in adult education by providing this outline syllabus as a basis for further discussion. We trust the publication of these documents in one issue of this Journal will be conducive to fruitful reflection and creative action on the part of adult education workers throughout the country.

Adult Education Through Handicrafts.

BY PYARELAL,

(Secretary to Mahatma Gandhi.)

I.

During the Congress regime adult education drives were organised in almost all the provinces. In most cases they were restricted to teaching grown-up people to read and write, and were even referred to as "anti-illiteracy drives." The experience was not always encouraging. For instance, it was found that those who were thus educated did not keep up their interest in education after the education course was over, and quite a number of cases lapsed back into illiteracy after a longer or shorter period. All the same, the bal-

ance of opinion here is still in favour of this kind of adult education. In America, however, where they have gone through the whole gamut, there is beginning to be experienced a swing round in favour of using handicrafts as a medium for educating both young and old. In fact Mr. Allen Eaton, whose volume *Handicrafts in the Southern Highlands* I noticed in *Harijan* recently, has devoted one of the most illuminating chapters in his book to examining the utility of handicrafts as a means for giving adult education.

Adult education is comparatively a later growth even in America. The idea that

everyone should continue study throughout life has only recently been generally adopted. The most important contribution made to adult education in the present generation, according to Mr. Eaton, was "the convincing proof offered by Edward L. Thorndike and associates of the Columbia University that adults could learn on the average as readily as children." But the fact that adults can learn carries with it no assurance that they will, and so search is continuing with new zest for those things that stimulate learning. From this search have emerged two definite schools with variants between—the old school which would teach all the facts to children while they are young, and the new school which would give them the tools of learning while young but would provide the facts and techniques as near as possible to the time when they will need to use them. As that great educationist John Dewey observed, "First the need, then the knowledge or technique to satisfy that need." Adult education, according to this school, is the continuation of the process of learning among men and women regardless of age or previous experience in school. In the words of another savant, "adult education presumes that the creative spark may be kept alive throughout life, and moreover that it may be rekindled in those adults who are willing to devote a portion of their energy to the process of becoming intelligent."

An outstanding advantage that is claimed for handicrafts in the process of adult learning is that they can be used as a starting point, as a centre of interest for a large number of individuals regardless of their level of intelligence or experience. "They hold potentialities for the doctor of philosophy on one end of our educational procession, and for the man who does not read or write on the other end, and, of course, for the far large number in between." Mr. Eaton enumerates the following five classes of people in U.S. . . by whom at least the handicrafts may be used for advancement in experience. (1) The graduate of college, university or professional school; (2) the adult, who may have had only a grammar or high school training; (3) the grown-up who has not gone to school much, but, who has learned to read and write after a fashion; (4) the immigrant who cannot read or write the English language, but who may have had schooling in his homeland; (5) the adult

who because of lack of opportunity has never learned to read or write.

A person can get along without an education while young, it has been observed, as he grows older, he feels the need for learning more and more. "You can add much to your own happiness," observed Ambassador Howard in one of his addresses, "if you will learn not only to appreciate beautiful things, but also create them within the measure of your capacity."

An excellent example of the educational potentialities of spinning and weaving is recorded by Mr. Eaton on p. 307 of his book:

"Several mountain women, acting upon the suggestion of two of their companions that they try to learn something about weaving as done in other places and in other times, soon found themselves engaged in a study embracing all the basic processes of textile-making. Their quest for knowledge carried them into the beginning of history, and in their studies they travelled round the globe, making contacts with every continent and seeing interesting and sometimes rare examples of weaving from the handlooms of many countries. For more than three years they have been on this quest..... Theirs is an ever-widening search which has opened up the fields of history, literature, geography anthropology, agriculture, and art, with glimpses into botany, chemistry, and other branches of learning until, as one of the number said recently, "it appears like if you know all there is about to know about spinning and weaving, you would know about all there is to know about everything!"

II.

A case of the effective use of a handicraft in strengthening the dull memory of a girl is described in chapter V entitled "Spinning and Weaving for Home and Market." At a settlement school in the Southern Highlands, several children had been bringing rugs that they had made on their family looms. Inquiry revealed the fact that all the family had taken a hand in weaving except the dull girl, who could never remember how to do anything. When asked if she would care to come to school and learn to weave, she was delighted, but her expression changed immediately, "It is no use, I can't learn anything," she said.

"The teacher encouraged her to try. At first she would sit at the loom and do only what she was told; when it came to a change, she could not remember, and either stopped or continued in the same way. But whatever she completed was

well done.....The girl was always on hand before weaving started, always stayed at her loom as long as she could, and little by little she learned how to remember. Finally she could make a simple rug entirely by herself. She was then asked to help beginners. This opened up a new world to her, and stimulated by the hope of showing others how to weave, she learned to warp up a loom, and then taught others. All this required a long time, but whatever she learned she retained, and now she weaves several kinds of articles... including the old mountain coverlets which she likes best."

The capacity of handicrafts to provide "freshness to body and mind" has given birth to the science of "occupational therapy," and they have come to be an indispensable feature of treatment in the best American hospitals, particularly in mental hospitals and among the feeble-minded.

The educative value of handicrafts rests on a deep scientific foundation. As Charles Elio has observed, "We have lately become convinced that accurate work with carpenter's tool, or lathe or hammer and anvil, or violin, or piano, or crayon, or camel's hair brush, trains well the same nerves and ganglia with which we do what is ordinarily called thinking." The practice of the handicrafts has thus two distinct functions in adult education; one, as an incentive to participation in the generally accepted forms of learning, the other as having strong potentiality for learning within itself. "In the former, a handicraft may encourage reading, writing, inquiry, analysis, discussion, and other activities associated with formal education... but a handicraft in its practice also provides training in estimating, measuring, in judging the yielding and resisting qualities of materials, the powers and limitations of tools, and it affords exercise in the choosing of colour, form, texture and other qualities both practical and aesthetic. Thus we may experience through a handicraft the cultural satisfaction which comes through knowing, and also which comes through doing."

"This double advantage," concludes Mr. Eaton, "cannot be too highly esteemed. In our systems of formal schooling and in our general attitude toward education we have over-emphasized intellectuality, the thinking of things, and have neglected the educational importance of the doing

of things. In life the two cannot be entirely separated, nor should they be; it is through their happy and constructive blending that we grow, experience and advance. As Ernst Harms so well expressed it, 'Human life and human culture as well consists not only of thoughts but also of feelings and impulses that spring from aesthetic and moral sources.' And from wide observation and experience he has concluded that 'of all the means by which we can educate the whole personality none seems more effective than the home crafts and other types of handicraft.'"

Educationists and organisers of adult education drives in this country would do well to seriously consider and ponder these words of wisdom. We are accustomed to associate learning or education with books, classes and schools. Is it not possible that we tend to overlook the great amount of learning that comes through doing, and especially doing work with the hands which calls for skill, thought and artistry? Learning through books and the wide use of reading and writing are, as Mr. Eaton points out, "for the vast masses of our people comparatively recent achievements; making things with the hands has been in every-day practice for ages."

(*Harijan August, 1940.*)

III.

Mahatma Gandhi on Adult Education.

As to adult education, he observed that it had become clear to him that the scope of basic education had to be extended. It should include the education of every stage of life. "A basic school teacher must consider himself a universal teacher. As soon as he comes in contact with anybody, man or woman, young or old, he should say to himself, 'Now what can I give to this person?' 'Won't that be super-erogation on his part?' "No", replied G ndhiji. "Supposing I come across an old man who is dirty and ignorant. His village is his universe. It would be my job to teach him cleanliness, to remove his ignorance and widen his mental horizon. I need not tell him that I am to be his teacher. I will try to establish a living contact with his mind and win his confidence. He may reject my advances. I won't accept defeat but continue my effort till I succeed in making friends with

him. Once that is achieved, the rest must follow.

"Again, I must have my eye on the children right from their birth. I will go a step further and say that the work of the educationist begins even before that. For instance, if a woman becomes pregnant, Ashadevi will go to her and tell her, 'I am a mother as you will be. I can tell you from my experience what you should do to ensure the health of your unborn baby and year own.' She will tell the husband what his duty towards his wife is and about his share in the care of their expected baby. Thus the basic school teacher will cover the entire span of life. Naturally his activity will cover adult education.

"Some work for adult education is being done in many places. It is mostly concentrated among mill-hands and the like in big cities. No one has really touched the villages. Mere three R's and lectures on politics won't satisfy me. Adult education of my conception must make men and women better citizens all round. To work out the syllabus and to organize the work of adult education is a more difficult task than preparation of the seven years' course for children. The common central feature of both will be the imparting of education through village crafts. Agriculture will play an important part in adult education under the basic scheme. Literacy instruction must be there. Much information will be given orally. There will be books, more for the teachers than the taught. We must teach the majority how to behave towards the minority and *vice versa*

The right type of adult education should cut at the very root of untouchability and communal problem.

"The particular industry which is to serve as the medium of instruction will be determined by local conditions in each place. For instance people in a village might tell you that they are interested in agriculture but they are not interested in the spinning wheel. In that case you will choose the former as the medium of instruction. You could make a beginning by taking a census of its cattle. For instance I find that almost every one in Sevagram has a bullock and a bullock cart. It seems wasteful. The villagers should be taught co-operation. Again we must inculcate in them the right principles of relationship between men and women. Men get almost double the women's wages for identical work. Sometimes men sit lazily at home and smoke while the women toil the whole day. People should be made to realise that this is doubly wrong and ought to go....."

Sevagram, October 10, 1944.

"The liquidation of illiteracy is not a political problem; it is a condition, without which it is impossible to speak of politics. An illiterate man is outside of politics and before he can be brought in he must be taught the alphabet. Without this there can be no politics—only rumours, gossips, tales, superstitions."

LENIN.

Education, then, briefly, is the leading human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means; the training which makes men happiest "in themselves also makes them meet serviceable to other.

Ruskin.

The schools hastily substitute an artificial method of words for the truer method of Nature which knows no hurry, but waits.

Pestalozzi.

Education is not filling the mind with knowledge, but turning the eye of the soul towards the light.

Plato.

A Syllabus For Adult Education Centres

BY ANATHNATH BASU, M. A.

1. The following syllabus has been prepared keeping in view Gandhiji's idea of adult education through creative and recreative manual activity including crafts.

Our aim is to give the adult learner an education which will make him (i) a better craftsman and (ii) a more effective member of society and (iii) help him to use whatever little leisure he has, with profit and enjoyment. Through such education the adult student must learn to participate more fully and intelligently in the life around him.

For the adult learner there are three major centres of interest: (i) vocational, (ii) social and (iii) recreational. In his education, therefore, all these three interests must be integrated and correlated to one another. The starting point of such education will be the individual, rich in his experience of these three aspects of his life. His normal daily activities will provide the materials of his instruction.

2. The method of approach and instruction has a special importance for the adult learners. Adult education is essentially an individual affair. Here, as elsewhere, personal contact with the students is not only important but essential. Such contact should be intimate; and it should extend over a sufficiently long period of time in order to leave permanent impress on the personality of the students. The seminar and discussion method is therefore the best. Lectures may serve only to create a general interest.

3. The syllabus is spread over three years,—the minimum period an adult learner should be in touch with a centre. He is expected to attend four days in the week and for four months in the year. On each working day the session will extend over a period of 90 minutes at least. For outdoor games, where these could be organised, extra time will have to be provided.

4. Naturally education will be closely related to the adult student's usual manual activity and his individual and social life. In addition he may choose a subsidiary manual activity either for vocational or recreational purposes.

In actual instruction such subjects as concern the learner more directly and to a greater extent than others will be taken up first and they will serve as the basis for further correlation.

5. The following will be the subjects and activities taught:—

- I. Manual activity, main and/or subsidiary;
- II. Personal and Community Hygiene, including First Aid and Home Nursing.
- III. Social studies, Civics and General Knowledge.
- IV. Introduction to Science.
- V. Music, recitation and dramatics.
- VI. Games.
- VII. Mother-tongue.
- VIII. Mathematics.

In the above list Personal and Community Hygiene might have been well included under Social Studies; but in view of its special importance it has been treated as a separate subject and its scope has been widened to include First Aid and Home Nursing.

A good deal of emphasis will have to be laid on item No. V (Music, etc.). These activities will not only provide the element of joy but they may also serve as the starting point for other educational activities.

Formal work in literacy and Arithmetic should be started preferably in the second half of the first year after the adult learners have found interest in their work.

In the following syllabus there has been no attempt to indicate the sequence of topics in different subjects. For, excepting in language work and Arithmetic, such order is not essential.

With regard to these two subjects the proper sequence of topics will be indicated.

5. The objectives of the different subjects are indicated below:

- I. *Manual Activity, main and subsidiary.*

Except in ideal circumstances there will be very little opportunity in the adult education centre to practise the craft of the student fully or in all its bearings. For example, practical agriculture cannot be fully undertaken in the centre but there are other subsidiary activities which may be undertaken. These may be practised for their vocational advantages. (They may have recreational advantages too.) The main objective is that these activities will help the student to improve the quality of his vocational work. Making of compost, selection of seeds are activities sub-

subsidiary to agriculture. There may be small-scale demonstration of these activities in the centre. Spinning may be regarded as a supplementary activity; but none of these will ordinarily come under recreational activities. Use of colours for drawing designs, however, has both vocational and recreational advantages for a weaver. These illustrations will indicate clearly the position of crafts; *i.e.*, manual activity, in the scheme of adult education.

II. *Personal and Community Hygiene:*

1. To develop a sense of cleanliness of the body, the home and the village.
2. To teach how to render first aid and use simple remedies for common ailments, and protect oneself.
3. To develop an understanding of purity of conduct as a preservative of health.

If, as a result of studying this subject, the standard of conditions in the family and in the village does not improve, the course will be deemed to have failed in its objective.

III. *Social Studies:*

1. To develop a sense of citizenship and a broad human interest in the progress of mankind in general and of India in particular.
2. To develop a proper understanding of one's social and physical environment and to awaken the urge to improve it.
3. To develop those individual social virtues which make a man a reliable associate and a trusted neighbour.
4. To develop mental respect for all religions.

IV. *Introduction to Science:*

1. To arouse interest in and curiosity about laws of nature as affecting human life in different ways.
2. To foster an intelligent interest in science in general, specially in the aspect of it which affects the daily life of the students.

The introduction to science should be made primarily with the help of those illustrations of scientific principles which affect the daily life of the student. The romantic aspect of science may also be exploited occasionally. The study of science should give the student some insight into laws of nature. He should be made to understand how science has influenced and transformed modern life.

V and VI. *Music, games and dramatics:*

1. To cultivate a love for beautiful music as a healthy leisure-time occupation.
2. To develop interest in dramatic literature.
3. To cultivate some hobby.
4. To develop the habit of taking regular physical exercise individually and taking part in group games collectively.

The ultimate objective will be to enliven the village life. The culture of music should not be confined to the centre only; it should go to the individual homes.

The final object is to rebuild the recreative life in villages. Group games will play an important part there. National games should be preferred to games requiring costly materials to be indented from outside.

VII. *Mother-tongue:*

1. To develop the capacity to *speak* lucidly, coherently and confidently about the objects, people and happenings of one's environment and on any given topic of every-day interest.
2. To develop the capacity to *read* silently, intelligently and with speed written passages of average difficulty. The capacity should be developed to such an extent that the adult learner may read with understanding and enjoyment newspapers and magazines of every-day interest.
3. To develop the capacity to read aloud both clearly and expressively.
4. To develop the capacity to *write* legibly, correctly and with reasonable speed; to describe in writing in a simple and clear style every-day happenings and occurrences as well as to write personal letters and business communications of a simple kind.

VIII. *Mathematics:*

1. To teach quick methods for solving problems arising out of the daily life and occupation.
2. To impart a knowledge of elementary business practice and book-keeping.
3. To impart a knowledge of the elements of mensuration and practical geometry.

Detailed Syllabus

1. The detailed syllabus in the major and subsidiary crafts cannot be given here. These details will depend on the activity chosen and also on its nature,

whether it is taken as a major or subsidiary craft.

II. Personal and Community Hygiene:—

1. Health, its meaning and significance.
2. The healthy body; its organs and their normal functions.
3. How diseases spread, the story of germs and bacteria; common disinfectants. Ventilation, sunlight, purification of water.
4. Certain common diseases and their prevention; inoculation, vaccination.
5. Personal cleanliness, care of teeth, nails, daily bath, food and sleep.
6. Communal cleanliness—community water supply, market conditions, latrines.
7. First Aid (Practical); use of common drugs and medicines.
8. Nursing.

III. Social Studies, Civics and General Knowledge:—

1. Study of the district: its general topography; geographical and administrative divisions. Places of importance, historical, commercial or religious markets.

A map may be used but before it is used some idea may be given of plans, for which settlement sheets may be utilised.

2. The village administration. The old system and the new. Union Boards; Voting; District Boards.

3. How the Government administration works. The rights and duties of the individual.

N. B.—This should be taught in the concentric method, *i.e.*, from No. 2 above we may proceed to the district, division, province and so on.

4. Story of other lands. England, China, Japan, U.S.A. & U.S.S.R., Turkey.

5. Heroes of the world of all times, including great religious reformers, scientists, explorers and statesmen.

6. Short history of the national movement in India—Hindu-Moslem unity and the problem of the Untouchables and the States.

7. The story of trade and commerce. How jute from the village reaches distant places say, New York.

8. Study of current events through newspapers.

9. Some interesting places in India:—

- (a) Places of pilgrimage, how to reach them.
- (b) Calcutta, Bombay, Madras.
- (c) Delhi, Agra, Madras, Amritsar.

10. Individual, family, group and state. Elementary ideas of interrelation. Responsibilities arising out of interrelation. Individual's rights and duties, family life, its essential duties. Parenthood, its sacred obligations.

Individual as a member of group. Group loyalties.

(The items will be discussed in small groups.)

11. A beautiful home. Its plan and arrangements. Decorating a house.

12. Co-operation, its principles and practice as applied to the major craft of the learner.

IV. Introduction to Science:—

1. The story of great inventions.

- (a) gas engine,
- (b) electricity,
- (c) telegraph and telephone;
- (d) wireless;
- (e) gramophone.

2. The story of the sky and the solar system.

3. How plants live and grow.

4. The human body and how it works.

5. (a) Animals and insects in the locality and their way of living.

- (b) Care of domestic animals, their common diseases.

6. Study of soil and manures.

V. Music, recitation and dramatics:—

Selected national songs and bhajans for community songs such as the Ramayana. Short folk dramas, preferably composed by the students themselves.

- VI. Games: Indoor and outdoor games, Individual and community games.

VII. Mother tongue:—

No detailed syllabus is needed. Reading materials may be chosen keeping in view the objectives defined above. Selection may be made from newspapers; great epics and popular songs and dramas for this purpose.

VIII. Mathematics:—

The four compound rules, family budgeting and book-keeping, price calculations.

Teaching Civics Through Films

By SHEIKH IFTEKHAR RASOOL

Those of us who stand for progress have no time to lose: to-day the road is steeper than ever. This is an age of monopolies, of immense vested interests, of mass destruction of the fruits of human toil, of bitter economic rivalry and even the danger of a new world war. There are powerful forces working, not for progress but for reaction and decay.

The film has so far been intensively exploited by the entertainment monopolies for super-profits. Now is the time to challenge this conception of the film. Now is the time for every individual and every group who realise the need for progress to use the film for its real purpose—for culture; for education and for enlightenment.

Civics is a means of relating the essentials of education to the constantly changing needs of the adult world. Its present status in the schools falls short of this, for the fallacy of educating for past needs still holds sway. Isolated efforts to tackle the problem have been indicative of a growing desire to organise the material of citizenship teaching.

One limit characterises them all; they are founded on and bounded by the classroom technique. New material is taught with the old instruments—instruments which have produced the lag between the school world and the real world, and the resultant teaching is inept because the instruments of the classroom technique are not supple enough to be adapted to the rapidly and constantly changing content of the material of Civics.

The present classroom method permits only of the teaching of the *forms* of the modern world and not the *stuff* that it is made of. It can teach political divisions from maps and books but it cannot teach the social process because it cannot teach from living fact. We need an elastic instrument which cannot only transcribe life but can recreate life and interpret it for us—an implement good enough to move with the ever-changing social process.

The Documentary Film

The documentary (or actuality) method is one to bring alive the drama latent in every-day life. For the sociologist it is the means of bringing alive the people to

the people. It has the advantage over the lecture system, or the classroom system, of providing not merely the best alternative to actual experience but something which is in itself a complete experience of actuality.

The immense range of discursive power made possible by film technique suggests the documentary method as an admirable instrument for clarifying and co-ordinating all aspects of modern thought, in the hope of achieving a fuller analysis that may in turn lead to more definite conclusions. The real basis of the documentary method is a materialistic basis; that it is the material circumstances of civilization which create and condition the present cultural, sociological, political, religious and aesthetic ideas of society.

It follows, therefore, that a full and real expression of the modern scene and modern experience cannot be achieved unless people are observed in accurate relation to their surroundings. To do this, there must be establishment and development of character. There must be the growth of ideas, not only in theme, but in the minds of characters. Documentary must be the voice of the people speaking from the homes and factories and fields of the people.

Information Films

The educational value of the short film is beyond dispute and it was the conviction that the cinema provided one of the finest means of educating public opinion and enlightening the people of India on the day-to-day events of the War as well as the vast repercussions it had on India's economy, which persuaded the Government of India to embark on short film production, a field which had not been previously patronised by Indian producers because of the paucity of commercial returns.

The Government of India established a film producing unit at Bombay, staffed with directors, cameramen and technicians recruited from the film trade. This unit, known as the Information Films of India, has since produced a number of documentary films on almost every important aspect of India's national life. India's War effort, her industries, agriculture, dance classics, music, arts and crafts have figur-

ed regularly in short films while documentaries have also been produced for the first time about Public Health, Medical Services, Banking and Commercial Art.

Some important films, for instance, include 'Save for the Future,' a topical documentary on the nation's economic life in war-time; 'Gold,' a lively and entertaining short film full of both humour and wisdom; 'Industrial India,' which presents the country as the growing industrial nation of the East; 'Farmers of To-morrow,' showing how new and scientific methods of farming are being taught to the next generation of Indian farmers; and other films containing beautiful scenic backgrounds of popular interest and appeal.

Further, to ensure that both the large variety of short films produced by I.F.I. and the weekly issues of the Indian News Parade should be seen by as many people as possible in the country, the unit's distribution department has built up a regular circuit which covers more than 1,500 cinemas including open-air and touring theatres. It is the largest film distributing circuit in India and the East, and is probably one of the largest in the world.

Miscellaneous Subjects

Information Films of India have also covered new grounds in short film production in the last two years and the documentaries now being produced speak for themselves of the remarkable success these subjects have achieved in the many-sided and kaleidoscopic national life of India. Their regular performances for school and college students at important educational centres open up a new avenue of usefulness and may well be a feature of visual education all over the country.

The lure of the cinema has been rapidly extending itself into the heart of the Indian countryside and in addition to the touring theatres which travel from district to district, mobile cinema vans belonging to the National War Front and different Provincial Governments hold regular open-air performances at villages throughout the country. All such films are dubbed with commentaries in the main provincial languages and convey useful and interesting information about India, her Art, Culture and Industries—her public life and the rapid progress she is making in every sphere.

The advent of the short film in India has happily coincided with a period of unpre-

cedented industrial activity and it has, therefore, been possible to record India's industrial progress in the last three years and thus make the people conscious of the dawn of a new era in India's economic life. One of the best of these films, 'Industrial India,' produced recently shows how the Information Films of India have endeavoured to mirror the Industrial Revolution that is unobtrusively but surely taking place to-day.

The rapid development of scientific research in India and its practical application in fields as far apart as industry and medicine is one of the most impressive trends of scientific progress in recent years. For the informative documentary film science provides a vast and inspiring field and several films on the progress of scientific research are under production at I.F.I. studios. The first of these is devoted to malaria; others in this series include the manufacture of surgical instruments and chemicals.

Matters of Moment

An interesting new departure in short film production is the preparation of a series of two-minute films, more commonly known in the trade as 'Quickies' on every important problem. 'Quickies,' which enable attention to be focussed on the highlights of matters of topical interest have proved remarkably successful in Europe and America and by bringing them to the Indian screen, the Information Films of India have been responsible for a further development in the short film technique. Their object is to explain the measures taken by the Government to alleviate abnormal conditions in different fields and to point out how public co-operation can help to ease conditions.

Similarly, the fast moving events of the War have provided the news camera with an opportunity of recording thrilling news material from all fronts. The scope for newsreels in India is practically unlimited and the full extent of the ground that is being covered will be better realised when it is remembered that an average issue of the 'Indian News Parade' contains at least seven to eight latest news sequences of which over 90% are filmed in this country by Indian news cameramen. This means that over 300 news sequences reflecting the public life of the country will be flashed on to the screen every year at more than

1,350 cinemas for millions of people of all classes to see.

Apart from the wide variety of Indian short films produced in this country, I.F.I.'s film libraries have also in their stock a number of films from overseas including the many topical and interesting documentaries produced by the Ministry of Information which are regularly being

released at theatres throughout the country. This growing popularity of short films will probably provide an excellent medium for educating the Indian masses on the important problems of Post-War Planning and Development and will add to the entertainment value of cinema programmes in years to come.

Adult Education in Other Lands IN AUSTRALIA

Taking Education to the People

BY FRED ALEXANDER

[Professor Fred Alexander, M.A. (Oxon.), is Head of the Department of History and Director of Adult Education in the University of Western Australia, and was formerly Dean of the Faculty of Arts at that University. A graduate of the University of Melbourne and of Balliol College, Oxford, he studied political trends in western Europe in 1932-33 as a Rhodes Travelling Fellow. He attended the 13th Assembly of the League of Nations as one of the Australian Delegation, and spent 1940 in the United States as a Rockefeller Fellow in social science, studying political relations between the U. S. and Australia. In 1941, he was seconded to the Australian Army to assist in establishing the Australian Army Education Service and to undertake its direction in Western Command.]

Adult Education in Australia before the war consisted, in the main but with some notable exceptions, of an externally-imposed system of centralised lectures, with occasional group activities in a few country towns.

Most of the educationists were part-time only, and primarily concerned with other types of educational activity. They lacked either specialist training or wide experience. Tutors had not the time to make a serious attack upon the real problems of adult education, and those who directed the activities had not the funds either to train tutors or to make a serious effort to plumb the demand for adult education. The people whom it was desired to serve were simply invited to take or leave what was offered.

In the middle of 1941, the Australian Army established what has now become the Australian Army Education Service. One

writer has estimated that some four or five hundred members of the Army are now engaged full time in this service. In addition, each unit in the Army has its own part-time Education Officer who might be compared with the secretary of a local adult education group. There is a central organization in the Directorate of Education, Melbourne. There are what might be regarded as the equivalent of the State Adult Education bodies, in the Army Education Sections at the Headquarters of each area or formation. The Service is now reasonably well-equipped with maps, reference libraries, 16 mm sound projectors and films, 35 mm strip film projectors and specially prepared film strips, gramophone records, electric and other gramophones, and it has transport to take these facilities to troops wherever they may be located.

I wish to avoid any exaggeration regarding the achievements of Army Education in the three years of its existence. But some of the results have been so striking that opinion has shown itself strongly favourable outside as well as inside the Army. Enough has been learned to justify me in examining the extent to which the activities of Army Education represent an advance upon the pre-war position in adult education in the Commonwealth.

Six Lessons

I believe that we may learn six lessons from the experiment of adult education in the Army—six lessons that are at least worth considering before we pass to that post-war planning in the field of adult education. They are:—

(1) It has been learnt first that we must take our goods to the customer, and not ex-

pect him to come to a central, perhaps an out-of-the-way, shopping place. Army education staffs have chased their audience. They've found them in the strangest of places—in New Guinea, as well as on the mainland; at gun stations; in the field in the intervals between manœuvres; in bush huts, tents and marquees. They have learnt that the large audience is rarely the best audience.

The lesson from this for civilian adult education seems clear. We must chase up civilian audiences. We must send speakers and discussion groups to factories, to business firms, to clubs and organizations of one kind or another, instead of just arranging lectures or groups at central locations.

(2) The second and no less important lessons which Army Education has learnt is that material must be presented to men and women in a form which is easily intelligible to them. This is so obvious that emphasis might seem unnecessary. It is unfortunately true, however, that much of the material used in pre-war civilian adult education was unsuited for the great majority of the men and women whom it should be the business of adult education to interest. The academic type of formal lecture has gone by the board for Army personnel, and it should not be retained for most civilian adult audiences.

This does not mean that the material given by adult educators should be second-rate or third-rate in quality. Far from it. The experiences of Army Education is that unless a tutor has intellectual quality, he will soon fail to hold an audience even though he may have powers of popular exposition.

The adult education tutor, then, must be a man of intellectual quality. But he must learn a new technique of presentation—a new technique which is as different from the formal methods of University or schoolroom instruction as broadcasting differs from the technique of the platform or the pulpit or the soapbox.

(3) A third lesson from Army Education which is of direct significance to civilian adult education is the importance of the unit centre. When Army Education began its work, it had very small headquarters staffs. It had to do most of its work through part-time Unit Education Officers. That attempt was at first a failure. Not until the Army Education Service had its own lecturing and music staffs whom it

could send around from unit to unit did its work begin to show results. But even these results stopped short at a certain point unless the full-time visiting Education Officers had an effective local unit organization to work upon. Where Army Education is doing its best to-day is in New Guinea as well as on the mainland. Each unit or group of units has its own Education Centre, with its wall-newspaper, its library and study hut or tent, its maps, its hobby hut or tent,—with, if you like to put it so, its own community centre. Without the central organization of Army Education, the life of the unit centre would be of little value; on the other hand, without a healthy local centre, however humble—bush huts will do—the work organized by visiting Education Officers and N.C.O's is disjointed and limited, as it still is in many places.

I shall not underline the obvious lesson for civilian activities. Without effective organization preferably housed in one centre, no central adult education movement can get very far.

(4) A fourth lesson, only partly learnt as yet by Army Education has been the importance of visual aids and libraries in adult education. It has long been realised by primary school teachers that the child responds quickly to the use of visual aids. In the past, however, this has been largely neglected in the field of adult education. Here Army Education has made some real progress. Movie films, diagrammatic charts, strip films, properly constructed maps, have now become part of the equipment, still far too inadequate, but growing, which Army Education is learning to use. There was a long time lag in regard to Army Education Libraries, which are of several different kinds. To-day, however, there are more than 213,000 books in Army education circulating libraries. At least 50 per cent of the books are non-fiction. Still the demand for good books cannot be met.

I need not point the moral here. The inadequacy of the equipment of civilian adult education, together with the lamentable lack of adequate civilian library facilities, points a sharp and sorry contrast with what Service Education has been able to do in three short years when equipment and books have been much more difficult to obtain than they were in the years of peace.

(5) The fifth lesson is that the demand for adult education exists. The demand exists among all sorts of men and women who before the war had shown no outward signs of interest. The most encouraging feature of work in Army Education has been the evidence which has piled up from all sorts of places of the amount of good human material going to waste among the rank and file of young Australian men and women. It is encouraging because these young men and women have responded to A. E. S. activities to a degree far beyond the expectations of most of us who had previously been engaged in adult education work of one kind or another.

Again I do not want to exaggerate. Many of Army Education's best audiences have been parade audiences—parade audiences in ordinary training time. The same men, if invited to attend during their leisure hours might, many of them, prefer to go elsewhere, especially if the other attraction of civilian life were open to them. But the active participation of troops in talks followed by discussion on current events encourage the belief that there really are prospects of getting an informed and intelligent democracy in Australia. Similarly, the response of men to attractively-presented light classical music has proved convincingly that jazz and crooning, while they have their place, do not preclude a natural taste for good music among all sorts of men and women.

Still more impressive is the evidence of what men of no education and no previous technical training can do with their hands in craftwork made possible by the Army Education hobbies scheme. With very little help, young lads produce a variety of really beautiful designs with jam or mulga wood collected locally. And the impressive thing is that crudity in design is the exception, even though the craftsman's finished technique may be lacking. This is clear proof that there is a natural sense of form and beauty in men who have had no training at all and whose ordinary education may have been limited to primary school.

Here is a challenge for civilian adult education after the war. With the aid of community centres, and, perhaps, of increasingly decentralised state technical education institutions, adult education should combine facilities for handicrafts with its other cultural activities, in addition to that training in the organized

discussion of political, social and economic questions which is essential to a really effective Australian democracy.

(6) But perhaps the most important thing of all to be learnt in Army Education is in the sixth lesson. It is the realisation of how much there is to learn in this work, and how essential it is to pool experience and to exchange ideas. I have emphasised the lack of any special training among those who are responsible for the conduct of the little adult education which was being carried on in Australia before the war. Officers and other members of the Australian Army Education Service shared that lack of training; they are still far from trained. The service has, however, recognised the need of training—the need for formal training in the techniques of Army Education. Every member of the Service now goes through a full-time school of one month, in which an attempt is made to give instruction and to exchange practical experience in the various methods of imparting knowledge and stimulating what they refer to as "self-motivated activities" among men and women in the Australian Army. The senior members of the Service also meet together at least once a year, and spend a week reviewing the experimental work of the previous year, exchanging experiences, and planning a course of action for the immediate future. In addition, each formation conducts its own staff conference, designed to serve both as training grounds and as places for free and frank exchange of ideas regarding the work of the Service.

This sixth lesson, I believe, is of paramount importance. The School of Army Education to which I have just referred, which has now been continuously in existence for 12 months, is the first thing of its kind to take place in Australia. It suggests what should be an essential step in the training of men and women for any large-scale adult education activities if these are to develop in Australia after the war.

Post-War Development.

What has been done in Army Education has undoubtedly cost money. How much it has cost, I do not know. But civilian commentators who have otherwise shown themselves to be well informed have put the expenditure on Army Education at something approaching

£500,000 (1,600,000 dollars) a year. Compare that estimate with the total expenditure on civilian adult education in Australia today.

What form should post-war adult education scheme take? How can we hope to use the lessons of the past and those of the immediate past in planning for the future? These questions are receiving active attention throughout the Commonwealth, and there is, I believe, general agreement, that the Federal Government must come into the field if adult education is to be handled effectively.

The proposed form of commonwealth action which is most frequently discussed is the establishment of a Federal Bureau of Adult Education. For Australia-wide use, and allocation by the Bureau, an annual grant of something like £1,000,000 has been mentioned. It is proposed that the Federal Bureau should perform for the State Adult Education bodies some of the services which the Army Directorate of Education at Allied Land Forces Headquarters performs for the Area and Formation Army Education sections. Those services would, presumably, include purchase and distribution of equipment such as projectors, films, gramophones, gramophone records and books, and the preparation and distribution of periodical literature such as the soldiers' journal "Salt" and the fortnightly "Current Affairs Bulletin" which is issued by the Army Education Service to all officers in the Australian Army. To these might be added such pamphlets and discussion group material as might be of general value to all engaged in adult education activities throughout the Commonwealth.

While there appears to be a general agreement upon the need for some federal co-ordination body, differences of opinion have shown themselves among adult education planners as to how the Federal Bureau should work in the several States. One group of planners sees the Bureau working through existing adult education bodies in the States, subsidising, co-ordinating and assisting the State bodies in particular respects as previously indicated.

That is one proposal. Another group seems to suggest that the Commonwealth should to some extent by-pass the existing adult education bodies—the State adult education bodies, which, in

the past, have done so little in the field of civilian adult education.

This proposal seems to be that the Commonwealth should make direct contact with spontaneous community activities wherever they show themselves. Existing adult education bodies might perhaps be given financial and other assistance by the Commonwealth, but the proposal appears to be that the Commonwealth should give assistance direct to group activities of one kind or another wherever they manifest themselves.

Three Viewpoints.

Differences of opinion among the adult education planners also become sharp when they pass to the desired organization of State adult education bodies. Assuming that there is to be a strong State adult education body which is to play a vigorous part in the post-war development of adult education and community activities, how should it be organized? Roughly speaking there are three diversing viewpoints here.

One section believes that no real progress will be made in the field of organized adult education until an entirely new organization is set up. In form, it has been described as a sort of equivalent in each State of the Australian Broadcasting Commission.

A second proposal is that adult education should be as directly controlled by the State Government as primary, secondary and technical education are controlled today. This is the form of adult education organization to which the Government of Queensland has already committed itself.

A third proposal is that a new Adult Education Board should be formed which is directly representative of a large number of interested organizations. A wide range is suggested—from the University to the National Fitness Council; from the State Labour Party to the Country Women's Association—not excluding the Workers' Educational Association in those States where it still functions actively.

It will be noted that all these different proposals contemplate the removal of adult education from the control, direct or indirect, of the State Universities, where control does in the main rest to-day in New South Wales, Victoria, South Australia and Western Australia. Briefly put, the argument in favour of removing adult edu-

cation from University control is that the large-scale development that is necessary in the field of adult education would involve activities of a type for which University training, University standards and a University approach are not suited and with which University authorities might not be particularly sympathetic. It is also argued that the large-scale expansion with Commonwealth aid would so increase the administrative burden of Universities that the professional training and research activities proper to Universities would be swamped.

However, it is certain that whatever form adult education organization takes in the States, the controlling body should be such as will protect adult education from a debasing of standards and will maintain freedom of expression. I agree fully as to the needs for new methods, but I do not believe that an adult organization which abandoned its education objects would achieve worthwhile results. Such an organization would be in grave danger

of becoming the agent for propaganda of one form or another, public or private. Maintenance of educational standards is therefore most important

No less important is the maintenance of freedom of discussion for all who are engaged in the work of adult education. My personal preference in Western Australia is for a remodelled Adult Education Board, more broadly based in its composition and substantially autonomous, but linked in its ultimate control with the governing body of the University rather than with a Government Department.

The Three Essentials

But however we handle the matter, I believe that the war has shown us in sharp relief three essentials of a successful adult education movement. They are: first, a specially-trained and properly-equipped adult education staff; second, adequate funds to enable that staff to do its work; and last, but not least, the spontaneous co-operation of local organizations, large and small.

News from Far and Near AN ADULT EDUCATIONAL EXPERIMENT.

BY R. N. GUPTA, M.A., B.ED.

In a Normal School about five score young pupil teachers from several districts are thrown together for a couple of years for being developed into teachers for the rural areas. They possess both energy and inclination for collective social service and most of them can be led, without much difficulty, to co-operate whole-heartedly in pursuing any activity of whose social and educational utility they feel convinced. Of various extra-curricular activities the one that appeals to them most is the problem of Adult Education. How this urge of the pupil teachers has been channelised in the Government Normal School, Fyzbad, is briefly outlined below.

It did not require the pains of an explorer to discover the areas in the school neighbourhood for Adult Education work, and Wazirganj, a Mohalla close by and Janaura, a small village at a distance of 1½ miles were selected. When the volunteers for the Adult Education work from amongst the teachers and pupil teachers were wondering as to how to get a building for the school and to collect the students, a suggestion was made and acted upon with

success. A few volunteers approached the Chowdhary at Wazirganj one evening and in his *Chaupal* recited a few lines with commentary from the *Ramayan* without even musical accompaniment. A few persons trickled in. Next evening the volunteers found the place overcrowded and after the recitation, dropped the hint that even old people could easily learn enough to read their religious books and that those who desired could be taught by the volunteers without any remuneration. Eventually evenings were fixed as the school hours to mutual convenience. The same course helped to establish a school for *Mallahas* at Janaura. That was in September, 1943.

The programme was threefold :—Spread of Literacy, Sanitation and Temperance. Other objects of Adult Education were not touched.

For Literacy work the 'Look and Say' method was adopted. Charts prepared for use in the Model School were tested and found useful in the Adult School. It was also found helpful that the methods of teaching employed in Primary classes

could be introduced in the Adult Schools. For the teacher a Blackboard was painted on the wall while the adults having progressed from visual reading to writing were encouraged to ply their fingers on fine sand or ashes spread on the floor. Thus the use of paper and stationery was eliminated and the expenses were kept very low. The office of the local Deputy Inspector of Schools kindly supplied some elementary books prepared by the Education Expansion Department and other books were purchased from the market. By X'mas 1948 some adults were able to read 'Sunder Kand, unassisted and then the scheme needed no further recommendation. The problem was how to avoid overcrowding at the centres. During that session 54 adults were made literate.

(2) The Centres and their surroundings were kept clean by the co-operation of the pupil teachers (acting as scouts) and the Junior Red Cross Group of the Model School. Later on the adult school members naturally relieved them of this responsibility. But the J.R.C. Group continued their propoganda, removed the refuse mounds from the vicinity of the habitation, and treated tanks with kerosene oil in pursuance of the Anti-malaria Scheme. Information about persons suffering from malaria was brought and medicine taken to them. Ten such cases were successfully treated. The J.R.C. Group in these and other ways qualified itself and won the Weir Shield at the Provincial Competition held at Gorakhpur this year for the first time in the school history.

(3) A course of lectures on Temperance was arranged in the school and the pupil teachers thus initiated gave some talks at the Adult Schools. These lectures were specially needed there as the school population constituted of Pasis and Mallahas is usually fond of strong drink. These efforts, too, were attended with success. Incidentally the attendance of the adults at the evening session of the school indirectly prevented them from visiting wine shops.

This scheme proved highly advantageous to the pupil teachers. Apart from getting sufficient scope for testing the methods of teaching learnt at the Normal School and using to better purposes their charts and models they began to realize their capacity for service to society. This self-confidence is undoubtedly a vital element

in their make up as leaders of the village community. The experiment continues.

A SCHEME OF ADULT EDUCATION IN GWALIOR STATE

Organization:—A class of 20 to 30 adults be organized at a time. Their ages are already decided by the Department. Preference be given to the adults 14 plus. The certificate of illiteracy may be given by the A.I. or the local Committee. Similarly the examinations in the end may be conducted by either of the above. The classes should be organized at suitable centres (to be left to the discretion of the Inspector).

Aims:—The aim of imparting literacy to adults is bound to be different from that in the case of children. It is not so much the deciphering of letters or a few arithmetical calculations that we aim at, but a lot of general and special information which they need for their daily life. Reading or the 3 R's will not attract the adults so much as the last one.

Time and Place:—The adult classes should preferably meet in the school building as this will solve our problem of equipment—Blackboard, etc. The time should be from 1½ to 2 hours, of course in the evenings. Exact timings will be decided by the teacher and the taught. I suggest the following time-table:

Prayer 5 minutes; General talk 5 minutes; Revision 10 minutes; New lesson 40 minutes; Roll Call 5 minutes; News, etc. 10 minutes; Bhajan 5 minutes. Once a week there will be a full holiday while on another day of the week the full period will be given to the Ramayana. On this day the students will be asked to bring in their neighbours to whom the teacher will also appeal for enrolment as students.

Prayer is a great attraction to the cultivators and so is Bhajan. I have put one in the beginning and the other at the end, as this will ensure attendance from the beginning to the end. The roll call comes later as punctuality is difficult in the beginning. The general talk will be given on personal, home and village sanitation, the duties of a citizen, diseases and their prevention, Co-operative Societies, the main markets for the village produce, etc. While news will be collected by the teacher and given out in the class. No discussion or criticism or personal opinion of the teacher need be attempted. At the time of the

general talk Inspecting Officers of different departments on tour be invited to address the students. This item may in due course help us to carry out a programme of Rural reconstruction.

Selection of the teacher:—This is very important. In the education of adults, much will depend upon the resourcefulness of the teacher. He should be a smart young man with a taste for music. Music can help him to make the class room interesting for his students and this will also help him to get fresh batches. In villages, reading of the Ramayan is a great force and our teacher should make the best of it. The academic qualifications of the teacher is a debatable point—I would have preferred a Middle passed teacher but for his colossal ignorance of every day things. However this again may be left to the discretion of the Inspector. The teacher should distinctly understand that his work in an adult school is that of a guide and not that of an autocrat of the class room.

Method of teaching:—This is also very important as we have to achieve a good deal in the shortest possible time. 'Look and say' or the 'trial and error' or the sentence methods are fundamentally the same and hence they must be followed. A sliding frame of the calendar type has been prepared here, and is being used.

Curriculum for adults:—A copy of the same is attached herewith. This is a slight improvement on the one already prescribed and circulated by the Department.

Text-books:—Primer for Adults **श्रीट पोथ** published in the U.P. is very useful in the beginning. Once the adults are able to read this, small story books—mostly lives of great men already supplied to school libraries be used. Silent reading is very important. The teacher should see that comprehension follows. By way of reference, the teacher may consult Mande's 'A Scheme of Adult Education'.

Training of teachers:—This side of the scheme can hardly be exaggerated. The best of schemes fail only because they are conceived by one mind while their execution rests with others. A training class is not necessary at present for two reasons (i) the number of adult schools in

every circle is very small yet and (ii) we have no expert to train the teachers. I am, therefore, of the opinion that necessary guidance be given in detail by the inspecting staff. A teacher should first be trained and then allowed to start a class—Here by training I only mean guidance. It will be worth while for every Inspector to read 'A Scheme of Adult Education' by A. B. Mande, published by Ram Narayan Lal, Allahabad.

Finance:—Rs 2 to 3 p.m. be sanctioned for light and contingency since the date of the commencement of the class for a period of 6 to 8 months. Out of the contingency amount slates, pencils and books (Primers) may be purchased by the teacher. A bonus of Rs 2/- per adult made literate be given after examination. This is our present practice and I see no reason for any change. The provision is adequate.

Post-literacy Stage

This stage is much more important than the beginning. The problem with us is not so much one of imparting literacy as it is of retaining it. Failure to appreciate the importance of this, might involve a huge loss both of money and energy. In addition to the above, we may have to face an atmosphere of apathy and indifference if the adults turned literate are allowed to lapse into illiteracy again. We propose to take the following steps for counteracting this probable evil.

The first batch of successful adults will form a nucleus of a social club in the village. They will take a solemn oath on the last day by way of *Guru Dakshina*—that they will attend the club at least thrice a week. The club will meet at night and every literate adult will be allowed to join as a member. They will contribute for oil and a *Dari* or two and some magazines and newspapers. This will be done where our attempts to open an aided public library fail; otherwise they will meet in the house of the public library and the light, papers and magazines will be supplied by the library. In villages, where the possibility of a library is remote, the village school library will be open to them. They will read, discuss, form plans for agriculture improvement and so on, under the guidance of an enthusiastic teacher who will be the Secretary of the club, to begin with.

Madras and Bombay Schemes

MADRAS GOVERNMENT PLAN

The Government of Madras have announced their five-year post-war plan, based on the recommendations of the Post-War Reconstruction Committee.

The plan, firstly, sets out the sources of income to finance the schemes estimated to cost Rs. 1,35,50,00,000. The fund is to be built up in three ways, namely, contribution from the revenue reserve and surplus balance, totalling Rs. 47,50,00,000, provincial means amounting to Rs. 45,00,00,000 and a Central Government grant-in-aid of Rs. 50,00,00,000.

The programme is divided into three categories—special priority schemes, provincial and specific area schemes. Some of the special priority schemes have already been sanctioned and the Government hope to put all of them into execution as soon as necessary materials become available. With the provision of trained staff as their objective, the priority schemes include the opening of two engineering colleges, a new medical and agricultural college and a number of other technical institutions. Two of the other special priority schemes are intended exclusively for ex-servicemen, aimed at the establishment of 50 agricultural colonies on a co-operative basis and the opening of district co-operative artisan workshops.

The development of agriculture, the expansion of education and public health, the undertaking of new irrigational and hydro-electrical projects and a programme of rural uplift fall under the second category.

Irrigation Projects

Seven major irrigation projects,—namely the Tungabhadra, Lower Bhavani, Gandhkota, Valgai, Upper Pennar, Malampuzha and Polavaram—are to be undertaken during the five years beginning 1945-46.

The main features of other programmes are a 15-year road development plan with a total estimated cost of Rs. 75,00,00,000, an ambitious educational plan to liquidate illiteracy in a period of 20 years side by side with the development of public health facilities, aiming at the provision of protected water supplies and improved medical aid to rural masses; and a tentative scheme for the extension to the whole

province of the organisation of rural uplift.

The major items of development with their cost during the period are: Roads Rs. 20,00,000, education Rs. 30,00,000 irrigation Rs. 27,50,00,000; agriculture and allied subjects Rs. 12,00,00,000 and public health and medical aid Rs. 13,50,00,000, besides provision for various subjects with an overall expenditure of Rs. 1,36,50,00,000.

Education Plan

The educational plan gets the first place, and the ultimate objective is to provide compulsory free education throughout the province up to Standard VIII, within 20 years. The provision of a free midday meal for every poor child attending an elementary school and elevation of the status of the teaching profession are other principal features of the scheme. The former is estimated to cost Rs. 12,50,00,000 and the latter costing Rs. 9,00,00,000 would seek to bring the pay of all teachers up to the minimum scales recommended by the Central Advisory Board.

The public health plan seeks to provide medical aid services within a reasonable distance of every village, with the construction of 1,500 new dispensaries and 177 hospitals and provide projected water supply to every village within ten years.

The plan as a whole is to be submitted to the Central Government for approval and may undergo modifications as the result of discussions with them.

BOMBAY GOVERNMENT SCHEME

Improvement and reorganisation of adult education classes on lines proposed by the Provincial Board for Adult Education, have been approved by the Government of Bombay, says a press note.

The Board proposed the selection of a suitable area in each district for concentrated effort. This area would be selected by the Deputy Educational Inspector in consultation with leading officials and non-officials, members of the Rural Development Board and the Revenue authorities. In each concentrated area, there should be a Special Adult Education Officer, whose duties would be to plan a programme, organise classes, carry on propaganda, supervise the work done and test the standard of attainment of new

literate, arrange for the holding of continuation classes and set up village libraries and reading rooms.

The Board suggested the appointment of a local committee of five officials and non-officials, to be appointed by the Educational Inspector in consultation with leading non-officials. The maintenance grant to the classes run in each area should be given at the rate of Rs. 4 for each literate satisfying the literacy test, and no other condition should be imposed. The annual expenditure in a concentrated area would be Rs. 6,000.

The Board also suggested that educational concessions such as scholarships, free studentships, appointments to the services and agricultural concessions should be liberally offered, to induce young students to take up the work of educating illiterates among their own families.

The Government have approved of the introduction of this scheme in four districts, one in each educational division of the province. The districts will be selected by the Director of Public Instruction in consultation with the Provincial Board for Adult Education.

GOVT. AID TO MASS LITERACY

The Bombay Government has increased the maintenance grant paid to voluntary schools started under the mass literacy scheme.

The grant was formerly paid at the rate of Rs. 4 per each pupil in average attendance and Rs. 6 for girls and for children of backward communities, subject to a maximum of Rs. 200 a year. The teachers serving in the schools started under the scheme get as a rule between Rs. 8 and Rs. 12 a month from the grant-in-aid to which the schools are entitled under the scheme.

They are, therefore, reluctant to serve in these schools especially as they can secure better employment elsewhere. Unless the grant to these schools is increased, there is a danger of their closing down one by one.

The Government has, therefore, raised with effect from the current financial year, the rate of grant to mass literacy schools to Rs. 6 for each pupil in average attendance, for all children irrespective of caste or community for the first 25 pupils, the grant in respect of the remaining pupils being regulated at the present rates.

LIQUIDATING ILLITERACY

The *Times of India* writes:—

What appears to be the most ambitious provincial plan for liquidating illiteracy comes from Madras, where the Government's post-war schemes include a plan to provide compulsory free education throughout the province up to the Matriculation grade within twenty years. The Bombay Government plan, while it visualises a large target, proceeds from a more cautious premise. As a first step the Bombay scheme proposes to introduce free and compulsory elementary education in one-third of the province in selected areas for children between the ages of six and eleven. From the press summary available it is not clear whether the Madras Government envisage the development of their educational scheme on an "area by area" basis or whether they intend initiating free compulsory education on a province-wide basis.

In one notable respect the two provincial plans differ, and it will be interesting, in view of the division of opinion on this precise issue in the report of the Central Advisory Board of Education, to see which plan proves more successful. The difference relates to the age groups. While the Bombay plan restricts compulsion to the end of the junior primary stage, between the ages of six and eleven, the Madras scheme stipulates no such limits and indeed visualises compulsion up to the eighth standard. In their report published last year the Central Advisory Board of Education sound a note of warning "against any proposal on economic grounds to apply compulsion only up to the end of the Junior Basic (Primary) stage in the first instance and then to extend it gradually upward as circumstances suggest or finances permit." Though this method has been followed in England and other countries, experience (according to the Board) demonstrates that it entailed much inefficiency and waste. The Board recommends that where a universal compulsory system of basic education can only be introduced by stages, the progression should be from area to area and not from age to age.

ADULT EDUCATION IN MIRAJ

An Adult literacy campaign in Kolhapur City is shortly to begin. A comprehensive scheme in this respect has been prepared

by the Education Minister. Illiterate adults below the age of 40 who number 30,000 approximately will be formed for the purpose and an officer specially appointed will act as its Secretary. As a first step in the drive, a census of illiterate adults will be taken with the help of students.

BOOKLETS IN MANY LANGUAGES

Prof. B. B. Mukherji, Secretary, the Bihar Mass Literacy Committee, in course of a statement to the Press, says:

The Bihar Mass Literacy Committee has planned the publication of a large number of booklets in Hindustani, Bengali, and in many other languages on a wide range of subjects for the use of the village libraries started by it.

Each booklet should not exceed 16 pages in print and the manuscript should be sent in duplicate to the Secretary of the committee before July 1 next. These booklets will provide interesting and instructive reading matter for the new literates and raise their cultural level. It is hoped that writers of standing as well as teachers and students of this province will help in building up this series for the enlightenment of the masses.

MONSOON CLASSES FOR ADULTS

Varied Courses

A variety of interesting courses of study is offered to the public in the monsoon classes conducted by the Bombay Presidency Adult Education Association. The subjects range from Economics, Political Theory, Philosophy and Languages to Radio Communication and Psycho-analysis. The languages include simple and advanced Greek, Italian, Spanish, French, German, Hindustani, Marathi, Bengali, etc. The term begins on Monday, July 2nd, and extends up to October 10th.

The fee is Re. 1 per term per course. Professors from local colleges will conduct these classes in various centres like Elphinstone College, St. Xavier's College, Wilson College, Anjuman-Islam High School, etc. Most of the classes start in the evenings from 6 p.m. or 6-30 p.m.

Students, old as well as new, are requested to enrol before attending the classes to enable the office to inform the students of any change in the programme. Details may be had from the Association, Cama Oriental Institute Building, 136, Apollo Street, Fort.

BOMBAY

The Trustees of the Sonu Chandi Taivano Vepari Mandalno Dharamno Kanto, Bombay, have handed over a sum of Rs. 5,000 to the Leader of the Bombay Municipal Congress Party to be used for work in connection with the liquidation of illiteracy in the City of Bombay.

LAGU'S SCHEME FOR KARACHI

Another literacy campaign for the city of Karachi is in the offing under the auspices of the Karachi Municipal School Board, "The Daily Gazette" reliably understands.

The chief feature of the campaign is an intensive literacy effort in the city's quarters. Mr. Lagu, the Administrative Officer, hopes to enlist the co-operation of the Hindustan Scout organization for this purpose.

The campaign will be conducted in separate stages, the first one to begin with a survey of the various quarters, with a view to collect data regarding the language groups, the population under the various age groups, and such other statistics, which may prove useful in planning the campaign. The second stage will begin with the creation of interest in reading and writing. Attempts may be made to interest the adults by means of newspaper readings charts and similar aids.

Mr. Lagu revealed that, at present, the great handicap for literacy work among the adults is the requisite literature suitable for them. Despite the fact that Mr. Lagu prepared some literature and charts during the last literacy campaign, he feels that much leeway has to be made in this direction. He has secured the literature prepared by Professor S. R. Bhagwat of Poona, and he proposes to work on the basis of this.

Professor Bhagwat's plan is intended mainly for rural population in the Bombay presidency, and Mr. Lagu hopes to adapt it for Karachi conditions.

Basing his plan on the recent English experiment of establishing village cultural centres round the educational institutions, Mr. Lagu hopes to create such centres in each quarter around the municipal schools already in existence here.

It is also understood that Mr. Lagu is likely to be placed in charge of the Rotary Club's literacy activities in the city.

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NOVEMBER 1946

Live and learn,
Not first learn and then live, is our concern.
Browning

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THE INDIAN JOURNAL OF ADULT EDUCATION

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Editorial Notes.

We welcome to our team Eric Baker as Associate Editor from this month. He brings with him an intimate knowledge of adult education work in University and Workers' Education Association circles in England, — acquired at the Universities of Cambridge, Leeds and Sheffield, — a very acceptable asset. But even more welcome than this is the keen spirit of service, the well informed mind and the stimulating approach to educational and social problems with which he enters upon his career.

We are sure our readers will find his contributions to the Journal helpful and will extend to him their active co-operation.

R. M. C.

What's Your Opinion ?

We are starting in this issue (page II) an occasional column under the title "What's Your Opinion ?" In doing this our purpose is to bring into the foreground those problems in adult education around which educational battles may most fruitfully be fought. The editors while, of course, having their own opinions on these topics, will not attempt to sway the balance in either direction, their sole concern will be to ensure that the subjects are worth while and that every genuine contribution to the discussion is given a fair hearing.

Our first topic is whether students should be conscripted to help in the task of adult education in this country. The writer argues that not only is the conscription of students likely to have a deleterious effect on the adult education movement itself, but that, in fact, it is a cheap and shoddy substitute for a sound and efficient system of adult

education. Such a system, he says, can only be built up by men and women who have not only enthusiasm and experience but also a salary sufficient to allow them to give full rein to those qualities.

The Editors are very anxious that this topic should be thoroughly discussed as they believe it to be important for the future of adult education in India. Consequently, they invite all those who have an opinion on this problem to write to them at the following address :—

The Editor,
Indian Journal of Adult Education,
Quaker Centre, 24, Rajpur Road,
DELHI.

INDIAN ADULT EDUCATION ASSOCIATION

The fourth conference of the All India Adult Education Association will be meeting on December 29th and 30th at Trivandrum. Mr. K. G. Saiyidain, B. A., T. D., M. Ed., the Educational Adviser to Rampur State has very kindly agreed to preside. We hope that delegates will be sent from a wide range of interested bodies, so that the discussions and conclusions of the Conference may be as effective as possible. We hope to be able to reprint the addresses and give a report of the Conference in the January number of this Journal.

Those wishing to attend should apply (enclosing a registration fee of Rs. 2/-) to —

P.S. Abraham, Esquire, B.A., M.Ed. (Leeds),
Senior Lecturer, Training College,
University of Travancore,
Trivandrum.

India and Adult Education: Citizen Centres*

By S. R. KIDWAI

(*Head of the department of Adult Education, Jamia Millia, Delhi*)

In our country the work of teaching in schools and colleges has been done with unimpeachable diligence for over a hundred years without much care or thought being devoted to the function of education in our life. All through this period the number of educational institutions has grown, and now, when experience has made us thoughtful, we are faced with the delicate problem of changing without destroying, of breathing a vigorous soul into an inert body. What toil and effort this will cost us I cannot tell. But it will be an unnecessary waste of time and labour and might well have been avoided. There is an equal danger now of a system of adult education being established without a proper background and correct objectives, and it is essential that before we set about doing things in this field, we make quite clear to ourselves what we are doing and why.

Adult education means, in reality, much more than the term implies. Unfortunately, it is taken to mean much less. Most of us are still under the spell of the tradition that education is equal to literacy, and therefore, adult education becomes the business of making adults literate. No doubt such a definition simplifies the work of adult education. But that is only in appearance. In reality we create a further problem of how to educate literates who have lost faith in education, because it has cost them the trouble of learning to read and write but left them where they were in knowledge, skill and culture. It would therefore be not only more sound in principle but also more fruitful in practice if we gave to adult education its widest significance. Adult education is not a belated compensation made by a repentant society to those who could not be educated while they were young; it is not a minimum to which education can be reduced in order to save us from the blame of having abandoned the majority of our people to ignorance. No limits can be fixed to the age and the circumstances or social position of those who may benefit from adult education. In a democratic society whose well-being depends on an active, progressive attitude of mind, adult education means nothing less than providing

freely and continuously the intellectual, social and moral stimulus which individual citizens need in order to remain good citizens or become better ones. Adult education, therefore, means education for all adults, according to their need, in every field of knowledge and in every walk of life.

THE PLACE OF VOLUNTARY AGENCIES

We are all now agreed that adult education must be taken up at once by all public and private agencies. In most countries only the state has the power and the means to organise education on a large scale. But generally the machinery of the government is ill suited for purposes of experiment. Finance departments will have no objection to payment of large amounts properly budgeted, even though the expenditure may prove to have been sheer waste. But they are reluctant to allow a pie to be spent on a process of learning by doing, even on a small scale, and even though the small mistakes made in this process ultimately lead to great savings in labour and money. But apart from the habits of finance departments, those who become accustomed to perform prescribed duties according to rules and regulations lose by degrees the desire for adventure and the courage to take risks. They develop a detachment, an impersonal quality, which prevents their identifying themselves whole-heartedly with ideas and causes. It is for private enterprise to lead the way in making experiments and providing the foundations on which the edifice of a durable and effective system can be built by the state. At the moment adult education is a field of social activity in which coordinated private enterprise can best teach the state what to do and how to do it.

Private enterprise has some very useful limitations. The first is that it must succeed. The state can budget a large sum for a literacy campaign, and will not discover its mistakes until the persistence of illiteracy has been proved beyond doubt and it is not possible to evade the demand for another and more thorough campaign. Private enterprise is more sensitive to public reactions, discovers its mistakes much sooner and can change its methods with more ease. Of course, people can deceive themselves as well as be deceived by the state. But private enterprise cannot

* A talk broadcast from the Delhi Station of AIR on 13/10/46 and reproduced by permission of the Station Director, All India Radio, Delhi.

all at once assume a scale of work where results are difficult to assess. It has to struggle in order to grow, and it can measure its utility at every step through the response it evokes. Another useful limitation is the need for direct personal contacts. A government school is concerned primarily with the department and its inspectors, a private school with its pupils and their parents. An adult education centre established by the state would appeal to records and comparative statistics to justify its continuation, a private centre of the same kind would consider the impression it has made on the public, the atmosphere it has created and the support it receives. But the chief value of a private enterprise is its freedom. No government agency can select its methods of work, enlist its workers and prepare material with as much freedom as a group or association of men who take up a project because they desire it and believe in its value.

IN THE SCHOOL OF EXPERIENCE

I have had the privilege of directing the adult education work of the Jamia Millia for a number of years. My fellow-workers, who entrusted this task to me, granted me the liberty to make mistakes, to evolve my own methods and to discourse freely on their merits and defects. I need not say that this has served both as a stimulant and as a corrective, and I can sum up the results of the experiment with confidence and detachment.

My first discovery was that adult education must begin not with individuals but with the environment. The human mind cannot grow in a vacuum. Those whom we wish to teach must feel that all around them are interested in acquiring knowledge, that they will lose their self-esteem if they ignore the opportunity to learn and think. But the environment cannot be influenced if we are too dogmatic or self-willed in determining what people ought to know. Any society that has a past also has traditions or inherited values and the minds of individuals belonging to this society can thrive only through assimilation of these values. They offer the surest means of approach to the educator, and cannot be neglected without creating conflicts which frustrate his efforts. On the other hand, if we take advantage of them, we produce harmony between education and the mental constitution of those whom we wish to educate and learning becomes an organic

process, stimulating growth of the whole personality.

To create an atmosphere where adult education will yield the best results we must begin our literacy work not with the illiterate but with the semi-literate. We all know that in India the appetite for knowledge is lost mainly through lack of nourishment. We must revive this appetite. Let those who have not the means to buy nor the opportunities to borrow books and magazines, get them in their own homes through the circulating library of the adult education centre. Prepare a newspaper out of head-lines and pictures from suitable dailies for the Centre and at a fixed time in the afternoon or evening a short talk should be arranged to explain and comment upon important news items. This will be found particularly useful for imparting information about history, geography, economics, politics and religion, literature etc. Every effort should be made to illustrate these talks with the aid of maps, charts and diagrams.

Groups of ten to fifteen adults should be formed from time to time for various educational projects that can be conveniently undertaken such as: for acquiring literacy; for further educating the literates; for religious study; for elementary arithmetic and book-keeping, for imparting scientific and theoretical knowledge of a craft to those engaged in it.

Various other social projects may be arranged such as:

- I. Melas and exhibitions.
- II. Health week, and
- III. Education expansion campaign.

Provide a radio for the Centre and let all those coming to you feel at home in your Centre, more at home than in their houses, where they have nothing to entertain them. It will then be your opportunity to educate them because they feel they ought to be educated, and not because you want to make them learn. Their desire for education will not be a momentary enthusiasm or a fashion imposed by social pressure but a spontaneous urge for a fuller life. They will advance almost inevitably from literacy to knowledge, from knowledge to superior efficiency and a deeper understanding of life.

The education Centre where the illiterate, the semi-literate and the more or less educated gather together will promote social solidarity without any deliberate effort. The educated

will find it difficult to ignore the opportunities of intellectual leadership which it will provide, and their following will collect around them not by accident but because of deep human interest. The social value of the centre will further be realised when we see that it cannot be maintained as an isolated unit. You cannot keep children away from it, those scores of children in every small street who work where they have to during the day and do not know what to do with themselves in the evening. It will be impossible to resist their desire to have their life also organised through the centre. There will also be children of school-going age for whom neither the school nor the parents can provide occupation in the evenings. You will feel that they must have their share of your attention and they will be grateful for what you can give. Then there are those adults, the vast majority of our educated, who pine for recreation or mild intellectual stimulants after their day's work. On their own initiative they can do nothing but visit their friends over and over again. They cannot add to their normal work the duties of organising a club, and clubs have, besides, the habit of selecting their members according to the nature or expense of the amenities they provide. What our educated citizens who have not much money to spare need most is a Hall or a community centre where they can

spend their leisure hours playing games, reading, discussing, or listening to lectures on subjects that interest them. The Jamia Millia has established such a Hall. It is open to everyone, the membership fee is nominal, and there is no obligation of any kind to attend or participate in any activities. But the Hall has been very popular from the start and its activities have all the spontaneity, the variety and the appeal characteristic of institutions that grow out of life and are not forcibly grafted upon it. It has become symbolic of the organic unity of our life, of interests that bring us together and causes for which we can work with an all-pervasive harmony.

The typical Adult Education Centre will, then, inevitably add to itself a section for the young, and a Hall for the educated. I do not suggest that, even in this threefold aspect, it is more than a beginning. But it is a good beginning, bearing promise of a vast development which will surely follow, because a taste for education cultivated in hundreds of thousands of such centres will force the state to take up special projects, like technical colleges and other institutions requiring a trained staff and expensive equipment, which are beyond the means of private enterprise, and then we shall have adult education in all its fulness and diversity.

ADULT EDUCATION IN INDIA—Some Suggestive Types

By RANJIT M. CHETSINGH

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In the first talk of this series Mr. S.R. Qidwai reminded us that adult education means education for all adults according to their need, in every field of knowledge and in every walk of life. Now, being educated means reaching up to the full stature of manhood and womanhood, and it means the blending of the intellectual and the spiritual. Education in this larger sense can be given only to adults, — to maturing men and women. Life with all its varied experience is the school to which we all belong and it is the business of those interested in promoting adult education to find new methods to enable men and women to get the best out of this School of Life

Tonight I have to say something about the place of Discussion Groups, Forums and Tutorial Classes as methods and mediums of education for adults. The method of learning and teaching by discussion is a very old one. Socrates believed in it. As a philosopher, he was not like a modern philosopher, who works in a study and sets forth his views in exclusive dissertations and lectures, or in learned journals. Socrates spent his time discussing anything and everything in the market place, in the gymnasium and in all sorts of places of public resort. His mission was to convince the world of its ignorance by the conversation method,—the method which is referred to in modern

parlance as the Dialectic method. This he did by asking and answering questions, treating the most absurd or outrageous opinions with tolerant respect, while at the same time, with dignity and calm exposing the fallacies underlying them. Later one of his aristocratic followers, Plato, bought a house and a garden in a public park in Athens, called the Academy, and lived there for the rest of his life studying and lecturing on many branches of knowledge. Plato thus set up 'a sort of university without fees' which survived for nearly eight centuries. This work was a development of Socrates' ideal.

Discussion Groups in our modern world are taking very different forms. The Army Bureau of Current Affairs actually did for the Army a great deal in the matter of promoting knowledge, disseminating information and encouraging 'thinking aloud' among the many thousands of intelligent men and women who had found their way into the Forces during the war. On a selected topic 'talking points' were provided and the commissioned officer who was supposed to be in charge of the discussion was given a suggestive outline for the discussion. It was for him to develop it along the lines indicated. It was assumed that questions would be asked by members of the group. I understand that this was successfully done among men of the Indian Army as well as with the British forces. The Directorate of Army Education in India published some very valuable material in this connection. This method needs to be used widely in India if we are to combat the widespread ignorance in our land.

In a well run discussion group generally there is a talk given by the leader on a subject *which is of interest to the group*. After the leader has spoken—and he generally speaks thought-provokingly—members of the group ask questions or make comments. The leader often makes references to books and articles in magazines. These are made available to the group and members are encouraged to consult them after the meeting. Thus in an informal way, while there is no recognized teaching, habits of thinking and reading are promoted.

The value of this method as a means of promoting thought is evident. In testing knowledge, as in many other departments of life, the old saying "Two are better than one" holds good. Education is a bipolar process and it is in the action and reaction of one mind upon another that there lies development and progress.

The B. B. C. in England arranges Discussion Groups. They supply the material for discussion and one of their officers keeps in touch with Local Education Authorities (the equivalent of Municipalities in India) or Voluntary Bodies which are responsible for bringing the Group together and for providing receiving sets,

Paul T. Ranking made a study in the USA in 1929 and found that of time spent by men and women in communication writing took 9%, reading 16%, talking 30% and listening 45%. The habit of learning by listening is of course all too popular in India. We have had our *Kathas*, *Kavi Sammelans* and *Mushairas* for many centuries. Some modern enthusiasts would regard books essentially as a means of extending the listening process through the eyes! While we cannot agree with them who but a bigot would dispute that the Radio must take an increasing share in the education of the people. Broadcasting must increasingly offer educational service to wide audiences which must be reached by *independent thinking* minds.

FORUMS. Some of us will recall that in recent weeks one of the leading political organisations in this country was invited to send two representatives to a Forum being sponsored in the United States of America by one of the leading dailies of that country. Forums have been developed in modern times particularly in North America. They are held more or less regularly over a period of time and include an initial speech or speeches by a competent leader or leaders and active participation by the audiences through questioning or discussion. Forum audiences are voluntary and the subjects discussed are customarily either suggested by the audiences or chosen with their interests and needs very clearly in mind. Forums are unlike lectures in that they present a subject from more than one point of view and they do this regularly in a series of meetings. They further provide for active participation by the audience.

Forums are regarded now in North America as a golden mean between the too formal lecture and the too informal discussion especially for the teaching of the social sciences. They are used by schools, colleges and university extension departments. They are advocated as an effective means for imparting education by recognised Adult Education bodies in America.

Some of you will know of the Cooper Union founded more than ninety years ago by Peter Cooper. Abraham Lincoln spoke in 1860 in the Great Hall of the Cooper Union Building. In 1894 Columbia College took charge of the Cooper Union Forum. In 1897 the Peoples' Institute of New York City was formed here and from this time the history of this Forum is an unbroken one. Under this Institute, meetings were held regularly three times a week, sometimes oftener. On two week days there were lectures on economic and social questions specially on those bearing directly on the problems confronting the citizens of New York. In February 1917, a well-known psychologist was asked to deliver a series of lectures on modern psychology to the Cooper Union audience. The audience increased from 300 on the first night to 700 on the second, 1000 on the third and nearly 1200 on the fourth. In response to a demand from younger members of the audience, a Saturday evening Study Group was formed to discuss more fully the theme of the psychologist's lectures. This Study Group led to the founding of a school at the Peoples' Institute. Ten years after the founding of the School it was providing classes, four evenings a week, in philosophy, history, the arts, the social and natural sciences with a staff of lecturers drawn from the nearby universities and colleges. This School has been discontinued now, partly because other means of meeting this demand have come into being but the Forums in the Great Hall of Cooper Union still go on.

For evidence from another source the Director of the Forum and Lecture Division of the California Association for Adult Education may be quoted—

"Forums have flourished in Southern California," he tells us. "There are literally hundreds of groups in which the forum method of discussion is practised, ranging from small spontaneous outdoor gatherings to large formal meetings attended by several thousand persons who have paid a substantial price to hear a speaker of national or international reputation."

For more than a generation, the University of California has sent round teachers as far out as 600 miles from their headquarters. They have been sent into small agricultural towns and villages. To some of these towns the Forum lecturers went back season after season and in virtually every centre their visits resulted in some permanent piece of adult education work,—a Forum, a Lecture

series, or a less formal study group. In some towns the local communities set up Forums of their own and sought the help of the staff of the State University or teachers from nearby colleges and high schools to act as lecturers.

TUTORIAL CLASSES:—For a long time now Universities and Voluntary Bodies in Britain have provided facilities for regular Tutorial classes in special subjects. These are mainly of two kinds:—Firstly the *three year tutorial class* which provides instruction and guidance in a subject to the standard of a University Honours' course. Students have to attend for 24 weeks each year in three successive years putting in 2 hours weekly. They have to submit some written work to the tutor. No examinations are held and no certificates granted. Such a class normally consists of not more than 24 students.

Secondly, *advanced Tutorial classes* which afford students the opportunity for intensive individual work under tutorial direction. A class may consist of 9 to 24 students.

OTHER TYPES OF CLASSES: There are also *One Year Classes* promoted largely by voluntary organisations recognized by the Board of Education as 'responsible bodies'. They are responsible for ensuring competent lecturers and adequate physical conditions for academic work. One Year Classes consist of 20 meetings of 90 minutes each in not less than 20 weeks in the year. The number of students must not exceed 32 and they must do some written work.

Terminal Courses have one and a half hour meetings during 12 weeks in the year. The students are encouraged to produce some written work, though this is not compulsory. Week End Schools provide lectures of academic standing on Saturday and Sunday afternoons and are a very popular institution in Britain... Summer Schools & Vacation Courses are also gaining ground as recognised ways of adult education work. In all these classes you meet a wide range of pupils — doctors, school teachers, artisans, miners, solicitors, postal sorters, lawyers and charwomen. All these learn to read, think, decide for themselves and to exercise the vote intelligently. Without them democracy would give way to dictatorship.

What about such classes in India? The Bombay Adult Education Association has been in the field for many years and has built up a tradition of Terminal and One Year

Courses in that city. The Delhi Adult Education Association has made a contribution towards the establishment of Summer Schools and the Mysore and Annamalai Universities have organized Vacation Courses.

CONCLUSION

I have been privileged to take part in all the types of Adult Education effort I have mentioned tonight—both in India and

abroad. I would like to affirm that all these types have been personally tried by me in different parts of India, — with sophisticated urban populations, with our rural literate classes, and with simple untutored illiterate *Kurmis, Chamars and Gonds* in backward tracts in the Central Provinces. Only elusive idlers will tell you "IT CAN'T be done". Believe me they know not what they are talking about!

BOMBAY'S TEN YEAR PLAN*

*For the Liquidation of Illiteracy from
the Adult Population of Bombay City*

The problem of the literacy of Bombay's population is a complex one and needs a multilingual treatment. If, therefore, Bombay's problem of adult education can be effectively solved, the problem of the mofussil will be made easier of solution. Bombay has a floating population. As a large number of people, especially the working classes, is being drawn to the city, an equally large number often migrates to their native places, either for a temporary change or on retirement. The raised level of literacy in the City will, therefore, affect the villages favourably by permeation,

A five year plan for the reduction of illiteracy to a reasonable percentage would have been ideal. But the best things are not always the simplest of solution. At the initial stages, any plan will have to face a number of difficulties, such as the dearth of teachers and supervisors, adequate quantity of materials, etc. It is, therefore, thought proper to propose a Ten Year Plan and to limit it to the age group 15 to 40 which is the most vital section of the population. The selection of this age group has an additional advantage. On the assumption that the present population between 5 and 11 will, forthwith, receive primary education, the result will be that in ten years' time they will be all within the age group 15 to 40. Another aspect of

the plan is the gradual acceleration by which the maximum number of adults receiving literacy education at a time will be reached in the sixth year and that number will be maintained till the end of the 10th year. If the plan is carried out according to the figures given in the following table column 4, not only will the present 52.7 per cent of Bombay's population between the age group of 15 to 40 be literate but the total literacy percentage of the City will, in ten years' time, increase to over 75 with the assured success of the Bombay Municipality's compulsory education scheme for children.

According to the Census of 1941, the total population of the City was 14,90,000. Of this total, the population in the age group of 15 to 40 was 7,84,000, of whom 4,38,000 were illiterates. From the ration cards, it appears that the total population of the City has increased to 25,00,000. As there is no record available regarding the divisions of the additional population of 10,10,000 by age groups or into literates and illiterates, it has been assumed that in these respects the proportions in the additional population are the same as in the Census population. Accordingly the tables show 6,53,000 literates and 6,65,000 illiterates in the city.

The Plan is based on the present set-up of the Bombay City Adult Education Committee. The Ten Year Plan will begin with 900 classes and the rate of acceleration will be as indicated in the table below.

* The Editors of the I. J. A. E. acknowledge with gratitude the kindness of the Bombay City A. E. C. in allowing them to publish this report in an abbreviated form.

1	2	3	4	5	6	7	8
Year.	Enroll- ment per session of four months.	Expected literate per sess- ion of 4 months.	Expected literates during the year of 3 sessions. (figures in thousands).	Classes per session.	Teachers per session.	Supervi- sors required	Superin- tendents required
1st	18,000	13,400	40,000	900	900	90	18
2nd	22,200	16,700	50,000	1,100	1,100	110	22
3rd	22,200	16,700	50,000	1,100	1,100	110	22
4th	27,700	21,000	63,000	1,390	1,390	139	28
5th	27,700	21,000	63,000	1,390	1,390	139	28
Each year from the 6th to the 10th inclusive							
	35,600	26,700	80,000	1,780	1,780	178	36
The total number of literate at the end of 10 years.			6,60,000
The average number of classes, teachers, supervisors, superintendents per year required for the purpose of budget estimates.				1,480	1,480	148	30

On an average 20 adults will be enrolled in each class which will be in charge of a teacher and will be working for about one hour daily except on Sundays and on certain public holidays. After the literacy course is completed and the test is held, pupils found unfit will be admitted to the new classes of the following session. It is expected that on an average 15 adults will be literate from each class of 20. Thus from the 2,700 classes about 40,000 illiterate will be made literate in the first year, and the respective numbers for each of the subsequent nine years, are shown in column 4.

POST-LITERACY CLASSES.

The Committee has laid down the following standard of literacy for adults—the ability to (i) read simple sentences forming a story or some topic or a letter, (ii) write answers to simple questions or a letter and to sign his or her name and (iii) use numbers up to 100 for easy calculations.

It has been found by experience that an adult of average intelligence who attends literacy instruction fairly regularly attains this standard of literacy in four months. Although it is enough to make an adult, man or woman, literate, yet it is necessary to see that the literacy achieved by him or her becomes lasting, effective and useful. It is true that in a city like Bombay where the people live in surroundings which present a variety of reading material, an adult once made literate will not ordinarily lapse into illiteracy. However, it will always

be safe to take definite measures to guard against the possibility of a lapse. One of these measures is to conduct post-literacy classes for the new literates, where they can continue the interest they have acquired in reading. The Committee has laid down an eight months' period for the Post-literacy course. This means that an adult who begins his or her education as an absolute illiterate will be a full-fledged literate in a year's time.

Besides this need for Post-literacy classes on the ground of lasting literacy there are other potent reasons why the Post-literacy classes should form an integral part of any movement of adult education. Firstly, Post-literacy classes are essential for affording training in citizenship and secondly, they enable the individual to enrich his or her mind by the acquisition of a knowledge of the world around him or her.

The number of Post-literacy classes, however, need not be as large as that of literacy classes. For the adult literate is intellectually better equipped than a child and needs less individual attention than the latter. A post-literacy class for adults can, therefore, be much larger in size. The new literates turned out from three ordinary literacy classes can be accommodated in one post-literacy class: The average number of literacy classes per session in this Plan has been fixed at 1480 or 1500 in round figures, and on this basis 500 Post-literacy classes per year, on an average, may be considered adequate.

TRAINING OF TEACHERS.

If a large majority of the teachers working in all the educational institutions in Bombay can be harnessed for implementing the Bombay Plan, not only will the problem of securing teachers be solved but that of their training will also be simplified. Most of the teachers both in primary as well as secondary schools are trained and others have sufficient experience to carry on the teaching work in adult literacy classes. It is true that a good teacher in these schools may not be always suitable for adult classes. But as, in keeping with the basic principles of human psychology, educational methods for adults and children have much in common, schools teachers can, more readily than others, acquire a fairly good knowledge of the mental make-up, attitudes, interests, etc., of the adult pupils and learn to make the necessary adjustment in the methods of approach to adult pupils after a short course of training.

Besides professional teachers, it is essential for the success of the Plan to obtain, as teachers of the literacy and post-literacy classes, the services of men and women from other walks of life who may be suitable by temperament and inclination for work of such national importance.

The Plan contemplates the permanent maintenance of a training school in Bombay where the teachers will be given a short-term training course in the principles and practice of adult education and organisation. The institution is expected not only to be useful for training teachers for Bombay City but will also train teachers for adult education classes in the mofussil areas. Limited provision of Rs. 5,000/- a year for payment of honoraria to teachers and for other expenses of the training school have been made.

ACCOMMODATION.

There should be no difficulty in obtaining the free use of the municipal school buildings for classes held after school hours. It is understood that there are 277 buildings containing 2,805 usable rooms, in which the 392 municipal schools are accommodated at present. Besides the Municipal school buildings there is a large number of private primary school buildings and secondary school buildings which will, no doubt, be of service with the co-operation of the managements. The maximum number of literacy and post-literacy classes when the Plan is in full force will be about 2,300.

It must be remembered that these buildings will be available for classes which can be held late in the evening. But there is bound to be a fair number of classes, especially those for women, which will have to be held by day when the school buildings are not available. The question of securing accommodation for such classes will have to be considered and even provision for rent will have to be made in the budget later on.

NEWS-SHEETS.

The Committee has been publishing the Marathi Fortnightly *Saksharata Deep* for the last six years and copies of a similar Urdu Fortnightly, *Rahbar*, have been used for the Committee's classes. Experience has shown that both these newspapers are serving a two-fold purpose—providing supplementary reading matter and a means of enriching the mind with useful and valuable knowledge. *Saksharata Deep* is being run without an editorial staff and under several other handicaps. But if this activity is continued on a much larger scale and thousands of copies are made available to the workers and peasants all over the Province in all languages, a separate editorial staff will be required. For the present, however, a modest provision of Rs. 5,000/- on an average is made.

PROPAGANDA.

Rs. 5,000/- is shown as the average expenditure per year on propaganda. Propaganda implies such a variety of means and methods that the amount recommended will appear very modest. But experience may lead us later to build up a powerful machinery which will require larger funds.

LIBRARIES AND READING ROOMS.

Libraries and Reading Rooms are the essential means of making any national education scheme effective and it is desirable to see the whole-hearted co-operation of the Library Association, and all other institutions working in this field. As the Plan gets going, the co-ordination of the efforts of all these bodies will be required.

ADMINISTRATION.

The proposals under this head have been made on the basis of the existing arrangements. The Committee is constituted by Government and is entrusted with the entire direction and maintenance of the literacy campaign in the City. The Committee exercises its direction and control over the campaign through a stipendiary and an honorary staff.

The staff will consist of:

(a) **Stipendiary :**

- (i) Special Literacy Officer, the chief executive officer.
- (ii) Assistant Literacy Officers.
- (iii) Establishment (clerks and peons).

(b) **Honorary :**

- (i) Superintendents in charge of about 50 classes each.
- (ii) Supervisors in charge of about 10 classes each.
- (iii) Teachers in charge of a class each.

(a) **Whole-time Stipendiary Staff :**

At present the sanctioned staff for the existing classes is as follows :

- One Special Literacy Officer.
- Two Assistant Literacy Officers.
- Four Clerks.
- Four peons.

From the sixth year of the campaign when the maximum number of classes will be running, the total strength of the stipendiary staff at the head office should be as follows :—

- One Special Literacy Officer.
- Five Assistant Literacy Officers.
- Five Clerks.
- Four peons.

Besides this, as the plan will be in operation throughout the City, it will be necessary to maintain five sub-offices of the Committee in different parts of the city. Here the necessary quantity of materials will be kept for distribution. This arrangement will economise expenses incurred on conveyance of materials from the Head Office to distant areas. Through these offices the Assistant Literacy Officers and the Superintendents will have frequent opportunities to establish contact with the local workers and the adult pupils.

(b) **Honorary Staff :**

Column 6 of the preceding table shows the number of teachers required in each year of the ten years' campaign. If as is suggested above in the section on 'Training of Teachers' a large majority of Bombay teachers are available, the problem will be simplified. It will be necessary for the Government, the Municipality and the Heads of private educational institutions to come to an understanding for the utilisation of the services of their teachers and other officers in this national cause. The number of teachers working in the Bombay Municipal Schools is about 3,500 while the number of teachers and supervisors required for implementing

the Committee's proposals ranges from 1,400 to 2,600. Besides the Municipal teachers, the number of teachers working in private primary and secondary schools is, at a moderate estimate, about 6,000. From this army of teachers it should not be difficult to secure the services of the required number including the relieving staff and the necessary supervisors' and superintendents. It is possible to prepare panels of staff who may work in turns so that the same personnel need not have continually to be pinned down to such work.

Though the teachers, supervisors and superintendents will work in an honorary capacity they should be paid reasonable out-of-pocket expenses in the shape of an honorarium. The present rates fixed for a teacher, a supervisor and a superintendent are Rs. 10/-, Rs. 13/- and Rs. 43/- p.m. respectively.

FINANCE.

The Statement of Estimated Expenditure shows that the total cost to make 6,65,000 adults literate will approximately come to Rs. 50,31,000 spread over a period of ten years. This works out to a per capita cost of a little over Rs. 7-8-0. On the other hand the Bombay Municipality spends Rs. 176/- on each child in order to take him or her through a four to five year course of elementary education. It may readily be admitted that the content of education imparted to a child during this period is much wider than that which the adult will receive under this Plan. But the contrast between the figures of expenditure and time is here intended to emphasise how cheaply and speedily complete literacy can be achieved for our city.

The average expenditure per annum under the plan will come to Rs. 5,07,000/- and the expenditure for the first year will be Rs. 2,87,000/-. This will be the minimum expenditure with which the Plan will start with 900 literacy and 300 post literacy classes in each session, making 40,000 people literate by the end of the year.

In the second and third year the number of classes to be run and the adults to be made literate will increase by about 25 per cent and there will be a corresponding increase in expenditure. The peak period of the Plan will be reached in the 6th year and will continue till the end of the ten-year period when the expenditure will be doubled. The following figures represent the amounts which the Committee will have to spend from year to year :

1st year	Rs. 2,87,000
2nd "	3,90,000
3rd "	3,90,000
4th "	4,80,000
5th "	4,80,000
Each year from the 6th to the 10th inclusive	6,00,000

Rs. 4,65,000/- will be needed to meet the cost of running craft-training centres both to give a trial to the Wardha Education Scheme and as part of the adult education movement. The cost is calculated on the basis of the Committee's Scheme which the Vice-President, the Hon'ble Mr. Mangaldas M. Pakvasa, sent to Government more than a year ago. The scheme contemplates making a beginning with 5 centres teaching nearly 20 handicrafts according to the needs of the area in which a centre is to be set up and reaching the maximum limit of 20 such centres in the course of ten years. This expenditure of Rs. 4,65,000/- is not, however, included in the total cost calculated for the completion of the Ten Year Literacy Plan.

It has been an accepted principal by all democracies that it is the birth right of every citizen to receive a certain minimum education at the cost of the State. In other words, it is the responsibility of the State to afford the minimum educational facilities for that minimum to every citizen who is physically and mentally capable of benefiting from these facilities. Thus the sole burden of making the money available for the people's literacy is on the State and considering the huge national wealth which is being wasted on account of the masses being illiterate and ignorant, the State will be investing this money on a worthy cause which will pay them back manifold in the shape of an informed and effective citizenship.

However, the Committee's experience during the last seven years justifies the hope that the Bombay Corporation and other public bodies will co-operate with the Committee as they have done in the past, and the Government may reasonably expect that the whole cost will not fall on the State.

Note 1:—

The idea of voluntary service by teachers and supervisors and of voluntary co-operation from educational institutions, employers and other agencies is implicit in the Plan. But there may come a stage when voluntary effort and the unusual inducements will not suffice for the effective working of the Plan. It will then be for Government to initiate the minimum legislation necessary to ensure the successful attainment of a literate city and further, of a literate province within a specified period.

Such legislation will aim at making obligatory upon educational institutions, employers, teachers and perhaps students, a certain measure of service and co-operation in the cause of literacy.

Note 2:—

The payment of honoraria to superintendents, supervisors and teachers for literacy and post-literacy classes will account for about 60% of the total expenditure of the ten-year period. These figures are calculated on the existing rates. It has been felt in some quarters that a reasonable increase in these rates of payment is essential for effective service, and that such increase cannot be long delayed. Attention is, therefore, drawn to this aspect of the financial implications of the Plan. For instance, if an increase of about 33 1/3% in the rates of honoraria be taken as reasonable, the expenditure would increase by 20%.

WHAT'S YOUR OPINION?

Should Students be Conscripted for Adult Education?

It seems to be typical of our age that when we are faced with a problem, the vastness of which appalls us, our thoughts immediately turn to conscription as a solution. Appalled by the size and urgency of the problem of adult education in this country, public speakers seem to have decided that the only way to solve it is to conscript students into teaching adults. While this solution has the advantage of apparent simplicity I believe that far too little thought has been given to the difficulties it involves. It is these difficulties

which I want to point out in the hope of rousing our facile public speakers into giving more thought to the problem.

The 'conscription' solution is usually presented in one of two forms. (1) That every student should be obliged to spend a few years (the number varies) in adult education work (by which is often, though not always, meant literacy work). (2) That before he receives his degree every student should prove that he has made ten people literate.

The second scheme, while it has the advantage of merely making a certain amount of literacy work a condition of receiving a degree, has the disadvantage of encouraging dishonesty and, perhaps, of creating a new "profession"; that of "having been made literate".

Both schemes are open, however, to what I consider a most serious criticism, that of assuming that every person is equally well fitted to be a teacher of adults, an assumption which would make nonsense of all pedagogical theory and practice and one which would saddle the educational movement of this country with preconceptions which it would take many years to throw off. The heart and soul of any successful piece of adult educational work is in the cheerful willingness with which the teacher carries the burden of what is, almost literally, a 24 hour job. An 'Adult teacher', cannot regard the few hours he actually spends in class as the limits of his responsibility; he must be counsellor and friend to each of his students individually. Where students are under the guidance of a teacher who has this spirit of friendliness and enthusiasm, they will pass easily and willingly from literacy work to that adult education in the wider sense to which literacy work is only the prelude and vestibule.

Students can be conscripted to teach, as they were in England conscripted to mine coal, but no form of conscription can oblige people to be cheerful, friendly and enthusiastic and unless the teacher has these qualities his class will vanish like the morning dew.

There is another quality which is necessary to adult or any form of education. The other kinds of work to which people are conscripted are usually of the kind which produces immediate and tangible results (e.g. factory work) and that in itself is a satisfaction, but a teacher must realize that he is dealing with intangible forces and that the fruits of his work may not appear for several months or even years. Conse-

quently, unless the teacher is keen, disappointment and frustration will lead to dullness.

One may further ask whether, if students are conscripted, they will be trained and whether trained or untrained, the knowledge that they are available in such large numbers and under direction will not, in fact, prevent that rise in teachers' salaries which is so imperative if educational work is to be given its rightful status in India.

This leads directly to the consideration of how to improve the present supply of adult education teachers without resorting to conscription. As has already been indicated, adult education can only flourish where the workers have the enthusiasm and the breadth of mind to be willing to foster every interest the adult student has which would lead him to a richer life. Secondly, we should realize that a vital education movement must also have workers who are permanent and *sufficiently well paid to be relieved of financial worry* so that they may give their whole mind to the work in hand.

In adult education, as in everything else, experience counts and an experienced worker is able to give a more permanent form and a more lasting stability to a movement. Enthusiasm alone is not enough, there must be patient and sustained ground-work to stimulate and to maintain interest before adult education in India can be said to have achieved lasting shape, and the men who have the qualities for this work will be encouraged to come forward when remuneration and working conditions are made moderately attractive.

An adult education movement built on conscription may progress but its progress will be sluggish and unsteady; an adult education movement built on the efforts of men and women who love the work and who are sufficiently well paid to be assured of security will progress steadily, confidently and quickly. Q.

Adult Education in Bihar.

By BHAGWAN PRASAD, B. A., Dip. Ed.

To many adult education is a paradox or an enigma. In our country, generally, all education is treated as a passport for some employment or for admission into some profession; and rarely as a means to enrich the personality and to preserve the culture

of the race. We have been so intensely individualistic in our ways that we have lost sight of our social affiliations and our obligations to the community which we should mould, improve and purify. No wonder, therefore, that we disdainfully dismiss any

talk of educating the adults as a mere fad or a pet enterprise. We forget that Adult Education is part and parcel of the whole scheme of a national education. And it is certainly necessary to sound the note of the 'Universal Man' in every human being through good adult education. Almost all progressive countries in the world have their schemes of Adult Education but in India, a beginning was made only in 1937 when the Indian Adult Education Association was formed. On the assumption of office by the popular Ministry in Bihar, the Hon'ble Dr. Mahmud, the then Education Minister, launched a drive against illiteracy which sent a wave of enthusiasm, among the young students and teachers and adult learners. Thus since 1938 the Mass Literacy Campaign, as it is called in our province, has continued in some form or the other, modified by experience and expediency.

We should realize, however, that adult literacy or Mass Literacy is not the optimum of adult education nor have the two terms the same connotation. Literacy is the first part of the programme of adult education which was divided into four parts in China namely, literacy, economic improvement, health and good citizenship. A similar comprehensive programme may also be drawn up for Bihar as so far the efforts have had to be on a restricted measure, regard being had to the appalling illiteracy on the one hand and the limited resources of the state on the other. In the present scheme for Bihar, we have a two-fold arrangement *viz.* a net work of literacy centres in a selected area (approximately conterminous with a Police station) in each district and a network of miniature village libraries in areas which had been once intensive areas for literacy work. Very recently, the scheme has been re-conditioned to some extent by paying more attention to village libraries and to collaboration with the work of other nation-building departments and I think it is a good augury.

The literacy course at the centres runs into three months of preliteracy education followed by another three months of post-literacy instruction. The teachers at these centres are paid at the rate of -/8/- per adult made literate, besides allowances for oil, and contingencies. The supervision of the work rests with the inspecting agency of Education Department. Criticisms of this scheme are many but they have not been made publicly. They be usefully summarised as follows:—

1. The instruction given at the literacy centres will not add to the worth of the adults who have already settled in different walks of life.

2. The adults are apathetic and do not want to avail themselves of the literacy courses. They have allotted a certain age period for education and go by the convenient adage that the old parrot has passed the stage of being tamed.

3. The duration of the course for acquiring literacy is very brief.

4. The remuneration to workers and supervisors is wretchedly low.

5. There is no inspiration to workers from those placed in authority and leadership and there is no tangible recognition of work.

6. There is a huge waste of public money, time and energy over this mass literacy business as the results achieved are not at all commensurate with the expenditure.

Having had some thing to do with mass literacy work in this province, I present before the indulgent reader my own answers to the foregoing points of criticism:—

1. Education is an acquisition in itself and it should not be considered merely for its utilitarian value. This is no platitude but a sound proposition. Its value to the individual is not computed or assessed in terms of money; and its potential wealth is incalculable. The good that accrues to society through education and the educated man can never be overestimated. Through education, and very appropriately through adult education people can shed their insularity and cultivate a common outlook, 'the human basis of all culture'. A true human being is the greatest asset to society and even economists are agreed on this point.

2. Sufficient publicity for the scheme is needed to enlist response from the illiterate adults. Their inclinations should be harnessed to the cause. Suitable publicity pamphlets on the subject should be distributed on the occasion of fairs and public assemblies so that the message of adult education would penetrate into the remotest corners. True education is 'an activity of the spirit as well as of the mind' and this movement for the ingathering of knowledge should know no frontiers of age. The opposition on this score is the surest indication of the rigidity of views of old people. There are some old people who are sure that all modern views on education are wrong and that anything that they did not know in their youth is not

worth knowing. Such people claim a monopoly of wisdom and to have a new angle of vision is in their opinion, generally to have a wrong angle of vision. Workers in the field of social welfare such as adult literacy—which at least partially atones for a social wrong—should refuse to surrender themselves to such prejudices.

3. In respect of the duration of the course of literacy, one has to confess that it is very brief. Nevertheless, it comes to six months which is not a very short term if the time is honestly occupied for the creation of a right taste for learning in the adults. It should be clearly understood that adult literacy, or adult education for the matter of that, aims either at the acquisition of the bare rudiments of education and familiarity with the vehicle of expression of their ideas or a continuation of earlier education with a view to brushing up the knowledge of the adults in keeping with the progressive trend of the world.

4. There are more reasons than one for the low remuneration paid to workers of the literacy centres. Educational reconstruction and reform in India, and particularly in our province cannot entirely depend upon nor should it wait for more propitious times when the provincial revenues might swell and liberal funds might be set free and diverted to education. It is therefore, the duty of all educated young men and women in the interest of social justice to diminish little by little the sum total of human ignorance and illiteracy. No amount of paid work can be equal to the occasion. That an 'educational emergency' is there in the country should be appreciated by the state as well as by our educated people.

5. The question of inspiration and a consuming passion for programmes of nation re-conditioning does come in and it is for the state to answer.

6. The last complaint against the present mass literacy work is the element of waste. Waste is inherent in all such ventures at the start and we must try to discern the sunshine behind the clouds. What we call

here a waste of money and energy will ultimately act as fertilizer for the field of education. The apparent return may not be as good as one expects it to be but the project is certainly generating an environment conducive to educational progress and social well-being. And the least that can be said about the mass literacy movement is that it has created a pre-disposition among the village people for a more vigorous primary education.

Some pertinent suggestions emerge out of my own experience of handling the mass literacy work, now called Adult Education in the new Scheme adumbrated by the Mass Literacy Committee, at its last meeting. The work of adult education should be put on a permanent basis and have its own administrative machinery. To-day it is a side show of the Education Department and in its present shape it deflects the whole hearted attention of those concerned. I think if the work has to be subordinated to another Department it would be more appropriate to link it to the Development Department.

It may also be suggested that there should be a system of recognition of libraries situated in the rural areas and the running of a successful literacy centre or adult school should be a condition precedent to it. Annual grants should be made to them such as are made to some libraries in each district even at present. There should be a strong co-ordination committee which would ensure co-operation from all other departments concerned.

Let us, through the right type of adult education, work for the reformation of our province and India as this work is 'the great business of every man while he lives.'

"Adult education is among other things a device for making good the intellectual starvation of past years and for correcting the mistakes of early education." Those who are interested in this work should go ahead with this aim as the character of the democracy that we aspire to will certainly depend on the 'Collective wisdom of its adult members.'

Australia's Correspondence Schools.

By W. P. GOODWIN.

Australia's educational facilities differ little from those of all advanced countries, but one interesting feature is that in every capital city is to be found a school of a peculiar kind.

This is a school with a full complement of teachers, but lacking visible pupils. Inspection of these "phantom" schools reveals that the pupils are scattered through the length and breadth of the continent. They are all children who because of physical or other disability, are unable to receive education in the normal way.

Educational authorities were long faced with the problem of providing for these isolated children, most of whom live in the outback. The difficulty was successfully overcome by a system of education by correspondence. By this method, schooling is now regularly provided free to every child between the ages of six and 15 years who applies for it, irrespective of class or wealth.

Education by correspondence is no makeshift. It teaches children as well as, and in some respects better than, ordinary school methods. The curriculum is similar to that for ordinary children, but it provides for individual tuition, each pupil progressing at his or her own speed and with no undue emphasis placed on examinations. The usual subjects are covered, and also such unusual ones as horticulture, poultry raising, handicrafts, cookery and home supervision and decoration, sewing and embroidery, art and

technical drawing.

Pupils regularly receive instruction leaflets, either weekly or fortnightly according to the State. These are supplemented by general sheets, the purpose of which is to keep the child up-to-date on work already done and the latest current events. There is also a separate arithmetic sheet, by means of which instruction in this subject may keep pace with the child's attainments. Postage is free and the leaflets replace text-books. The latter are required only for such things as English authors and maps, and those are available to all school children in cheap editions.

Two essential features of the system are the fitness of the supervisor and the close personal relationship developed between teacher, parents and pupil. Supervisors, usually some member of the family, are carefully advised. They are frequently mothers, who, despite the long, hard hours of the outback house-wife, generally display great anxiety to ensure satisfactory progress in the education of their children; an anxiety that is usually the greater in proportion to the shortcomings of their own education. Wherever possible, parents and pupils are encouraged to visit teachers during vacations, hundreds of them doing so throughout the year. It is usual for close personal attachments to grow, the teacher coming to be regarded as a distant member of the family and a guide, philosopher and friend.

America's Opportunity Schools.

Some 30 years ago Emily Griffith, a school teacher in Denver, Colorado, began visiting the homes of pupils who were dropping out of school. She discovered the chief cause: when parents or older brothers and sisters lost their jobs, the children left the classroom to become the family breadwinners.

To Miss Griffith—wise beyond her time—this appeared the worst possible solution, and she moved quickly to provide another. What she provided—after cajoling an old school building and a very moderate budget out of the local Board of Education—was the Emily Griffith Opportunity School, a "second chance" school for adults.

Under the motto "For all who wish to learn" this school, without tuition, term marks, attendance records or diplomas, taught whatever the students desired to learn—welding, writing, millinery or mineralogy. During the first month there were 600 registrants. Today at this school there are

22,000 adults studying 187 assorted subjects. Such studies as automechanics, refrigeration and air conditioning form the chief interest of some 2,000 veteran members of the school. The founder's injunction, "Let people do what they can and the best they can," is still Opportunity's guiding principle.

In the development of Opportunity School and other similar schools in the United States, adult education—for many decades limited to classes in American citizenship and English to foreigners—had taken a long step forward. Today just as in those earlier days, students frequently gather in the evening light in the community schoolhouse, settling rather gingerly into miniature seats before knife-scarred desks. The blackboards may be covered with large, uneven childish handwriting left there by the daytime occupants, the walls hung with children's drawings and texts. To the serious working men and women, however, this room represents the new and ever-expanding frontier of adult education—where new ideas, languages, skills and trades are brought within their reach.

Permanent Systems Organized

In the last few years, under the extraordinary impetus of warworker and veteran demand, communities throughout the United States have taken steps to organize and equip permanent systems of adult training. Local groups, with the help of city, state and Federal governments, private organizations and specialists in pedagogy and the various fields of instruction, have overcome such obstacles as lack of quarters, suitable books and skilful human experts.

Nation-wide surveys have shown that many "Middletowns" in the United States now possess a systematized, comprehensive and specialized program of adult education, rounded out with popular courses in marriage, family life, education, homemaking, arts and crafts and "personality development".

A typical experimental program in Jackson, Michigan, is centered in a building named the Jackson Adult Education Center. An advisory council consisting of representatives from the parent-teacher association, the American Association of University Women, the Council of Social Agencies, the Council of Churches, labor organizations, the public library and child study clubs

helps develop the overall program and gives direction.

Any group of adults may join to request a course, and the council will find a teacher and classroom space. Courses in electronics, adolescent psychology, citizen training, the family, youth and postwar problems are among the latest additions to the curriculum. A recent series of lectures by University of Michigan architectural engineers has stressed postwar building interests in choice of site, type of contract, design, financing, new materials, lighting, heating, decoration, furnishing and landscaping.

Adapted To Local Needs

To the mining and ranching community around Trinidad, Colorado, the State Junior College offers courses adapted to local needs. Training in agricultural education, ranching, coal mining, first aid, mine rescue and industrial safety meet the special demands of workers in the mines or on the ranches. For the business-minded, there are courses in store mathematics and retail salesmanship. A reading clinic helps solve bilingual difficulties. General cultural and avocational training includes classes in writing, oil painting and music appreciation.

The school in Topeka, Kansas, specializes in industrial and vocational training. Home economics courses include training home management, consumer education, nutrition and upholstery. Business training departments offer business law, salesmanship show card writing, grocery and meat merchandising, dietetics and blueprint reading. There are courses in woodworking, machine shop and mechanics, electricity and radio.

"What would we do with it!" many townspeople say about the local adult studies program. Thus they indicate their support to the new "second chance" education for grown-ups—to help them to better jobs, deeper understanding and finer use of leisure.—USIS.

NEWS from FAR and NEAR

BIHAR

COMPREHENSIVE PLANS

Plans to cover literacy work in all sections of the rural population of Bihar have been drawn up by the Provincial Mass Literacy Committee acting under the guidance of the Hon'ble Acharya Badrinath Varma, Minister

of Education. In addition to talks and discussions, cine-films, lantern-slides and the wireless will be used. Perhaps the most interesting feature is the work the Committee is doing in producing cheap booklets in Hindi, Urdu and Bengali on current topics. These are for free distribution and the aim is to lay the foundations of a Peoples' University.

Each year, one 'thana' is selected in each district for intensive work. The entire resources of the Education and Publicity Departments are being employed in giving effect to this programme and the support of every agency and of every responsible person is being enlisted.

BOMBAY

MASS EDUCATION THROUGH FILMS

Having had an encouraging response to its experiments in using documentary film shorts at free open air performances, the Bombay Municipality intends to make bold use of films. The Municipal Standing Committee has approved a proposal to produce 12 short films dealing with health problems and to buy 12 films from the now defunct Information Films of India.

MONSOON TERM COURSES

The Monsoon Term Courses which finished in October covered a wide range of topics. The terminal courses included philosophy psycho-analysis and several scientific subjects including chemistry for the layman; the two year courses were on Economics and Political Theory. In addition, there were classes in both Modern Indian and European languages.

DELHI

PLAN OF ADULT EDUCATION

Since the 1946 Summer School, the Association has prepared a 'Plan of Adult Education' work in Delhi and has taken steps to carry it out. The activities of the Association, according to this Plan, are grouped under three main heads:—

1. Literacy and Post-literacy work.
2. Proper Adult Education work.
3. Training of Adult Education workers.

As regards the first item above, the Association will aim at the co-ordination of Adult Education Centres in Delhi. There are 15 important Adult Education Centres scattered all over the city. To collect full information about the working of these Centres, survey work is being done by working Committee of the Association. A sub-committee appointed by the Working Committee is drawing up a syllabus for various grades of adult students. A Conference of local Adult Education workers is to be held on 15th Dec. 1946 to discuss the task before educational workers, especially the manifold problems of literacy and post-literacy classes, curriculum for adult students and organisation of Centres.

As regards the second aspect of the 'plan' the Association proposes to arrange a series of lectures next term on various problems of general interest. Another sub-committee is preparing a list of subjects for these lectures and the panel of lecturers for the purpose.

A week-end refresher course for educational workers is being included in the future programme of the Association.

GWALIOR

'LADIES' EDUCATION.

(We are indebted to Mr. R. K. Balbir, B. A., LL. B. for the following review of adult education in Gwalior.)

Though so far it is only the surface which has been touched, Gwalior holds out promise of sound developments in adult education in the future. Those undertaking the work are genuinely interested and enthusiastic about it and they have the active support not only of the State Educational Authorities but also of Her Highness the Maharani of Gwalior on the one hand and of the public on the other.

Adult Ladies' Education work has been carried on in the States for the last six months. There are seven centres of work including one near a village. The classes are run during the day and the work is, therefore, unaffected by factors such as the shortage of kerosene oil in the countryside. They are under the supervision of the State Mahela Mandal (which has the personal interest of Her Highness the Maharani) the energy of whose Secretary and workers ensures the active co-operation of the public.

The teachers employed are specially trained by the State Education Department for the purpose. They are mostly those already working as Primary School Teachers and are paid additional allowances for carrying on adult education work as a part-time occupation. The technique adopted is based on Mandé's system of literacy i. e. literacy through Ramayan couplets.

The Literacy Centres are to be developed eventually into Social Clubs equipped with indoor games and other recreational material and with libraries carrying post-literacy literature.

HYDERABAD

EXPANDED EDUCATIONAL PROGRAMME

Taking the Sargent Report as his model, the Director of Information has prepared a plan of educational progress extending over a

period of 40 years and costing Rs. 10 crores a year. For immediate purposes two seven-year plans have been formulated costing Rs. 180 lakhs at the end of the first seven years and Rs. 475 lakhs at the end of the second year seven years. The expansion envisaged under these plans (which include provision for a literacy drive through visual education) is the minimum required to meet the needs of the country. Steps have been taken to expand the facilities for training teaching staff, but until these are fully effective, non-matriculantes are to be recruited to the profession to meet the demand arising from the enforcement of compulsory primary education. The plan has already been put into operation.

MADRAS

UNIVERSITY DEPARTMENT of EXTRA-MURAL STUDIES

On November 7th the Senate of Madras University decided to establish a Department of Extra-Mural Studies. The work of the department is to include the training of teachers for Adult Education, one of the courses being for women teachers. The training will be carried out at established centres of adult education and in colleges which can provide qualified staff, equipment and practical experience. To co-ordinate the work, to conduct certain classes in the course and for other related duties, a full time Director of the Department is to be appointed.

* * * *

The Deputy Speaker of the Madras Legislative Assembly, Srimati G. Amamannaraja presided over the first anniversary of the Sai Baba National High School Students' Congress and in the course of his speech made an appeal to students to make an allout effort to liquidate illiteracy, ignorance, superstition and social evils among the masses.

UNITED PROVINCE

PRIMARY EDUCATION PLANS

According to Mr. Sampurnanand, Minister of Education, the Government's literacy drive will begin in July 1947. One step in this direction is to be the attempt to secure sufficient school room and teachers. The latter difficulty is to be overcome by engaging untrained teachers who would, after three years, be offered the necessary training.

Each village school is to have a library, a wrestling enclosure and a garden. The teaching of English as a subject will be abolished from the primary schools.

SCOUTS PROMOTE ADULT EDUCATION

We hear from Mr. M. O. Varkey, M. Sc., of St. Andrew's College, Gorukhpur, that the Hindustan Scouts Association, (U.P.) has entered upon what promises to be a fruitful venture in adult education. Mr. Salig Ram Pathik, who has been appointed Adult Education Commissioner, has used his own method of teaching literacy at the model centre at Ururva. The class consisted of 30 men and is reported to have completed the introductory literacy course of Mr. Pathik's chorus-key-word method. Half of these new literates are reading books specially designed by Mr. Pathik with the requisite speed and understanding, 25 per cent slowly and the rest with some difficulty.

It is proposed to start ten more centres, one in each division of the Province.

MYSORE

ADULT EDUCATION FOR WOMEN

Lady Ramaswami Mudaliar, wife of the Dewan of Mysore, emphasized the importance of adult education for women in her presidential address to the Mysore State Women's Conference which held its twentieth meeting during November. "It must be confessed", she declared, "that in our country many of the troubles that have arisen are due partly to the lack of adequate adult educational opportunities being provided for our people and more particularly for women. An educated woman is in a better position to shape the minds of the family than one who is not educated. In many rural areas the idea of sanitation, the idea of a clean home, modern ideas of hygiene will make no progress unless women are educated and this will only be done if the State and other philanthropic agencies make the adult education of women their special responsibility."

PUNJAB

As one move in the fight against illiteracy, the Punjab Government is to make education compulsory for boys from the age of seven and girls from the age of eleven. In addition five hundred centres are to be opened for adult education.

BOOK REVIEWS

THE NEW REGULATIONS FOR ADULT EDUCATION IN ENGLAND.

(*The further Education Grant Regulations, 1946 H. M. S. O. 2d.*)

For the first time the Local Education Authority in England has been given the responsibility for operating a unified plan of education covering the whole life of the citizen from the nursery school to the adult education class. The new spirit in English education is reflected so far as adult education is concerned in the sentence in the pamphlet on Education Reconstruction which preceded the Bill:—

“Without provision for adult education the national system must be incomplete, and it has been well said that the measure of the effectiveness of earlier education is the extent to which in some form other it is continued in later life.”

The scope of the regulations is still defined as “the liberal education of persons of at least 18 years of age” but such education has been given a more generous interpretation than previously whilst emphasizing that “the well tried types of adult course which have proved their worth now over many years should continue to be maintained and developed to the full for students who can profit by them,” the Minister goes on to say that he hopes the simpler classification of courses will encourage responsible bodies to make more flexible provision and to pursue pioneer work.

This clause allows work which had been pursued experimentally and successfully during the war to be recognised as an integral part of adult education. Consequently, discussion groups and very short courses, provided they are conducted by competent tutors, will qualify for grant. Furthermore, the responsible body has been left to set its own standards of attendance and written work.

While L. E. A.'s have been made legally responsible for the provision of adult education this does not mean that the voluntary bodies and universities which have been the suppliers of adult education have been superseded. Rather the L. E. A. is made responsible for co-ordinating the working in its own area. Furthermore, it is compelled to draw up

its plans in consultation with the non-statutory responsible bodies. The wisdom of this is seen in the fact that some L. E. A.'s, anxious to be more than merely co-ordinating bodies, have already begun to employ their own organizers (as have bodies such as the W.E.A.) much to the concern of the Tutors' Association which sees the possibility of an unhealthy rivalry developing.

Despite this possibility, however, there is no doubt that the new regulations are wholly commendable in their twin aims. Firstly, to improve the supply and status of tutors in adult education. There is a greater eagerness now, on behalf of responsible bodies to employ full time organizers and tutors instead of depending on part time tutors, (usually school teachers who had insufficient time and energy for the work.) This improvement has been made possible by the increased salaries for tutors which the Ministry has approved. In future tutors will be paid according to qualifications rather than according to the type of class they take as the latter practice led to unjustifiable anomalies in the past.

Moreover, there is specific mention in the regulations of the training of Adult Education lecturers and tutors (a field which has been almost neglected in England as in India).

Secondly, the aim of the regulations is to encourage a much greater diversity of subject and approach by offering grants to many more kinds of educational activity than the previous regulations covered.

It will be difficult to say how the new regulations will, in practice, affect adult education until they have been in force for two years. From at least one part of the country comes the statement that the year 1945-46 was disappointing owing to the weariness of workers but there are hopes that by 1946-47 they will have recovered their enthusiasm. Moreover, recent experience suggests that there is more experiment than ever in informal types of work, experiments which are in full accord with the spirit of the act but which will not bear fruit immediately.

SHORT STORIES of PREMCHAND— Translated by Gurdial Mallik
of Shantiniketan, Nalanda Publications, P. B. No. 1353, Bombay.

Price Rs. 4/14/- pp. 166.

This book contains in simple English translations of some of the stories written by Munshi Premchand, the well-known story writer of northern India. In bringing out this translation Mr. Mallik has rightly respected the wishes of the late Deenabandhu C. F. Andrews that Munshiji's stories should be translated into English.

The stories in the book are very interesting indeed—each one of them gives the

reader some lesson and material to ponder upon. What strikes us most is the fact that the stories can be enjoyed most innocently by all— young or old. Mallikji is well-known for his literary taste and liberal views and we congratulate him on his labours and we hope all readers of the book will share our views. The book, attractively printed and bound, should find a place in every Indian library — personal or public.

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N.W.F.P., Orissa, Sind, Punjab, U.P. and others.

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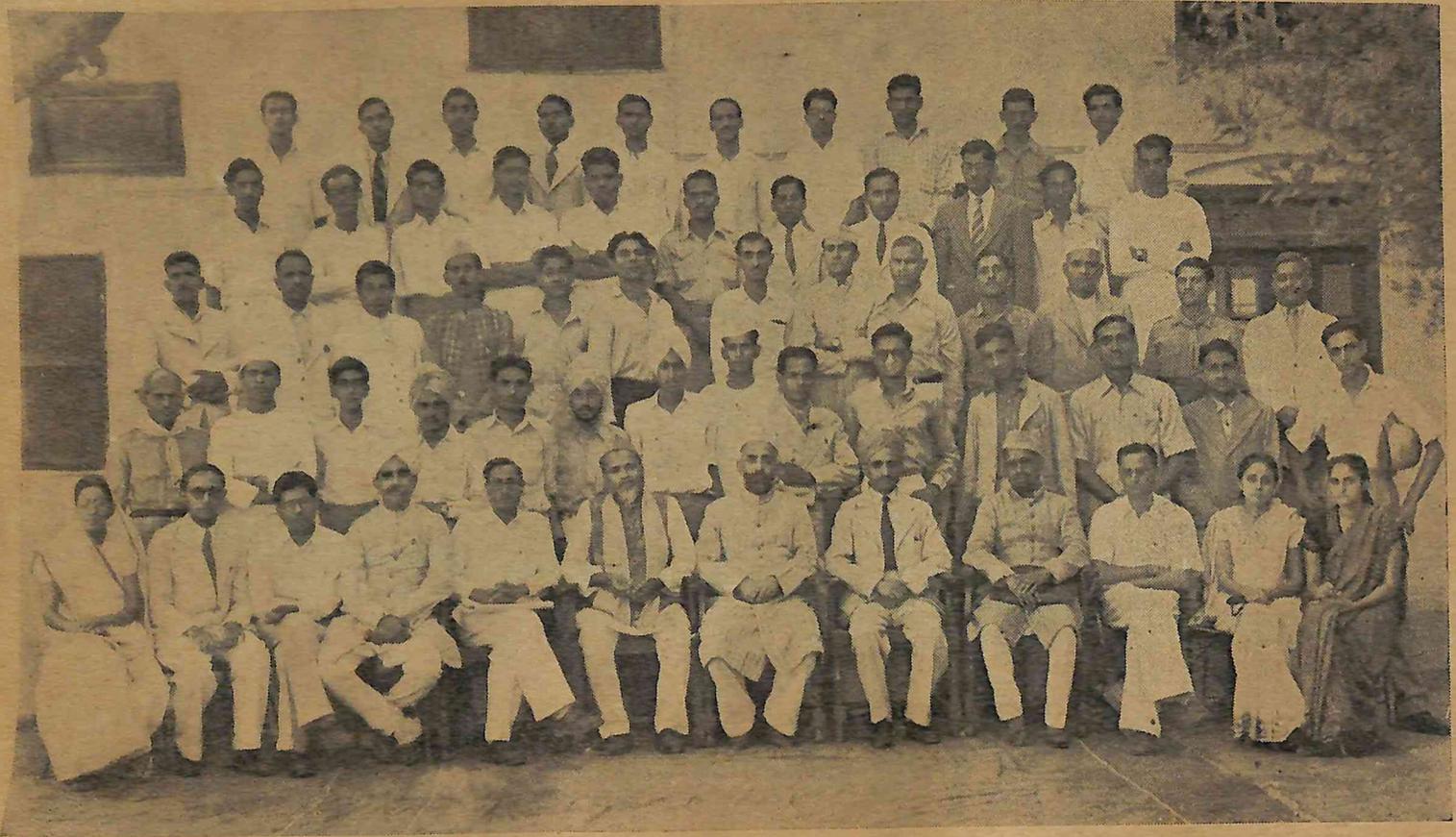
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DELHI ADULT EDUCATION ASSOCIATION

3rd S. S. for Training Adult Education Workers.



Editorial Notes.

ADULT EDUCATION AND PARTY POLITICS.

Elsewhere in this Journal we report the interest which Congress and Muslim parties are taking in adult education; recently also we had indications that other political parties are starting their own schools for adult education with a particular political colouring. With this before us it is obvious that the time has come for us to make up our minds about the legitimate relations between adult education and party politics.

To begin with, it is clear that there is a legitimate relation between the two. Partisanship has for long played a part in the development of adult education as witness the Adult School whose immediate aim was the teaching of literacy but which had and has an openly Christian bias. Or, to take another well known example from Scandinavia, the Danish Folk High Schools were originally founded to preserve Danish culture in the border province of Schleswig from being swamped by German influence. Generally speaking it seems true that both adult and juvenile education in most countries has owed its origin to the efforts of partisan bodies, political or religious and, reviewing the situation in India today, he would be foolish who would deny that partisan education is one of the hopeful movements of the moment for it means that not only have a number of educated people come to realise that they have a responsibility to their uneducated compatriots, but also that they are acting on that realisation. Moreover, voluntary bodies, especially when they are also fired by political or nationalist or religious ideology are usually the most enthusiastic workers for any cause they take up, even though they have none or few funds; the cause is the bread they eat and the water they drink. An enthusiasm such as this for adult education should possess every adult education worker. Because of this, voluntary bodies often have a greater flexibility, are more experimental, less hampered by admini-

nistrative etiquette and procedure than Government organisations and consequently, can discover, adapt themselves to and feed the public needs more easily.

Nevertheless, their weaknesses are no less evident. Fundamentally, the desirability of partisan education depends upon the spirit in which it is undertaken. Let us begin with two considerations. First is the purpose of instruction is to impose one's own views on others for one's own (or one's party's) advantage? Secondly, if the aim of education and learning is to achieve truth, is the achievement of truth regarded as a co-operative search or a competitive smash and grab raid? Generally speaking this success of a theory depends not only upon its permanence but also upon its ability to develop coherently. Biology knows of many species which have been able to exist for thousand of years, but only of one, the human race, whose capacity for adaptation and development does not seem to have been exhausted. History also can show many instances of beliefs and theories which have existed for hundreds of years but party political beliefs no more than empires seem to have the capacity to develop beyond a certain point. Beyond that point they have cracked rather than they and their place has been taken by a new theory or a new empire. They have cracked because they have been unable to adapt themselves to those needs of the human spirit which have become urgent at a particular time and the demands to which these needs have given rise have set men off in search of fresh light. This, it seems to us, is the test of political and cultural truth as much as of scientific truth. Consequently, that line of thought is most likely to achieve permanence and remain active in peoples' minds which can develop according to man's needs and still maintain its consistency.

The essence of dogmatism is the belief that, even though truth does lie at the bottom

of a well, nevertheless, *its* particular bucket has brought it to the top and any other bucket might as well cease operations. It is safe to say that, if the adult education programmes proposed by Hindus, Muslims, Communists or any other party or sect are entered upon in this spirit, they will have value in so far as they awaken the ordinary man to the possible means of achieving a fuller life, they will succeed for a time as they undoubtedly answer to some of the pressing needs of India at present but ultimately they will cause revolution and their own rejection because their own

dogmatism will prevent them from realising that new needs have arisen which demand a fresh answer.

This is the justification for 'liberal' adult education, the 'liberal' referring rather to the spirit than the subject matter. Consequently, with the establishing of high standards academically, the Indian adult education movement needs to achieve a generosity of outlook which will recognise as valid any sincere statement of truth which will allow that it itself perhaps contains more truth and is, consequently, capable of development.

ADULT EDUCATION AMONG INDIAN MINERS. I

By R.M. CHETSINGH

(being part of the report made to the Labour Department of the Government of India on the possible uses of the Miners' Welfare Fund for Adult Education)*

A somewhat unconventional but widely read modern English author who is well known both as a teacher and as a philosopher, has remarked that the dullness of writings, dealing with the subject of education is matched only by the dullness of the institutions in which it is imparted and excelled only by the dullness of the administrative machine which runs the educational system. This, he adds, makes them unreadable and largely unread. This caustic but largely true statement was much in my mind as I entered upon the task of investigating prevailing conditions among labourers in the coalfields with a view to formulating suggestions for organising Adult Education facilities under the Miner's Welfare Funds. I propose, therefore to make this report brief, non-technical and as free from a discussion of the academic issues of Adult Education or of Indian Labour as possible. This report seeks to give a simple plan which can stand the test of educational and academic standards on the one hand while providing at the same time sound foundations for the building up of a serviceable and worthy structure of Adult Education. The temptation to provide a dissertation on Adult Education is, of set purpose, avoided.

Some Misleading Assumptions.

(A) At the outset it should be stated that it is not correct to imagine that labourers in the coalfields offer for adult educa-

tion purposes 'Ready Made' classes, audiences and clubs. A bell rung in a given colliery cannot make them stream in. Labour in the coal mines, as indeed nowhere, is to be so viewed. The large area over which the Jharia and Raniganj Coalfields are spread cannot be called compact labour units for adult education. Giridih and Bokaro are only slightly better. The fact that labour is by no means permanent, further complicates the problem. Many of the labourers come from surrounding rural areas. Others live nearby but outside the immediate colliery limits. Those for whom shelter is provided at the collieries are also not always to be found in 'concentrated areas'. It is necessary to put out of mind the illusion that labour in the coalfields can be pushed into literacy and other classes even if these were desired without facing geographical, spatial and physical impediments. Difficulties belonging to these categories exist in the coal fields. They are, indeed quite formidable when it is remembered that rain, cold and heat have also to be reckoned with. The notion that many well meaning people seem to cherish that coal miners can be turned out as literates, more or less automatically once some adult education machinery is set up should be banished from the minds of all who wish to face the problem constructively.

*Published by permission of the Labour Dept, Government of India. This is the first publication of this report.

(B) A further fact to remember about coal mines labour in India is that the country has not got a regular class or caste of 'miners'. Few spend the bulk of their working lives coal mining and of those who do spend a considerable part of them many are often away taking part in the activities of the harvesting or sowing seasons. They may even go and live as regular farmers or farm labourers for periods of several months at a stretch. Thus it will be seen that the miners in many respects constitute a changing constituency. The educational worker cannot count on being able to work on the same set of people for say 2 or 3 whole years consecutively. Some may remain within his reach, others may not.

People come to the coal fields from different districts and at one time there may be a considerable number of persons from a particular area whereas six months later they may have gone leaving their places unfilled or yielding to men or women drawn from a different group with different traditions.

(C) The miner at the end of his 'day', is not clamouring for physical exercise or recreation connected with the gymnasium. From the pit you come into a different world and your limbs come up feeling the need for relaxation and your mind and your senses demand some semblance of repose. The social 'set up',—if it can be called a 'set up'—of the coalfields in India does not offer the little facilities which make the wheels of life run smoothly and afford natural opportunities for the petty consumer to develop a wider interest in the problems of living. In the coalfields this factor aggravates, in a very real measure, the difficulties which the Adult Education worker must face in any social setting. There is much in the environment of the miner in India to make him feel 'a stranger in a strange land' and to strengthen in him everything which contributes to the emergence and consolidation of the outlook on life which makes a majority of our countrymen say almost daily and some times more than once in a day: "we are passing our days". It is no exaggeration to say, therefore, that the social and intellectual atmosphere of the coal fields far from being a help is a serious hinderance which the adult education worker must encounter and overcome.

It may be well to recall what *the Bihar Labour Enquiry Committee* had to say in this connection:—

"Both from the point of view of the number of persons directly employed and the output, coal is by far the most important industry of the province. In 1937, the number employed was 103,195 and the output 13,836,717 tons there were in India in 1937, 203 Joint Stock Companies in this industry with an aggregate paid up capital of Rs. 9.94 Lakhs, of which 183 companies were operating in Bengal and Bihar, the output of Bihar being a little more than twice that of Bengal. The figure does not include the capital employed by private individuals and syndicates, of which no statistics are available. (Para 384)

"..... About 80 per cent of this labour has been obtained from within the districts of the province of which the more important are Hazaribagh, Manbhum, Gaya and Monghyr. The rest has been drawn from other parts of India of which the main contributories are the districts of Raipur, Bilaspore and Durg in the Central Provinces, the districts of Allahabad, Partabgarh, Mirzapur, Rai Bareilly, Jaunpur, Lucknow, Unao, Cawnpore and Gorakhpur in the United Provinces, Ganjam in Orissa, Burdwan, Bankura and Noakhali in Bengal, Lahore and Amritsar in the Punjab and Rewa in Central India. *Of this heterogenous colliery population the most considerable section is steeped in ignorance and superstition. They are never happier than when among their own people in their native surroundings. Economic pressure has driven them out of their homes and an opportunity of earning at home in the harvesting season brings them back flocking* (Para 385).

".....The migratory character of labour retards the growth of efficiency while it involves the industry in considerable expenditure every year on recruitment. It would appear, on a review of the past situation, that an increasing proportion of labour is tending to settle down permanently in the collieries.

"The progress achieved in that direction till 1930 cannot be considered unsatisfactory. A number of factors contributed to the progress of which the improvement in wages as well as the working and living conditions of the miners must have a large share. In 1930, there set in a severe depression in coal trade which forced down the earning of the miners

to terribly low figures. And the exclusion of women from underground work which began to take effect from 1933 and was completed in 1938 still further reduced the family earnings. It was no longer possible for many miners to keep their families with them. There was a set back to the tendency of building up in the coalfields a permanent settled labour force. But there is no reason to think that the set-back is other than temporary. Economic improvement must restore into normal action the tendency which has been observed to be long at work. (Para 386)."

3. Conditions to be reckoned with.

It is not necessary to go into the social and economic conditions prevailing among coal mine labourers in general. It is essential, however, to note certain facts which have a distinct bearing on our problem. These may be considered under convenient heads.

General Observations on the 'Problem'.

Most of the miners are driven to the collieries by compelling economic pressure. They come from regions geographical and occupational where comparatively speaking near-employment or uneconomic employment conditions prevail. The prosperous and successful farm worker does not join the groups of miners who collect from different parts of the world. In the course of a little chat with some 'Btlaspuri' labour group I was struck with the answer made by an old granny who had come along with her people: "Yes, we come a long way; but we come because we get money to eat". Her tone underlined the compelling character of their need. But there was twinkle in her eye as she went on with her task of gleaning the generous supply of food grains she had spread out in the sun.

Most groups come for short periods of a few months at a time. The problems of 'adjustments' and 'settling down' take both energy and time. Something of the unsettlement of mind which is to be associated with 'transients' or 'campers' must of necessity colour their outlook and reactions.

A superintendent of a Colliery who with disarming frankness confessed the meagreness of what they did for the labourers educational and recreational needs was emphatic that the availability of consumer goods 'on the spot' and the provision of healthy recreational facilities would help labour to keep away from drink. At some of the smaller

collieries representatives of owners' interests said with cynical conviction that the miner wanted not education but 'grag'. One of the most experienced and more human of the Superintendents gave it as his opinion that while the miners earnings had increased very considerably only a small proportion of the increase had been used to their advantage. He felt strongly that a system of compulsory savings should have been enforced. At one of the largest collieries an energetic Manager was trying to arrive at some rough estimate of the number of days per week the average miner in that colliery was working. He was inclined to think that the average working week had come down to $3\frac{1}{2}$ to 4 day week.

The food concessions and liberal terms under which miners could qualify for these, were inimical to the building up of a 'hard work' outlook was the opinion put forward by most managerial representatives. Whatever one might think of these opinions it seems to be a fact that the meaning of a high standard of living, a broad outlook on life, the joy of living on a super-animal level, habits of thrift, and the means and knowledge which might lead to the development of healthy citizenship — to all these the labourer in the coal fields is a stranger. It is impossible not to note that (allowing for individual exceptions) managements as a whole have not thought of labour in terms of ordinary citizenship categories but rather in terms of tools necessary for 'output of production'. Only such concessions as might lead to physical continuity of the tool seem to have been entertained. The view of labour as a 'living pulsating organism capable of a fuller destiny' does not seem to have disturbed the routine of most managements.

It must be said in fairness to some that children's schools (of sorts) and other facilities have been provided on certain colliery estates for some time. It is true nevertheless to state that much of the little that has been done in this connection has been done out of pity, compulsion or a patronising spirit. Such an attitude can never bring about conditions in which adult education could flourish.

The following two extracts from a note on education in the coalfields, which the Additional Deputy Commissioner, Dhanbad, was good enough to show me, may be quoted with profit:—

"There are coal fields (1) Jharia and (2) Mugma in this subdivision. In the Jharia

Coal field there are about 800 collieries—big and small,—at work and in the Mugma field some 15 to 20. The collieries' population exceeds the ordinary thanas' population.

"There were two night schools for adult education in the urban areas which remained closed during the last part of the year for want of teachers. In the Municipal area it has become impossible to get a man on Rs. 15/-. The arrangement to teach the adult prisoners of the local sub-jail by part-time workers continued. A sum of Rs. 144/- was spent on it from the Municipal Funds.

"There was Refresher work in the Govindpur and Topchanchi thanas where 79 centres remained at work for 3 months to refresh those who had become literates during the intensive work. A pre-literacy class was also added to the Refresher centre in which new illiterates or those relapsed into illiteracy were taught. 2009 were enrolled out of whom 1529 passed the test held at the end of the term. A sum of Rs. 1884/- was spent.

"There were 179 village libraries in Govindpur and Topchanchi thanas, mostly under the supervision of the Primary school teachers. 11 books on average were issued per library. Unless some new and interesting books are supplied to those libraries they fail to attract the villagers."

What should Adult Education Aim at.

At the outset I wish to emphasise that adult education is not to be taken to mean literacy. Nor do I regard literacy as absolutely *essential* for every man and woman now engaged in coal mining. Total literacy can be aimed at only in a certain type of environment. That environment must be created in the community as a whole. Its creation would be a more reasonable ideal in a less shifting and more natural population (taken as a 'unit') than the coal fields provide to day.

I accept Lenin's declaration: "The liquidation of illiteracy is not a political problem; it is a condition without which it is impossible to talk of politics. An illiterate man is outside politics and before he can be brought in he must be taught the alphabet. Without this there can be no politics, only rumours, gossips, tales and superstition." To lay down the content of education in the spirit of the doctrinaire would be, nevertheless, to court stultification and frustration. The preparing of an entire population to read intelligently is not likely to be achieved by concentrating on the mere

creation of the ability to read. Availability of canal water alone cannot create wheat-fields and kitchen gardens in scrub jungle and waste land. Clearing, manuring, ploughing and above all the sowing of good quality seed and protection against the deprivations of man and beast all these are essential and the processes of promoting adult education in heterogeneous, backward populations are not dissimilar.

The real task of adult education in all situations and particularly in the situation obtaining in the Indian coal fields today is that of helping the individual to develop the capacity to choose right values and correlate the will to do with his powers of judgement and discrimination. It is one of the tragedies of the total Indian situation, that many who are placed in positions of direction in the educational world and are supposed to plan and execute adult education programmes have never enabled to grasp this truth. If this truth is not accepted, assimilated and treated as axiomatic in all the adult education undertakings in the coal fields we shall only add to the piles of waste paper the ever increasing fund of bureaucratic dissimulation and cynicism and to the sense of utility and dullness of which you can see evidences in all fields of social work in the country.

In adult education administrators and teachers to be effective must think and act on the creative level as distinct from the level of routine execution. No scheme, however wisely and practically conceived can have a chance of success unless all concerned accept the above judgement as sound and try to make it the basis of all executive action.

The Driving-Force in Adult Education.

Interest: the joy of achieving the emotional satisfaction which comes from participating in some process or activity which makes for all-round betterment and gives to men and women something of the sense of the *joie de vivre*, these are distinct from the passive listening to words of wisdom which belong to a world which is 'other' and remote,—these and these alone can make any adult education drive successful. It is obvious therefore that whatever programme is adopted should seek to link itself with the total life interest of the miners if it is to result in releasing within them as individuals or as family or regional groups, the forces which make educational processes spontaneous and joyful.

Literacy—not the starting point.

The mechanics of reading, writing and arithmetic are absolutely not the starting point. It is important that we should understand the laws of motion and their action and interaction on the laws of gravitation in order to learn to balance ourselves. It is important that we should know what foods are best suited to the building up of our bodies. But none of us, thank goodness, had to study the works of Newton or the wonderfully 'diagramed and charted' works on nutrition, that keep on coming out these days before we walked or ran or ate. Reading and writing are important and indispensable means of acquiring knowledge but they are not the only medium of gaining education. We go through processes of learning, we are educated in the wrong ways or in the right ways, by the responses and reactions of our senses and our faculties, of our minds and bodies every moment of our life. It is imbeci-

lity to believe that reading and writing are the starting point of the education of adults. We of the educated class in India tend to start with it because in our half-conscious unrecognized sense of superiority we imagine that it is the ability to read and write which makes us fundamentally different from the mass of our people. It certainly gives us more commercial value—but no more: and it is this commercial value acquired or inherited and the cultural and accounts advantages which it has brought us directly or indirectly which have contributed towards the enrichment of our power of discrimination of independent action and has helped to build up our personalities. All the processes which can help in the building up of these powers of discrimination and action must enter into any programme of adult education for the people.

(The remainder of the report will be published in our September issue.)

LITERACY WORK AMONG ABORIGINIES IN BENGAL.

KUMUD DAS GUPTA.

The "Friends' Service Unit" has selected four typical villages in Bengal and is trying out various experiments all of which are designed to develop them into self-reliant villages. These experiments fall into three main categories, first, those which aim to educate every member of the villages, secondly, those which aim to improve the economic status of the villages, and thirdly, those which aim to improve the individual and public health of the villages, by organising health units amongst them.

Before starting the work we made a preliminary survey, in fact, it is true to say that the work is still in its preliminary stages as we have been on the job for only a few months, consequently, this article embodies the results of our first observations. The errors in our methods will become obvious as time goes on and we hope that we shall be able to correct them.

Most of the inhabitants of the village are peasants who work in the fields in the day time so that our classes had to be night

classes. We found that we could, with a little effort organise literacy night classes in three of the four villages as there was some understanding of education there. This was due to the fact that between them they could muster two primary schools and one middle school. But in the fourth village we found greater difficulty and that is the subject of my article.

It is a relatively new village as it has been in existence for only a hundred years. The original inhabitants probably came down from the hills near Ranchi and the present inhabitants have kept that simplicity and child-likeness which is rare amongst so-called civilised people. The forefathers of these people came to Bengal in search of food and settled in the southern part of the 24 Parganas where there was a big forest. These hardy people began to clear the forest and to cultivate the lands only to find that they were adding a great deal to the value of the landlord's property. They are called "Buno" i. e. one who lives

in the forest. They are landless, some of them earning their meagre salary as hired labourers in other peoples' fields and some by doing piece work. Their language is a mixture of Santali and perverted Bengali which has never been given a written script.

After a full day's hard work they return home and drink "hudi" a type of wine prepared from rice. Men, women and children all drink and then lie down to sleep off their intoxication like pigs—their favourite animals.

The following statistics give an idea of the condition of the village :—

	male	female	Total.
No. of families	82.		
" „ inhabitants	254	178	432
" „ adults	186	104	290
" „ children	78	74	152
" „ literates	2	Nil	2
" „ schoolgoing children	10	5	15

Occupations :—

No. of landowners	14
" „ day labourers	221
" „ men too old to work	19

All our efforts to open a night school here failed. Everyone we approached gave the same answer, "Babu, we are Bunos. We are meant for labour only. There is no point in our getting education. It will not help us in any way". Our attempts

to remove their feeling of inferiority were equally unsuccessful. So our next move was to organise several group meetings and then a few larger general meetings in which we tried to point out to them that if they learned to read and write they would be able to increase their income. For instance we reminded them that they sometimes had to put their thumb impression to a document which they could not read and which the landlord's men had brought to them. Then, latter, they find out that they have involved themselves in loss of money. Again we told them that their inability to read and write prevented them from getting the seeds which the government occasionally distributes and from applying for agricultural loans and so on.

After a month's hard work, we were able to start our night school class even though it was with only six adults and the school was a dilapidated hut. Within a couple of days the attendance was 15 and the need for a schoolroom of reasonable construction became obvious. The teacher of the school happens to be a tried social worker and he was able to stir up in the students a desire to build a proper school house and this they did.

It is only about a month since we opened this school but the number now attending is 35 all of whom are progressing satisfactorily and we hope that, once the literacy stage is over, we shall be able to pass on to the stage of adult education in the full meaning of the term.

Report of the Third Summer School for Training Adult Education Workers, 1947

held under the auspices of the

DELHI ADULT EDUCATION ASSOCIATION.

INTRODUCTION.

The first Summer School for training adult education workers was held in 1945 and the second in 1946. This year the organisers were doubtful whether in view of the disturbed state of the country in general and of Delhi in particular, it would not be wiser to forgo the idea of a summer school. Urgent requests from both outside and within Delhi, however, made it obvious that students were willing to take risks and to come to the

school if one was organised. Consequently arrangements were made and the Inauguration of the School was held in Ramjas College, Daryaganj at 5 p. m. on May 1st. The course lasted for a fortnight although, owing to the extended school terms in Delhi and the curfew, the classes had to be held from 4 p. m. to 7 p. m.

INAUGURATION.

Dr. Gurmuk Nihal Singh, Principal of Ramjas College and Vice President of the

Delhi Adult Education Association, presided at the Inauguration and Dr. V. K. R. V. Rao, Professor of Economics, Delhi University gave the Inaugural Address. Both speakers emphasized the need for adult education to be understood in the wider sense of the term as that education which aims at creating a better society and better citizens.

THE FOLLOWING MESSAGES WERE ALSO RECEIVED.

Sir JOHN SARGENT, Educational Adviser, Government of India.

"I have been most interested in the valuable work which is being done by the Delhi Adult Education Association, and it gives me much pleasure to send a message of greetings and good wishes on this particular occasion to the trainees assembled for the Summer School. The Association has done much for the cause of Adult Education in this country, and I am sure their present efforts will result in further useful contributions towards the education of the masses. I wish the Association all success."

Sir MAURICE GWYER, Vice-Chancellor, Delhi University.

"I am very glad that the Adult Education Association is holding its Summer School again this year and I hope that it will be as successful as it was on the last occasion—I hope too that, as last year, the Executive Council of the University will see its way to making a contribution towards the expenses of the School.

The fourteen days programme cover a wide field and the subjects of discussion seem to me to have been very judiciously chosen.

I venture, however, to suggest that adult education for women might be worthy of special attention. I think that it presents features of its own which merit consideration, and I should like to think that the Association has not overlooked them.

Please convey all my good wishes to those who will be present at the sessions of the School."

THE COURSE.

1. Development of adult education in India and abroad ;
"Social incentives to adult education ;
Life and work of Tho. Cooper,

"Ditto. Albert Mansbridge,
"Problems of adult education in India."

2. Adult psychology and its problems ;
"Psychological problems peculiar to India."
"Balance of Emotions in Adults."
"Psychology of men and women."
"Psychological approach to town and village worker."
3. Educational Psychology ;
"The meaning of Intelligence."
"The Psychology of Literacy work."
"The learning process in adults."
4. Literacy and Post-Literacy work.
Three lectures with demonstrations on literacy methods.
"What the Adult wants to learn."
"Follow-up courses and the use of literature."
5. Citizen Centres ;
"Citizen centres ; preparatory studies."
"Citizen centres ; organization."
"The function of the adult education worker."
6. Special lectures ;
"Political incentives to adult education."
"Education in a changing environment."
"Organisation of a library."
"Visual Aids."
"The Philosophy of Education."

VISITS :

By arrangement with local military authorities, students visited the army School in Delhi Cantonment (the army very kindly provided the transport) and were able to see the methods employed by the army, including literacy methods, citizenship, classes dramatization of news and discussion groups. Students also visited adult education centres in Delhi and the Arts and Crafts School which was being held at the Jamia Millia, Okhla.

TUTORIAL WORK :

After each of the visits to the army education scheme, students were asked to make notes and the following day a discussion was held on the visit under the guidance of the Director of Studies. At the end of the course there was an open session at which any important questions which had arisen in the

students' mind during the course were discussed in the full school. LECTURERS.

CONVOCAATION :

The Convocation of the school took place on Wednesday, May 14th, in Ramjas College Hall with Dr. Zakir Hussain, President of the Delhi Adult Education Association in the chair. The Secretary, Mr. Mumtaz Ud-din read the report of the summer School. Mr. M. S. Randhawa, Deputy Commissioner, gave the Convocation Address on "The part of adult education in village uplift." And said that through the panchayats and the village clubs the villager could get not merely a technical, but an all-round education.

Dr. Zakir Hussain, after distributing the diplomas to the students made a short speech in which, while congratulating those students who had received diplomas, he warned them that only by sincere and steadfast application could they combat ignorance. "You will have to fight ignorance not only among the illiterates but among the student community as well."

After the Convocation there was an exhibition of the wall newspapers made by students during the course. There was also a social arranged by the students.

ANALYSIS OF THE SCHOOL :

No. of Applications	67 (1945-48 ; 1946-52).
„ Diplomas awarded,	55
No. of graduates	21.
„ Matriculates	32.
„ Teachers	23.
„ Students	25.
„ Adult education workers, (full time)	9.
„ With previous experience of adult education	19.
„ women students	5.
„ Students from outside Delhi	7
„ Students who presented essays	15.
„ Students who made wall news papers	35.

STAFF OF THE SUMMER SCHOOL :

Director :—Shafiqur Rehman Qidwai, Head of the Department of Adult Education. Jamia Millia.
Asstt. Director :—Principal T. B. Sethi, M. A., B. T., Delhi.
Secretary :—Mumtaz Ud-din, M. Sc., (Delhi Polytechnic) Joint Secretary, Delhi Adult Education Association.

- Paras Ram, M. A., Member of the international Society of Psycho-Analysis and Member of the Indian Science Congress Sub-Committee on Psychology.
- Rashid Ahmad, M. A., Delhi Polytechnic.
- A. A. Abbasi, M. A Lecturer, Delhi Polytechnic.
- Prof. Jagdish Singh, Employment Selection Bureau, Home Dept., Government of India,
- Dr. Junanker, Cultural Relations Officer, Government of India.
- S. Pathik, Literacy Expert, Hindustan Scouts Association.
- Saeed Ansari, Principal, Teacher's Training Department, Jamia Millia Islamia.
- V. B. Karnik, B. A., LL. B., General Secretary, Indian Federation of Labour ; Member, Executive Committee, World Federation of Trades Unions.
- A.S. Das Gupta, Librarian, Delhi University.
- Mrs. K. Taimni, Officer on Special Duty, Deptt. of Education, Government of India.
- E. Baker, B. A., Dip. Ed.
- V. S. Mathur, B. A., LL. B., Joint Secretary Delhi Adult Education Association.
- R. K. Balbir, B. A., LL.B., Executive Secretary, Indian Adult Education Association.

Delhi Adult Education Association

24, Rajpur Road, Delhi.

SUMMER SCHOOL FOR TRAINING ADULT EDUCATION WORKERS

MAY 1947

Statement of Account.

Income.	
From fees.	Rs. 256-0-0
Grant from University of Delhi.	„ 150-0-0
	Total
	406-0-0
Expenditure.	
Lecturers' expenses.	„ 115-4-0
Postage and Stationery.	„ 26-3-6
Printing.	„ 49-0-0
Transport.	„ 13-0-0
Electricity and hire for fans,	„ 55-2-0
1 Peon.	„ 14-0-0
Advertisement.	„ 19-0-0
Photo.	„ 33-0-0
Sundries.	„ 22-4-0
Balance in hand.	„ 59-2-6
	Rs. 406-0-0

Fircroft : A Poor Man's University.

By JOHN ROBINSON.

I take as the title for my article the title given by Tom Bryan, the first warden of Fircroft, for an article on the Danish Folk High School. It was the Danish Folk High School which provided Tom Bryan with the idea of establishing Fircroft.

English working class education dates back to the Mechanics' Institutes of the early 19th century, which, however, in the main were concerned largely with scientific subjects. Such subjects as naturally arose in the course of the working-day were investigated further by working men eager for scientific knowledge. Dr. Birkbeck formed the first Mechanics' Institute in Glasgow in 1823 which was followed by the London Mechanics' Institute in the same year. These colleges owed some of their inspiration to the radical movements springing up in the wake of the French Revolution and were founded on a belief in the liberating influence of science.

In 1844 three parallel events of far-reaching importance to education and politics in Britain and, indeed, the world took place. In 1844 the first Danish Folk High School was erected in Slesvig; this was a gesture of national cultural emancipation from the governing Germans. In 1844 the first co-operative store was founded in Rochdale, England. The Pioneers, as they were called, made education of its members one of its concerns. In 1844, too, Joseph Sturge of Birmingham was planning the first Adult School class (which met in 1845) "to afford instruction in reading the Scriptures and in writing to youths and young men from fourteen years of age".

These three movements, towards economic, national and cultural emancipation overlap and converge to make the basis for working-class movements during the century from 1844 to the election of the Labour Government in 1945. In each movement, the Folk High School, the Co-operative educational movement, and the Adult School, there is the realization of the impact of education upon workaday life as agricultural worker (as in Denmark), as consumer-producer (as in Rochdale) or as industrial workers in the Birmingham Adult School class. Whilst retaining a sense of the absolute values, their feet are

firmly planted in the ground of everyday experience.

The growth of working-class movements to political power made it necessary that the hitherto inarticulate should speak. "Mutual improvement" was the keynote of much of the work done in working-class education during the latter half of the 19th century. The principle of "mutual aid" was exemplified in those years, as it was in the earlier medieval guild period.

The Danish Folk High Schools were based on the idea of co-operation and at the same time they emphasised the values of 'plain and simple outward forms'; in this they echoed the Quaker spirit behind the Adult School movement.

Tom Bryan, was brought up in a sect rather like the Salvation Army, and developed an interest in Settlement work in the East End of London. He took up a position at Woodbrooke, which was opened in 1903 as a permanent 'Summer School' for the Society of Friends. He became an active worker in the Adult School Movement and in the field of Labour politics. In association with George Cadbury Jnr. he conducted investigations into the land question in the course of which he travelled to Denmark to find out the secret of the Danish farmer's success. He found the secret lay in 'Education and Co-operation', and the latter is really dependent upon the former.

Inspired by the Danish example Tom Bryan took up the post of Warden when Fircroft was founded in 1909. In 1910 Ruskin College had been taken over by a workers' educational movement within the University; much of the preparatory work had been done since its foundation in 1903 by the Workers' Education Association.

Fircroft was founded on the same principles of 'plain and simple outward forms' as the Danish Folk High Schools, based on the Platonic conception of the 'golden mean' and the practical consideration that many Fircroft students had to return to their working-class surroundings and readjustment should not be made too difficult,

Tom Bryan did not offer men education as a means of raising themselves in the social scale. His hope was that students would return to the workaday world, prefe-

rably to the job from which they came, and in their old positions make good the new outlook.

It has proved inevitable that as the working class has assumed political office those of its members with education such as Fircroft and Ruskin Colleges provide have assumed the task of leadership and organisation for which their education has fitted them.

In "The Highway" for October, 1945 (the organ of the Workers' Educational Association) says :—

"Fourteen members of the Government, including the Chancellor of the Exchequer are tutors, former tutors, or members of the Executive of the W.E.A. Fifty-nine active adherents, tutors or students as the case may be, are Members of Parliament."

What's Your Opinion ?

Should Students be Conscripted for Adult Education ?

From :

R. B. Mathur, M. Sc., B. T. Ed.,

To

The Editor of I. J. A. E.

Dear Sir,

To the question, 'Should students be conscripted for adult education?' my answer is an emphatic No. Coercion in education is a sin, more so if we hope to build up a nation. Q has given good reasons against conscription of students. I would like to stress one more.

Q states "Adult education can only flourish where the workers have the enthusiasm and the breadth of mind to be willing to foster every interest the adult student has which would lead him to a richer life." Mark the italicised words. A young student will not possess the breadth or maturity of mind and varied experience of life. He will not be able to appreciate, sympathise with, and foster every interest the adult has which would lead him to a richer life. There will exist an unbridgeable gap between the psychological set-up and attitudes of mind of the student teacher, and his adult student. This will fail to bring about that harmony, co-operation and kindredness of spirit which is extremely essential for successful adult education. An adult is anxious to learn, but is shy of learning from youngsters. For his purpose in educa-

I will end with a quotation from Tom Bryan:—
"Instruction aims at fitting a man to get a livelihood; education aims at fitting him to live. Now, while the livelihood is of great importance, it is eternally true that "the life is more than meat and the body than raiment". It is when a man really *lives* that he finds he is a social creature, and the education of a social creature will aim at making him sociable. Such education will develop the faculty for loyalty to the common life and the common good; it will strengthen the will to obey the laws that aim at the safety and well-being of the community; it will enlarge his faculty of sympathy so that he suffers with all those who suffer in justice or privation; it will give him courage and strength to render that service to the community of which he is capable. Education helps a man to see clearly and whole the world in which he lives, and to appreciate whatever of beauty is there."

tion is to be able to read, write, and tackle problems at his own age level. He would like to come into contact with a teacher who can guide him to solve his problems. Young students will not be able to do that. They may be helpful in making adults literate, but not in educating them in the real sense of the word.

'How to improve the present supply of adult education teachers without resorting to conscription?' I think we will have to depend upon more and more on the teachers to do that and to make it worth their while to do so.

There is another source to tap. It may seem a bit fantastic, but not so when in actual practice.

Mr. Kidwai in his article "Citizen Centres" writes, "We must begin our literacy work not with illiterates but with semi literates". Will it not be better to start with the fully literates ?

Books of the type 'How to make friends', 'Return to Religion' show that even educated people in time realize the necessity of 'refresher courses' on various subjects. They feel a gap in their intellectual, physical, social equipment. They can be got together, their needs met, and through them the circle spread wider

to include semi-literates, and ultimately illiterates within the fold of adult education.

Also in all walks of life are found persons keenly interested in education, adult, children's, women's, or physical; games, sport, social uplift etc. It may be a little difficult getting them together, but it will be worthwhile. They will turn out to be keen, sincere, enthusiastic and willing workers. They will be mild propagandists of a better way of life and will bring in freshness, new experience, and greater breadth of vision to the cause.

From :

AN ADULT EDUCATION WORKER.

To

The Editor of the I. J. A. E.

Dear Sir,

I have read with interest the answers given to this question by 'Q', Mrs. Ramavati Munshi and Dewan Bahadur K. S. Ramaswami Sastri. The last two favour conscription. Mrs. Munshi points out the "educational emergency", the vastness of the problem and suggests utilisation of the huge human material available; D. B. Sastri further emphasises the necessity of training. With these observations few will disagree. But apparently both Mrs. Munshi and D. B. Sastri favour conscription of students for purely literacy work.

To my mind the answer to the question raised really depends on the objectives we wish to achieve.

2. If it is intended that students should go about teaching merely 3 R's to the villagers, then I am afraid, it will be a colossal waste of time, precious energy and human material. Literacy campaigns failed in Bihar and elsewhere mainly because those responsible concentrated on literacy work alone.

Students, therefore, must not be conscripted for literacy work only.

3. (a) Students can and should be conscripted for *supplementing* and reinforcing the execution of comprehensive well-thought out plans of adult education for given areas—plans which should be worked mainly by specially trained, wholtime and adequately paid personnel, so that stability and continuity of effort and organisation is ensured.

(b) Let us, for example, say that an adult education plan provides for the organisation of non-political and non-communal Adult Education or Citizen centres—centres having such equipment as a radio, a library, recreational equipment and the like; also wholtime adult education workers, responsible for running the centres generally including the conducting of literacy classes, working out wall-newspapers (illustrated and otherwise), organising controlled discussions and other similar activities calculated to create eventually a "corporate" or "community" spirit among the inhabitants of the locality.

(c) Such educational centres, to be useful, should naturally remain a live and dynamic organisation, promoting education in the full content of citizenship and developing in the inhabitants of the locality the ability to think, appraise and judge for themselves so that eventually the people's general civic, social and cultural level of development is progressively raised.

(d) While such a plan to be successfully executed, must in the main rely on strong, capable and wholtime adequately paid personnel, it will be wrong to think that an educational movement of such magnitude as this, can achieve any considerable measure of success without getting the organisation of educational centres knitted round the very lives of the villagers, or the community which the Educational Centres strive to serve. Despite the best efforts, official machinery by itself cannot win people's *conscious*, whole-hearted support and co-operation owing to the gulf which exists as a fact between even the popular administration at the top and the ordinary illiterate village community at the bottom of our social structure. The official organisations engaged in this work, will, therefore, leave a gap which students can most fruitfully fulfil, utilising their varied and special peculiarities, interests and talents for the effective realisation of the objectives outlined above.

4. It may well be asked, how conscripted students can actually help to serve the objectives mentioned. A possible answer may be, by organising on somewhat military lines, "Students' mobile units"—Health Units, Sanitation Units, Theatrical Units, Singing and Folk Dance Units, Magic-Lantern and Educational Films Units, Co-operation Units, Cottage Industries Units, Exhibition Units and

so on--Units capable of absorbing the diverse interests of the students on the one hand and of bringing out and developing the latent talents of the village community on the other. These different "Students' mobile units" could go about camping for say a month from village to village, so that each village, in addition to having a permanent educational centre, will be visited constantly or at regular intervals, by one or the other type of students' mobile units. In this manner, the educational centre already working there will be enabled to become a dynamic and live organisation and what is more, an integral part of the village life. Furthermore, like the changing tissues in the body, these S. M.

Units will "excrete" those students who have already served in the villages for a period of say 6 months (the period of their conscription) and will continue to be reinforced by fresh batches of students.

And all this presupposes a plan, a whole time paid service and a very well-organised coordinating body or administration, with an adequately staffed students' recruitment department, selection and training counter parts--all working for the effective realisation of the objectives laid down. The task is big. But I believe, it is only in some such manner that conscription of students can and should be handled by the architects of our future.

THE BBC'S EDUCATIONAL BROADCASTS TO INDIA

By

T. PANDE, INDIAN AUDIENCE RESEARCH OFFICER,
BBC, NEW DELHI OFFICE.

Early last year in Calcutta I was talking to a young Bengali student who was very curious about the BBC's broadcasts to India and wanted to know what exactly was the purpose of the transmission which lasts well over two hours every night and is specially directed to this country. Like so many students he had not cared to listen to the programmes, but had only heard of them, and like many others he had also presumed that broadcasts emanating from a British broadcasting organisation could only be propaganda--propaganda subtle but sure, carefully planned and designed 'to maintain the Imperialist hold on India'.

Now, I have come across such instances many a time before during the course of my visits to educational institutions in various parts of the country, but this Bengali young man proved a really hard nut, and not till I had actually persuaded him to accompany me to a friend's house and listen to the programmes for himself (which he agreed to do not without considerable hesitation) did he appreciate the nature of the broadcasts and the purpose of the Service.

It happened to be a Sunday and the programme that evening was BRAINS TRUST, I then suggested to him that he should listen to SCIENCE & SCIENTISTS, which he did and being himself a student of science was intensely interested in the series. He did not need any more proof to convince him

about the educational and instructive nature of the Eastern Service transmissions.

The nature of our broadcasts has by now been fairly widely publicised and most schools of thought in India are inclined to appreciate and welcome the BBC's contribution in the field of cultural advancement in this country.

The general purpose behind the transmissions from London, (which are specially beamed to this country at the most favourable time for listeners here) is, of course, the interpretation of Western culture and civilisation--its sciences and arts and its outlook on the various problems of life in order to create a cultural link between the peoples of the two countries, and help them to get closer to each other in the larger interests of goodwill and world peace. It should not be inappropriate to call it a contribution to the sphere of education in this country.

Perhaps I should mention by way of illustration a few items constituting the main educational element from the current schedule of the Eastern Service.....

The first on the list comes SCIENCE SURVEY a weekly series of talks and discussions on scientific subjects in which leading British scientists describe to listeners--to the ordinary man in the street as well as to the student--what is happening in the world of science. Recently, in this series, we told listeners all about atomic energy, and talks ranging from

subjects like 'curare', the South American arrow poison, to plant hormones, have been broadcast in the programme. One point worth mentioning about these programmes is that they are put across in a language easily understandable to the layman.

Recently we broadcast an interesting series called THE STUDY OF MANKIND. The talks were by well known anthropologists who told of a number of discoveries, which were made during the war years and were unknown to the general people owing to war conditions.

THE WRITTEN WORD which is scheduled to come on the air again early in July next has been liked by student listeners. In this series we present the famous figures of English literature and the work of each author is reviewed by a recognised leading authority. There is BOOK OF VERSE, also for student listeners, a weekly series on the works of Shakespeare by eminent literary and dramatic critics.

Of special interest to adult educationists should be our weekly talks entitled LABOUR AND INDUSTRY. These deal with industrial and labour relations in their widest sense. A regular speaker in this series at the moment is Herbert Hodge, the London taxi-driver, who has broadcast many times as the representative of the working man. Incidentally, Hodge was educated at elementary schools, started work at 15 as garage hand and has since been a lumber-jack and forest fire-fighter, a shop assistant, a journalist and playwright and Canadian-Pacific train assistant, has driven buses as well as taxis and has written two books on his experience as a London taxi driver.

Specially addressed to women in this country is our weekly WOMEN'S MAGAZINE. It is in the nature of a sociological programme and includes (i) talks on 'Health & Welfare' in which we have been reviewing the omissions and mistakes made in this particular field in Britain during the last fifty years, and have tried to elaborate on what has been learned from experience and what may now be considered to be practicable. The subject included are pre-natal and ante-natal clinics child welfare, welfare factories, special branches of hospital work and so on; (ii) a series called 'New Careers for Women' in which we bring to the microphone women following a career only recently opened to members of her sex; (iii) talks by well known contemporary women writers and women in film industry.

Of special interest to educationists and university students has been SERIOUS ARGUMENT, a programme dealing with controversial topics of current interest. We try to make these weekly discussions topical and upto-the-minute, and persons of the repute of Julian Huxley, Dr. C. E. M. Joad, Tom Driberg and Lord Vansittart have been ventilating their views on sociological, literary and general topics of permanent interest.

For students of world affairs we have recently introduced a weekly series called FOREIGN DESPATCH in which we are trying to give listeners more background information, both historical and descriptive, about countries and places in news. These are given by our correspondents on the spot.

We have taken particular care to provide room for programmes of special interest to school-age boys and girls. Every week, on Saturday, we broadcast a programme which is specially planned and designed for English-speaking boys and girls in India. It is called RADIO ROUNDABOUT. In the words of the producer of this programme what we try to do is 'to hold up a mirror not only to reflect the English scene but the world scene as well'. Like their counter-parts in other parts of the world, girls and boys in India are curious to know things and we invite them to send questions. What for example, would they like to know about plant and animal life, about the moon and stars, about the world in which we live, about what keeps them fit and well and healthy, and how they can avoid being ill. In most schools in Britain there is a great deal of discussion going on most of the time. Once a month in RADIO ROUNDABOUT we do a special programme entitled 'Time to Talk' and in it boys and girls in India can hear a debate on some subject, and it comes to them straight from a school somewhere in Britain. We have recently introduced a series on Scouting which will cover the activities of the Boys Schools and Girl Guides in U.K. and will also contain talks on subjects of interest to listeners in this country.

For senior students planning to go abroad for studies we have QUESTIONS IN THE AIR when, in the words of the producer of the programme, the 'air' for a given time each week is put at the disposal of the Indian student. When we first introduced this programme it was designed to give the student in India an idea of England as seen through the eyes of one of his

own countrymen studying in Britain. But now, in response to requests from listeners, the scope of the programme is broadening. We are now inviting questions from students in India — diverse questions covering the requirements of different individuals. For instance, we have been receiving questions ranging from television to women's rights in Britain, about sport and family relationships, about the work in fields and in factories. A student asked the other day as to why the English are so formal and whether their frequent 'pleases' and 'thank yous' are hypocritical. The idea behind this programme is to help the Indian student to know in advance something about the country he is planning to visit so that he does not arrive there with prejudices and fixed ideas which prove unjustified and incorrect.

For the alert and receptive listener, who demands a more 'intellectual' fare the Eastern Service broadcasts every week extracts from the new cultural service of the BBC, THE THIRD PROGRAMME. This item in the Eastern Service has been attracting considerably receptive and appreciative audiences, specially in the south. Mention must also be made of THE KINGDOM OF THE MIND series—talks on Western philosophical thought, to which persons of the intellectual eminence of Sir S. Radhakrishnan, Dr. C.E.M. Joad and Lord Lindsay, Master of Balliol College, Oxford, have been speaking.

The dramatic interpretation of Western culture and thought also finds its place in the Eastern Service and once a week the first hour of the Service is devoted to plays and features which cover a wide variety of subjects ranging from the history of anaesthetics to the present day English school system. Apart from works of contemporary writers, radio adaptations of novels by such well-known authors as Charles Dickens, John Galsworthy, Anthony Trollope are brought on the air.

The BBC is planning to break new ground by introducing to India and the world at large a project with some such title as the UNIVERSITY OF THE AIR. This is to provide something in the nature of a course of daily lectures. It is intended to include in the series the full range of subjects from the curricula of the different universities, the idea being to provide, as far as possible, a replacement of direct teaching in the universities. This programme has been specially designed in view of the fact that a number of people today fail to secure admission in

the universities due to the postwar rush of servicemen whose studies had been interrupted by the war and who, naturally, get preference over others.

Space does not allow me to write in detail about the Indian language counterparts of these English transmissions. But in Indian languages, too, the content of the programmes is very largely educational and we are guided by the cultural needs and requirements of our audience in different parts of the country. Of special interest for adult education are the programmes SUNNE KI BATEN and MEHFIL.

SUNNE KI BATEN is a question-and-answer series and is done on the lines of the well known BRAINS TRUST, the listeners themselves sending questions on a diversity of the subjects, answers to which are broadcast from scripts written by recognised authorities.

MEHFIL is a weekly magazine programme and among other items of general interest it includes a series of discussions about village life in Britain, in which we bring to the microphone each week F. L. Brayne, already well known in the Punjab for his work on rural reconstruction. Some of these discussions are recorded and rebroadcast by AIR and are being listened to and appreciated by a considerable audience comprising both the rural and urban sections of the population.

There is a CHILDREN'S PROGRAMME in Hindustani, every week, which has been going on for well over 4 years and brings us our largest 'fan mail'. There are weekly half-hour magazine programmes in Bengali and Marathi, which contain talks and features and cover a wide variety of subjects, educational and informative.

I have only dealt with the Eastern Service so far, which beings at 7 every evening and closes down at 10.15. But we have another overseas transmission, the General Overseas Service, which is also beamed to this country and can be heard here from 6.30 a.m. (Indian Standard Time) to 10.30 p.m. One of the programmes in it which has elicited the largest reaction here is a series taken from the Forces educational broadcasts and appropriately entitled 'PLAIN ENGLISH'. This series has been planned primarily for the benefit of English-speaking peoples and is meant to teach them their own language and to achieve self expression. Possibly some listeners may have heard this series, or be

hearing it, in India. The London Transcription Service also which is now a part of the BBC provides the various national broadcasting organisations with recorded talks and features of an instructive nature.

While a fairly big slice out of the broadcast fare provided by the BBC for its overseas

listeners is already comprised of educational and instructive items we are always open to criticism, and constructive comments and suggestions receive most careful consideration, the aim and the policy of the Corporation being to satisfy, as far as circumstances permit, the tastes and requirements of all its listeners.

NEWS from FAR and NEAR

DELHI :—

50 Adult Education Centres to be opened.

Under the chairmanship of Maulana Shafiq-ur-Rahman Qidwai the D. P. C. C. at a meeting in April resolved to open 50 adult education centres in Delhi as part of an initial three months intensive programme. This is in line with the suggestions made by Mr. R. Diwakar in his report to the Constructive Programme Committee of the C. W. C. at Allahabad.

* * *

DELHI ADULT EDUCATION ASSOCIATION.

ANNUAL GENERAL MEETING.

The Second Annual General Meeting of the Delhi Adult Education Association was held on Saturday the 22nd of March, 1947, at 5 p. m. in the Polytechnic Applied Science Block, Mr. Shafiq-ur-Rahman Qidwai was in the chair.

Presenting the Annual Report, Mr. Mumtazuddin, the General Secretary of the Association, said that the Association carried on the work magnificently during the last session. It kept in close touch with the Delhi University, Delhi Municipality, Delhi Education Department and the Education Department of the Government of India which bodies helped the Association in its enterprise. The Association organised a very successful Summer School in May 1946 (Full report in the Indian Journal of Adult Education November, 1946) and a conference of Adult Education workers was held in December 1946.

During the last year the Association prepared a Plan for Adult Education which was to be put into operation in 1947-48. The Secretary went on to say that :—

"There are 14 important adult education centres in Delhi and in all about 1000 students are receiving instruction in literacy and post literacy subjects. According to the 'Plan for Adult Education' literacy and post literacy work will be the responsibility of various centres which will suggest common syllabuses and examinations. The Association proposes in addition, to carry on independent adult education work by arranging a series of lectures on topics of general interest. Then the Association will carry on its activity to train adult education workers and in this connection another Summer School is proposed to be held from May 1 to May 14, 1947."

The Secretary concluding his report said—

"It is a pity that the attention given to problems of adult education by most thinking people is meagre. During the present troubled period when human beings are led away by brute passion, no subject is more important than adult education. The aim of adult education is to make a person a fit member of society. It seeks to make balanced judgment rather than wayward impulse, the spring of human action. All of us who believe in the dynamic force of adult education must this day resolve to carry to all around us its message of creating a fresh social outlook for the benefit of all."

Elections :

The following were elected:—

President : Dr Zakir Hussain,
Vice-Presidents : Dr. Gurmukh Nihal
Singh ; Mr. R. M. Chetsingh.

General Secretary : Sheikh Mumtazuddin
Treasurer : Lala Kidar Nath.

Members of Committee :

Mr. Shafique-ur-Rahman Qidwai,
Mr. V. S. Mathur.
Mr. Eric Baker.
Mr. T. B. Sethi.

A general discussion on programme for Adult Education in Delhi took place. Mr. V. S. Mathur led the discussion. About a dozen speakers took part and expressed their views.

Mr. S. R. Qidwai giving his concluding remarks congratulated the members of the Association on two year's work. He said that the early years of an association were always difficult and once that period was over the association had smoother sailing with more output. The work of education of the illiterate and semi-literate masses was indeed a colossal one and needed national planning. The members of the Association should not get disheartened if they find that it was only a small part that they could play. They should continue to strive for more education for all the members of the society to better the lot of the people a whole and to raise the intellectual level of the society.

There was an interesting display of recent educational film strips by Mr. A. A. Abbasi.

* * *

Dr. ZAKIR HUSSAIN AT THE SUMMER SCHOOL.

A three-point programme for advancing education in the country was enunciated by Dr. Zakir Hussain, Principal of the Jamia Millia, Delhi, addressing the students who attended the recent teachers' training class organized by the Delhi Adult Education Association.

Dr. Zakir Hussain said that the work of education was of vital importance for the progress of a nation. "Whether there is one India or two Indias it is definite that power is to be in the hands of the common people," he said. "It is easy to mislead them. They do not know in what their interests lie. They have no capacity to think clearly. If the Government is to be in the hands of the people as I assuredly feel it is. It is the duty of the Government to equip them well to shoulder the responsibility which they will have to bear. They should be made capable of handling the affairs of their country. We cannot say that we will assume power only when we feel fit."

Deploring the tendency to take these matters lightly, Dr. Zakir Hussain observed: "There is a vast sea of ignorance which has to be crossed. If out of laziness we do not educate the common man he will become a danger when he gets power. It will be as dangerous as handing a knife to a child or a gun to a mad man.

"We have a tremendous task facing us. We have to tackle it on three fronts. Firstly we have to educate those who are illiterate, secondly we have to see that those who have finished their primary education do not forget what they have learnt afterwards; and thirdly we have to remind people who have received higher education of their duty towards their unfortunate brethren. It is their duty to impart their learning to those who were not fortunate enough to get an opportunity to educate themselves."

Dr. Zakir Hussain criticized people who had been educated at universities and who had formed an exclusive class of their own "They want to keep themselves in power and serve their own interests," he said "They do not realize that they are sitting on the edge of a volcano which will one day erupt and destroy their very existence. What right have they to deprive others of their learning?"

* * *

COMPULSORY PRIMARY EDUCATION.

Compulsory primary education may be introduced throughout the Delhi municipal area by July, according to an announcement made by Mr. Jaffery, Superintendent of Education, at the weekly meeting of the Delhi Municipal Committee on Thursday.

Compulsory primary education for children between the ages of 6 and 12 was introduced in certain localities of the city as early as 1926. A number of localities, particularly Paharganj, Karol Bagh and Subzi-mandi, are at present excluded from the scheme.

In 1945-46 the number of children of the school-going age in the area where compulsory primary education is in force was 15,250 of whom 14,400 were attending schools.

It is proposed to start ten new schools with an initial expenditure of Rs. 12,000 and recurring expenditure of about Rs. 42,000. A Government grant for Rs. 21,000, will be needed for this purpose.

Over 700 children joined schools as a result of prosecutions launched by the municipal authorities against parents during the years 1945-46 and 1946-47.

MADRAS :—

MUSLIM ADULT NIGHT SCHOOL.

The Anjuman-e-Taraqqi-e-Muslimin made a welcome beginning on adult education in April of this year. Begum Mir Amiruddin

opened a free adult night school in the Corporation Muslims Boys' School and in the course of her speech stressed the need for the government to spend more money on the films and radios which would help in adult education. Mr. Mohamed Ismail Saheb, President-Director of the Anjuman spoke of the efforts which members of the Anjuman had made to eradicate illiteracy and regretted that the government had not made more provision for the training of adult education workers and the provision of text books. He also emphasized the Muslims' desire that education for Muslims should be imparted through Islamic principles.

BENGAL & BIHAR :—

Two new moves in adult education are reported from Bengal. The Friends' Service Unit (the new title of the Friends Ambulance

Unit) has started a scheme of adult education in certain small villages in the 24 Parganas. A young Indian couple is in charge of this work. The husband attended the Delhi Adult Education Association's Summer School this year and his wife is to spend some time training at Wardha.

A Congress committee has also been set up in Baria to combat illiteracy and to begin basic adult education.

From Bihar comes the news that the government's 5 year scheme is progressing and that a start has been made in creating the network of libraries. Associations such as the Spinners' Association and the Village Industries Association are also being asked to co-operate by encouraging their own village centres to become adult education centres.

THE INDIAN JOURNAL OF ADULT EDUCATION

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On the approved list of the Governments of Baroda, Bihar, C.P., Delhi, Gwalior, Indore, Mysore, N.W.F.P., Orissa, Sind, Punjab, U.P. and others.

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The Secretary,
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OF
ADULT EDUCATION

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of Baroda, Bihar, C. P., Delhi, Gwalior, Indore, Mysore,
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SEPTEMBER-1947

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Not first learn and then live, is our concern.

Browning

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RANJIT M. GHETSINGH
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24, Rajpur Road
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THE INDIAN JOURNAL OF ADULT EDUCATION

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Editorial Note

In this issue of the Journal we include the second half of Mr. R. M. Chetsingh's report on ADULT EDUCATION AMONG INDIAN MINERS. This report was prepared at the request of the Department of Labour of the Government of India and deserves close attention from both industrialists and workers in other industries as well as in mining for it points out one way of solving some of the chronic difficulties not only of Indian industry but also of adult education among Indian labourers. Two of these difficulties we shall say a word about here as their solution depends very largely upon the attitude which industry adopts to adult education.

The first problem is the constant movement of the labourer from village to city and back with the result that there is little in the way of a settled industrial community and pattern of living. This is particularly true of the mining industry and is a handicap to educational as well as industrial policy. We must realize that there is no longer any question of whether this country is going to follow the East or the West; remain a country of agriculture and village industries or become a more fully industrialised country. On the one hand, even the most highly industrialized countries of the West, England and U. S. A. are both of them countries which also have a highly developed agriculture and, on the other hand, all the eastern nations are in the process of developing their own industries as quickly as they can. The example of Japan is well known, but one may also point to the present heavy demands in England and the U. S. A. for capital goods and to the demand that the East Asian countries have more effective service from I. L. O.

Nevertheless, there is an element of truth in the common belief that the East is agricultural whilst the West is industrial, but it is an element which finds no place in the economist's statistics, it is the fact that the cast of mind of each is distinctive (although here again broad generalisations are fallible. France, for instance, is thought of in Western Europe more as an agricultural than an industrial country.)

If industrialisation is more importantly described as an attitude of mind than as an economic trend, what is the position in India? Predominantly the cast of mind in this country is undoubtedly agricultural but there are signs that a distinct modification is occurring. On the one hand, it is clear that, once we have settled down to independence, we shall be even less able and willing than before to avoid an Industrial Revolution. India will not for long be willing to import such a large proportion of her manufactured goods from abroad, nor will she be willing to be simply an assembly shop. Already we possess the largest iron and steel works in the East and before long, from private capitalists or from Government will come the demand that for instance, the motor car (and, let us not forget the tank) be produced from beginning to end here.

If then, from the employing side there is likely to be a demand for a greater development in industrialisation, what of the workers? It has become clear that over a considerable period there has been a steady drift to the towns and even though at present, the town dweller still thinks of his village as his real home and returns to it either when he has made sufficient money or at the first

sign of trouble in town; even though in the town, he retains many of his rural habits; nevertheless, a change is coming and at an accelerating speed. If we look at any other country which has made the adaptation from country to town under the pressure of industrialism we shall have a glimpse of what will probably happen here. A hundred years ago in England the peasant came to town because it offered almost certain employment in a country of increasing population. Once there he found himself living and working under economic and physical conditions which in time he came to regard as unbearable. A revolution seemed imminent at any time between 1820 and 1850. That it was avoided and the necessary changes achieved by constitutional means was the result, to a very large degree, of adult education.

Here then, is the task of adult education in the towns of an India which is becoming more industrialized; to help in the change-over from rural to urban ways of life and thought, to create in the public mind an appreciation of the problems of a semi-industrialized country and a willingness to search for the solution. To this Mr. Chetsingh's suggestion of the creation of Miners' Institutes with recreational, social and more formally educative activities is a considerable contribution. Not only would such institutes, if properly run, serve to occupy his leisure profitably, but would encourage the miner to develop a way of life which is based upon a healthy appreciation of his work. The peasant has his own way of living which it is difficult to adapt to

industrial conditions, and until the adaptation has been made, discontent will be rife. (Incidentally, the success of the Institutes in helping in this adaptation should be shown in a greater stability of mining labour).

The second point which this Report brings to mind is that the leadership of the working class must ultimately be working class leadership. It must be made up of men who have been "through the mill" themselves and the encouragement and even the creation of such a leadership should be one of the aims of the adult education movement. Where a working class remains in the widest sense uneducated, where it lacks a nucleus of men who have risen to leading positions, not only because they feel most deeply the needs of their class, but also because they have been educated to think and act responsibly and wisely, the working class will always remain a gullible mass, easily swayed by the rhetoric of the agitator who can hide his ulterior motives under an apparent altruism. On the other hand those of the middle class who are leading the working class, out of genuine concern for their welfare, are the ones who feel the lack of the support which such an educated nucleus could give.

Finally, then, the task of the adult education tutor among industrial workers is to help the worker to adapt himself to the new conditions of life in such a way that he will be able to demand such improvements in those conditions as are necessary as well as enable him to enjoy life more fully and, secondly, to help create the educated and effective leadership which such a class needs.

THE SPIRIT OF INDUSTRIAL RELATIONS

(By H. S. Kirkaldy)

In December 1946 the Tata Iron and Steel Co. Ltd invited Prof. H. S. Kirkaldy, the Montague Burton Professor of Industrial Relations in the University of Cambridge to deliver a course of lectures at Jamshedpur. The lectures were delivered in honour of the memory of Dr Charles Page Perin. They deal with matters such as 'The Essentials of Trade Unionism', 'The Sphere of Legal Regulation of Industrial Condition', 'Incentives in Industry', 'Social Security', 'Joint Consultation in industry', and 'The International Labour Organization'. All seven lectures are very instructive and of great general interest. The OXFORD UNIVERSITY PRESS will be publishing them together, in book form, some time in December, so as to make them available to a wider audience. Sir Harsidhbhai Divatia President of the Industrial Court of Bombay, remarks in his foreword to the book that these lectures 'deserve to be appreciated by all those who have to deal with the management of labour in India'. The book is to be priced at Rs. 4.

ADULT EDUCATION

AMONG INDIAN MINERS II.

(By R. M. Chetsingh)

(Being the second part of the report made to the Labour Department of the Government of India on the possible uses of the Miners Welfare Fund for adult education. The first part was published in our July issue).

RECOMMENDATIONS.

Into the processes of effective learning are telescoped the exertions of our senses--hearing, seeing, feeling, touching—all that makes for the ability to *do*, all the exertions that make us alive and active. All these senses, the powers of action are therefore the organs of education, and are open to us. The adult education must therefore be composite and comprehensive. For the first year or so it should not lay much emphasis on literacy work. There may be places where there may be a *demand* for literacy work and at such places facilities should be provided from the beginning. But the object in the earlier months should be the creation of an atmosphere in which the latent innate interests of the people will come to life in a new way. During this period the people should begin to see for themselves that they have the right not merely to exist but that there is in life joy

purpose which can be felt and lived here and now. The use of audio-visual educational and recreational methods is therefore important. A sense of the worthwhileness of leisure should be created by providing facilities for recreation, etc. and by making available opportunities for learning 'social habits', team work etc.

The machinery recommended as most suited for the creation of the above is to be found in the establishment of *Miners* Institutes. The word *Miner* there is to be underlined. There are to be found, on some of the collieries even today clubs of one sort or another. These are in actual practice used

almost exclusively by the clerical or superior classes. The lower *bourgeoisie* is like the proverbial camel who gained permission to put its head into the desert travellers' tent at the beginning of the evening but by the morning the traveller was out and the camel was in sole possession.

MINERS INSTITUTES.

I recommend strongly the opening of well-staffed institutes, where those engaged in the manual operations connected with the miners can find opportunities of developing their minds through recreative and educational facilities. Each Institute should have a hall and two or three rooms and a verandah. Sanitary facilities should be provided on the spot. Adjoining the Institute there should be provision for a canteen where drinking water, tea, light refreshments, *pan* and smokes can be conveniently and cheaply obtained.

A Women's Room: A room set apart for women where they can get together for sewing, knitting and general conversation in clean surroundings. Separate sanitary arrangements should be made for women. The room should be attractively equipped with materials for educational purposes. There should be pictures and charts on the wall. However, the atmosphere of the room should *not be that of a class room*. Women should be encouraged to come together informally and a woman leader should be trained specially to act in effect as a Club Secretary. She should be helped to learn the art of drawing out the women in conversation. Some work has be-

done along these lines in the Mysore State under the leadership of Miss Seethama of the Mysore State Adult Education Council. The Health Welfare people should be able to send their Visitors for instruction to this room from time to time. The women will, of course, wish to take small children with them but no boy above 7 should be allowed in the women's room, as the accomodation is likely to be limited.

Men's Room: For the men, there should be provided a Room (with charts etc.) with a small library where those able to read can look at newspapers and magazines and read for themselves and by *general consent* read aloud to others at times.

Discussions: The leader of the institutes should be responsible for drawing up informally some sort of a programme for discussions. Discussions should be held on matters in which the miners are intimately concerned and at frequent intervals,—say once a week. Much information can be given through this medium about the way food crises arise, why Governments have to control cloth and other essential commodities. Information can be made available in a natural way about many matters bearing upon agriculture, health and religious toleration and contemporary historical materials can be provided informally. There should be no person in such a discussion who will consider it his duty to *talk at* the group assembled. If that happens the thing will degenerate into a class which *will not be attended*—not for long at any rate by any considerable number. Those who wish to join such groups must be told that they will have to come *habitually*. If the groups are interesting, people will wish to come often. The atmosphere should be one of general conversation. The leader should not come and sit on a chair but should take a seat on the floor if the others are sitting on the floor. The leader is not to come as a superior who is there to do good to the others. All should be encouraged to talk,—to express views, ask questions or criticize.

A Games Room: There should also be provided a games room where men can talk not only as a group where there has to be a considerable degree of discipline and silence but where people can speak to each other and laugh and joke as well. Here indoor games can be provided. Cards are to be avoided as these normally tend to encourage among workers the habit of gambling. Many sophisticated Indians are beginning to think this is essential for club life. Such sophisticated people can, perhaps, afford it but the average man cannot.

The Hall: The common hall should be used for general meetings, one or twice a week. It should be equipped with facilities for showing magic lantern slides and moving pictures. Dramatic appreciation should be encouraged and expressional talent should be developed among the miners. With a little tactful coaching the ordinary worker is capable of entertaining not only himself but his fellow-workers. Skits specially written for and acted by the miners themselves can be made the medium of giving a good deal of advice which in the form of a talk would not sound very pleasant and probably would not be heard.

A Class Room: A room should be available for holding classes. In *course of time* it will come to be regularly used. The number of pupils in a literacy class should be limited say to 30 so that in course of time waiting lists can be maintained. The class with a very nominal fee,—of say 1 pice weekly (for 4 lessons per week),—should come to be looked up to as a privilege. Voluntary helpers from among the miners themselves can be found, after the classes have been going for a year or more to assist the teacher after little training in case the demand swells seasonally. Those who acquire literacy as a result of instruction in the classes, if they can prove themselves to be literate (judged by a well-set standard and a well-conducted test) even at the end of six months, should

secure *Literates Badges* in groups, at some special ceremony or function. Some social significance must attach to the achievement of literacy by adults in the mining population.

A **Post Literacy Class** should be available as soon as there is a demand for it. Such demands have to be stimulated sometimes, but once a demand has come to be felt (even though it has not been formulated) it should be stimulated and provision made for meeting it.

N. B. *Literacy for every miner should not be considered as the goal either*

- (a) *Till it has become the working goal in the surrounding area or*
- (b) *Till after attendance at classes has become a recognised pattern of social behaviour in a particular colliery area.*

Classes should be held not only for Literacy but for such subjects as Appreciation of Dramatic Art, Music, Sewing, Knitting and Embroidery, Care of Infants, The Psychology of Children etc.

Seminars: (Once a fortnight or so) should discuss current affairs and social questions, ways of changing customs and matters connected with the films and pictures which are exhibited both in the Institute and in the commercial cinemas. *Nursery Equipment* e. g. a climbing frame and some large toys should be provided in a convenient place so that children accompanying mothers can be engaged in interesting and useful ways.

It is assumed that instruction can be provided to men and women jointly at times. It is also assumed that there will be a good stage such as one can see at one of Macneills' Collieries. The stage can conveniently open on to a verandah at the back and a back-yard where people can sit and see a play. On the other hand, it can be at the end of a hall. In this way, it can be used for open or dramatic purposes as well as for inside discussions, for meetings; moving pictures and *lantern slides* can be regularly displayed in the hall.

Allotments for gardens will be difficult to secure in colliery areas but where this can be done, it should be encouraged and the miners helped to grow vegetables and flowers etc.

Physical fitness programmes and some country folk dances may be encouraged particularly for those coming out of the adolescent stage and joining the ranks of adults.

In these Institutes it will be necessary to secure voluntary leaders, trained on the spot and so far as possible from amongst the miners themselves. In very *exceptional* cases leaders may be drawn from the supervisory staff also. For each Institute the following staff will be necessary:—

- (a) A man in charge designated 'Institute Secretary' about 120-5-150/E.B. 7/8-180.
- (b) 'A Leader-Teacher' 35-1.45/E.B.-2-56.
- (c) One 'Leader-caretaker' 30-1-45.

For Experimental Women's Institutes.

- (a) A woman-in charge designated 'Institute Secretary' 120-5-150/E.B.7/8-180.
- (b) Two 'Leader-caretakers' 30-1-35/E.B.-1-45.

At least one of whom might have previous experience or training as Health Visitor's 'Ayah' or Dai.

Staff quarters should be provided in all cases in the Institutes locality or compound on the usual terms.

It will be necessary to open some twenty such Institutes for men and perhaps two for women in the beginning. These should be effectively supervised as they are to act as the 'spearhead of attack', as it were, on the enemy of ignorance. If the Institutes do their work well after two or three years it should be possible to initiate and maintain for a year an intensive campaign for literacy. Even then it will not be possible to make every miner literate. However, it may be possible very largely to increase the number of those able to read and write and to encourage habits of reading and educative pursuits

generally. Two 35 m.m., three 16 m.m. cine projectors should be secured for the Department.

Special papers: Each Institute should have a large Wall Paper of its own prepared three or four times a week which would be hung up just outside the Institute in a convenient place so that those who are able to read may stop for a few moments and look at some of the news taken from newspapers etc. during the previous two or three days.

A weekly or fortnightly news-sheet for circulation in the coal-fields, particularly through the Institutes, may be published in Hindi, Urdu and Bengali, if necessary.

Adult Education Department: Under the Coal-Mines Welfare Commissioner a special Adult Education Department should be created. The minimum staff necessary for this department will be:—

(a) 1 Adult Education Officer:

450-25-550/E.B.-25-650.

The officer should be provided with living quarters on the usual terms. It is essential that he receives some help towards maintaining mobility. It would be wise to make some financial arrangements by which *at the very commencement of his appointment* the Adult Education Officer can purchase a serviceable car or have the use of one.

(b) 1 Assistant to the Adult Education

Officer—200-10-250/E.B.-10/300.

Quarters to be provided and by the terms of his agreement he should be required to maintain a motor bicycle towards the purchase of which some assistance may be given to him on appointment.

(c) **Office staff.**

1 Senior Clerk (Steno-typist) 120-4-180.

1 Steno-typist-clerk:

110-3.140 E.B.-4-160.

1 Typist clerk-50-2-70.

2 Chaphrasis.

The Assistant to the Adult Education Officer should be preferably a trained physical education man.

General equipment for the Department:

The Department shall require at least one bus, loud speakers, radio sets, cinema projectors, still and moving films, lanterns, slides, framed posters and some pictures (which can be changed from one Institute to another every six or ten months while each Institute would have some pictures which would remain there permanently).

N.B. Information is given about projectors, relay stations etc. in the appendices.

Training: If the scheme is to be tried it will be necessary to select likely workers most carefully and put them through a course of training lasting at least from 6 to 8 weeks. This course should be held in the coal-fields so that the actual condition in the coal-fields are never forgotten and there is opportunity for some practical work under prevailing conditions.

The minimum qualifications for candidates should be the matriculation certificate but wherever possible candidates with higher qualifications should be recruited. It should be remembered, however, that the work has to be done in the vernacular and the mere ability to write or speak a little English is not the main talent required.

The details for such a course would have to be worked out by the Adult Education Officer after he has been appointed. It may be mentioned, however, that the Indian Adult Education Association, 24, Rajpur Road, Delhi; The Quaker Centre, 24 Rajpur Road Delhi; The Tata School of Social Sciences, Bombay, can be requested to assist in the drawing up of the detailed programme and the Rev. G.H. Fenger who is an experienced educationist with a good knowledge of India and of Hindustani and who has specialised in the techniques of audio—visual education should also be requested to help. From these

quarters help may be sought in giving the training necessary for the initiation of this scheme. The course should include the following subjects:—

1. Psychology including social psychology, the psychology of the adult and the techniques of leadership.
2. The Educative Process and the Content of Education including Audio-Visual processes.
3. Organization and Supervision of Adult Education. This would include maintenance of records, methods of administration, methods of 'teaching' of conducting discussions, of commenting on Pictures, Films etc.
4. Practical work in audio-visual education and some teaching.

In the course of the ensuing year at least one person should be adequately trained in the handling of audio-visual equipment so that the institutes will not have to depend upon commercial firms outside the coal fields for ordinary repairs. Such training is essential for a responsible person if the one or two mechanics who are to handle the projectors are to be supervised properly and the educational results are to be satisfactory.

Conclusion: No effort has been made here to present a detailed scheme worked out to the last pie. Indeed it would be foolish to try to do this in the present state of the market. By the time a decision has been taken upon the general soundness of the proposals put forward and the general tenor of the views advanced, there will be much more available, and more readily too, in the way of equipment and material.

Some approximate figures: The following approximate figures under the main heads of expenditure which have been arrived at after careful consideration are given, however, as *suggestive basis* for working out details:—

(1) **Recurring.**

Adult Education Department (includ-

ing an Adult Education Officer and Assistant) Office & Staff—at about Rs. 1300/-p. m. Rs. 156,000

20 Institutes at about

Rs. 4,200 - p.m. Rs. 84,000

Audio visual Mobile equipment—Running, Maintenance and Staff (about Rs. 300-p.m Staff: One Driver—Mechanic-Operator One Mechanic

Operator Rs. 4,200

Literature and similar aids

(per annum) Rs. 12,000

(2) **Non-recurring.**

Training of Workers and preparation of materials including dramatic work say. Rs. 50,000

Educational Equipment Rs. 75,000

Buildings—The 3 lakhs for the current year may be utilized for initiating the building programme. Rs. 3,00,000

It should be noted, however, that a certain sum will have to be appropriated each year for repairs, maintenance of buildings, water, sanitary, canteen facilities and some roads, leading to the Institutes. Similarly each year a certain sum, say up to Rs. 12,000 should be appropriated for further training or refresher training of the staff of Institutes.

APPENDICES

1. THE RADIO RELAY STATION, JAMSHADPUR

A note prepared by the Chief Electric Engineer by special request and kindly supplied by the Labour Officer, Jamshedpur.

2. VISUAL INSTRUCTION IN BOMBAY:

(a) Copy of a letter No. 35-243 dated 2nd July, 1946 from N.S. Ullal, Esqr., B.A., S.T.C.D., Deputy Educational Inspector for Visual Instruction, Kalbadevi, Bombay to Ranjit M. Chetsingh, Esqr.

(b) Names and addresses of firms dealing in Magic Lantern slides.

A Synopsis of Certain Papers Read at The All India Adult Education Conference, Trivandrum.

1.—LABOUR & ADULT EDUCATION

By G. RAMASWAMY NAIDU, COIMBATORE.

A peasant who cannot read may learn to improve his land, crops and cattle to a certain degree but he would do more, if he would be introduced to modern scientific methods. How will a craftsman in the midst of ever changing environments discover new ways of improving and applying his skill? New things, industries new technique of manufacture are shooting up every moment around us. Factories require highly skilled workers for technical and complicated machines which can be handled only by labour whose intelligence is to be developed through continuous education. Other countries are taking earnest measures to improve their industries by reforming their methods of production, by varying their technique of manufacture for improving the quality and decreasing the cost. To achieve these, a better class of workmen with better education, technical as well as general, is of paramount importance for any country.

Contd. from page 7

- (c) List of sets of slides suitable for Adult Education.
3. EDUCATIONAL FIRMS.
Extracts from a letter from an American educationist with much practical experience of Audio-Visual educational technique.
4. A CATALOGUE OF SILENT CINEMA FILMS.
Catalogue with supplementary lists, of Rev. H.R. Ferger's Silent Cinema Films—educational, recreation, sports, travel, health and hygiene etc.
5. DHANBAD & JHARIA COALMINES
A sketch of Dhanbad and Jharia Coalmines.

IN AMERICA

If America has led the world in almost every field of life it is through its efficient industrial and labour organisations. We can take one solitary instance to illustrate their achievement in Agriculture. The Agricultural adjustment administration in America has established '4H' clubs in almost every village; '4H' stands for 'Health, Heart Head and Hands. The main aim of this department is to grow "Two blades of grass where one grew before." The department utilizes all the techniques known to Adult Education for the purpose. Demonstrations have broken the scepticism of the workers and tens of thousand of young farmers have learnt scientific agriculture. Through education they have begun to think in national terms rather than local. There, educational terms treated as a large co-operative and democratic organisation.

IN INDIA

In India, while within a short time capital for large industries could be collected, machinery imported and even a few technicians brought from other countries technically skilled labour could not be created overnight. This would be possible only if the working classes were adequately educated and organised. It will, therefore, be in the best interests of the workers and the development of Industry if the employees were to come forward with a comprehensive scheme of Adult Education for labour under expert guidance, due attention being given to the recreational aspect of education. Strikes, absenteeism, mal-nutrition, housing and insanitary living have also bearing on

the proper education of the labour force. Indeed educated labour will ensure proper trade union leadership.

METHODS

With my short experience of conducting a labour school for Adults, I realise that the visual method is the most impressive so far as the adults are concerned. Things they see leave a more indelible impression than the things they hear or read; although they listen to with interest stories of the different peoples of the world, they show far more interest and seldom forget when actual photographs and pictures of their activities are shown and explained.

In a similar manner the pictorial representation of the machinery, the parts of which they are to work, gives them a lively interest in their work. It will be indeed worthwhile exhibiting a series of pictures entitled 'How it works' and 'How it is made' dealing with almost all types of industries. Suitable illustrations in the making or the manufacture of a finished product add to their interest in the work.

It is needless to mention that the labouring class are mostly cinema minded and this should be taken full advantage of in interesting adults in the various industries. A look at more efficient labourers of advanced countries infuses in them a spirit of emulation. They easily learn to handle the machinery and tools more efficiently and economically. Accidents are minimised and production can be stepped up.

The utilisation of the stage in which adults take a keen interest, develops the aesthetic and moral sense. Plays dealing with the live problems of the day create a greater

interest and foster better social relations among them.

As soon as the adults pick up sufficient knowledge of the three 'R' posters like Safety First, Don'ts such as 'Don't clean when the machine is in motion', 'Don't wear loose clothes when at a machine' etc., etc., hung all over the walls of the factory will play a great role in preventing those accidents which are a common occurrence among the unskilled labourers.

May I also refer in this connection to the fact that the adult labourer is at first quite shy and feels uneasy at taking up schooling. Unless you offer him some inducement he is very reluctant. Inducements in the shape of certificates, rewards and promotions in designations or salary on the attainment of certain standards, easily make him take up the work. The supply of equipment in the shape of books, newspapers and magazines should be entirely free.

Experiments made by the Sri Ranga Vilas Labour Adults School, Peelamedu, Coimbatore indicate that if instruction is imparted in a brotherly manner in a homely atmosphere students coming out of the school really enjoy reading newspapers, weekly journals etc., making it an integral part of their daily life. Very often it is found, that the best adult student turns out to be a worker against the interests of the employer but this should never deter him from his faith in the cause of adult education. An adult education worker should never be discouraged by the first failures; if he persists in continuing to work on right lines he is assured of very encouraging results. May I venture to remind you that making better men and women is better than heaping gold.

II-Place of Libraries in Adult Education

(By G. Harisarvottama Rao)

I address myself to the question of Libraries and adult Education mainly from the point of view of the rural areas in our country. School education is but a very limited part of our people's education though it is the most essential part for, it deals with the moulding of the child, the boy and the girl, for its life in Society. The Govt. or other agencies are believed to take care of that part of the educational work. But even here it looks as though the library has sufficient live interest.

INSTRUMENT OF EDUCATION

Be that as it may, we, as adult educationists are more concerned about other people and with the child when it has left the school and entered life, if it has ever attended a school at all. Unfortunately for us in this country the library has had to begin its career under a big handicap. So few of our men and women are literates that the public library has had to cater just for the few. The library expert has probably to take into account even private collection of books but that does not really affect our discussion. We are here because we consider the library a public institution. In India it must be an instrument of education for men and women in our village.

LITERACY & LIBRARY

We in the Andharadesha have run the rural library movement ever since progressive consciousness dawned on our land as a result of the social revolution inaugurated by factors including political revolt against British authority, The appalling illiteracy, want of enthusiastic public response and the alleged shortage of readable books had stood in the way of proper development of the moment. Therefore we have for several years felt that until the library consciously and determinedly

took part in the movement for eradicating illiteracy, the library movement itself would be infructuous. Experience has also shown that a mere literacy movement cannot exist. Literacy and Library work have all come to be part and parcel of the same endeavour. Our young men not connected with the library movement, in the first instance, took up enthusiastically literacy work and they have found it essential that literacy to be permanent must be linked up with the Reading Room and the Library. Provincial Governments like the Bombay Govt. who started literacy work have simultaneously undertaken library work also. So it has happened in Mysore and elsewhere, Therefore I desire to make the suggestion that between the Library and Literacy there exists, under our present conditions, an irrevocable relationship and for the good of both, this relationship has to be maintained and strengthened.

ADULT EDUCATION & LIBRARY TRAINING

If this has to be done Adult Literacy must receive its share of attention. In running courses of training for librarianship Adult Psychology and Adult Literacy methods have to be taught along with other subjects prescribed for librarianship. Librarianship training now given in some of our Universities practically as post graduate study is all imparted in English and is probably too technical to equip our men and women to carry on Rural Library work. The regional language must become the medium of instruction and the course should be so adjusted as to make the Librarian the educational expert for the village. It be may interesting to note here that Gandhiji has put the Adult Educationist on the high pedestal of the inspirer of all constructive work village. He has said that

In OTHER LANDS :-

ENGLAND.

(The close relationship between the educational experience and the educational outlook of the adult is in nothing clearer than in the problem of the "dead-end kid", Finding himself, though an adult, in the same job and earning the same wage that he was as a child, his apathy towards education is a problem for our workers. Therefore, although the conditions in those countries are so different, we are glad to be able to print here an account of the attempts which both England and Australia are making to work out a solution which will be satisfying to the child and later to the grown man.—Editor.)

NEW HOPE FOR "DEAD-END" KIDS

Skilled Training For The Young

By C. Harcourt-Robertson

There are few things more pathetic—or more dangerous to the community—than the "dead-end" kid: the boy or girl who, on leaving school, has entered some "blind alley" job which, assuring a quick return in weekly wages, offers no prospects of any advancement.

The British Government has been concerned with this problem, and the Ministry of Education has initiated a number of plans for technical training during the latter part of schooling. A new step forward has now been taken by the Ministry of Labour and National Service with its "special aptitude" scheme for the assistance of young people who wish to study skilled crafts or trade, but lack the means of doing so. Under the new scheme this frustration need not occur.

On leaving school, the boy (or girl) is interviewed by the local Juvenile Employment Officer of the Ministry of Labour, perhaps taking with him a letter of recommendation from his school teacher. If his talent and desire justify it, the whole machinery of the Ministry will then be mobilised on his behalf. The Regional Officer will find him a job of the type required and, if the distance be too great for daily travel, will arrange lodging for him near his place of employment, besides looking

after his welfare by keeping in constant touch with his employer as well as with the boy himself. The Ministry will make generous allowances for his living and other expenses to which his employers will also be invited to contribute.

Useful Plan

The scheme has its limitations. It does not apply to training for professional careers, for which the Ministry of Education has its own arrangements. It is confined to training for a skilled craft or trade for which a recognised period and degree of training is required, and in which there are good prospects; and even here, it excepts those for which a premium is required or where board and lodging are provided as part of the conditions of employment. Neither can it be applied to boys or girls who by choice or by necessity, are already working away from home.

But within its limitations it is a useful plan which should do much to provide careers for the poor but ambitious while helping in no less measure to build up and maintain Britain's greatest asset—her pool of skilled labour, the craftsmen who established her past greatness and on whom her future still depends.

ADULT EDUCATION IN GREENDA

by *H. J. Padmore*

Education Officer, Grenada

It all started in May 1944 when approval was given by the Comptroller of Colonial Development and Welfare (British West Indies) for a free grant of £ 500 to initiate an experimental scheme of adult education in Grenada.

The local Board of Education decided that seven Institutes could be started in the larger towns of the Colony; namely... Gouyave, Victoria, Sauteurs, Grenville, St. David's, St. Paul's and Hillsborough. In each of these districts the movement was "fathered" by the local representative on the Colony's Legislative Council. The presence of the elected representatives of the people at all inaugural meetings gave the peasants confidence in this venture. All meetings were over crowded at which the Education Officer outlined the scheme.

By common consent local committees were appointed with the organiser (who was headmaster of the school where the institute was housed) acting as secretary-treasurer. These committees discussed with the organiser the type of curricula, entertainments, sports, suitable evenings for meetings, and all the many difficulties which beset every institute. Local planters, plantation managers, district nurses, town-board officials, local shopkeepers, priests and ministers of religion took a prominent part in these committees.

The Education Office ruled that in the first instance only two meetings each week would be sanctioned by the Education Department, thereby ensuring that there would be no clashing with the work of societies and clubs already giving excellent social welfare to the public.

Roughly speaking each institute could incur expenditure from government funds up to a maximum of £70 for one year. This amount was spent in the following proportion:

organiser's honorarium £10, tutors' fees £30, lighting, etc., £10, books, equipment, and general expenses £30: total £70. Tutors fees were fixed at four shillings per session of one and a half hour, the organiser being allowed to teach if he so desired. Students were charged one shilling each year for the general course (reading, writing, and arithmetic), an extra shilling yearly being charged for those who were admitted to practical subjects. All fees and donations were paid into the institute's fund and were spent according to the suggestions of the committee with the subsequent approval of the Education Officer.

All institute classes had commenced by the beginning of June 1945, and soon our difficulties piled up. Numbers became the first problem. Every institute enrolled at least 200 students, over fifty per cent being adolescents. One can sympathise with not a few men and women who could not even find seats. Extra accommodation had to be found, usually rented premises adjoining schools.

Our next difficulty was lighting. We have no electricity in the country districts. Early orders had been placed for Coleman and Tilly gas lamps but owing to shipping difficulties the lamps had failed to arrive. The committees came to the rescue. Lamps were borrowed by the score. Many lamps were borrowed from churches and one village priest sacrificed his reading-lamp so that the institute could carry on. At times kerosene became a difficult commodity to buy. The Education Officer recalls one evening finishing an address to an enthusiastic audience in total darkness. Four lamps spluttered and died on us that night. After the address we had rousing community singing after which we cheerfully filed out into the starlight. The lamps we ordered did eventually arrive!

Another difficulty was the supply of text-books. We had only enough for about half of the students. Books had to be borrowed from the day-school stock for the first term. The Basic English Series published by Evans were adopted, and are proving quite successful. All institutes are still urgently in need of well-illustrated readers, especially the "general knowledge" type of reader. Although small libraries have been started, the supply nowhere equals the demand. Illustrated periodicals are very popular wherever they can be obtained.

After the first hectic week the students were graded—the illiterates and semi-illiterates being grouped into special classes. Organisers found that some villagers were reluctant to join the institute because people would find out that they could not read or write. We love the elderly peasant who is invariably seen carrying a fountain pen in his shirt pocket—alas, he cannot read or write! All students are strongly encouraged to borrow institute books for home reading. At the end of the third term over one hundred adults were successfully taught to read and write simple sentences.

The Ministry of Information sent the Department two film-strip projectors (Aderscopes). These were a boon to the country districts, as the projectors could be operated from a twelve volt battery. Exhibitions have been given all over the Colony to audiences totalling tent housand peasants, often queued for two hours to make certain of getting seats. The most popular pictures are those illustrating life in Africa and India. They shriek with laughter at some of the films. The commentator frequently had to compete with unofficial commentators in the audience. The British Council has now given the Colony a 16 mm. moving-film (projector sound.) This can only be operated in St. George's district, where electricity is available. However the Government has ordered a motor-vs, and suitable generator with public address equipment for use in the country. We shall never forget the

intense interest shown in the film *Local Government*. Mr. Sharp (the hero) and Mr. Blunt contest a seat on the local council. When Mr. Sharp was elected after a breath-taking count of the votes everybody in the audience stood up and cheered to the school.

This film business is not all plain sailing. One show was cancelled at the last moment when a mountain-slide completely blocked the only road to the town another night a bridge was completely swept away during tropical rains. Yet in spite of the mosquitoes, the thousands of months found the projectors, the fetid atmosphere of the wooden halls, the terrifying noise when a cloud-burst hits the iron roof, the effort is well worth-while if only to see the sparkling eyes, the smiling teeth of the peasants, at least one night has not been spent in sheer boredom in the lonely countryside.

We have just had our first Arts Festival in St. George, Grennda. This took place during May of this year, when each evening institute became the practice-centre for competitions. Each institute entered a choir in the musical section. Even where religious rivalry existed it was happily found that adults of all denominations joined together to form district choirs. The rich bass of the Negro spirituals will never be forgotten by those who adjudicated the finals. Every Grenadian is a born musician. Nearly every body sings, some make their own string, wind, and percussion instruments, but everybody dances. The calypso tunes are catchy, the rhythm wickedly intoxicating, and the words shocking? There was great excitement when a piano arrived for each institution. These pianos were purchased second-hand locally from a British Council grant of £200, augmented by subscriptions, etc., from each institute.

After one year's experiment it has been proved beyond question that wherever practical subjects can be organised the response of the public is assured. In St. George, two young teachers fresh from college are teaching between them over one hundred women in the art of cooking by coal-pots and

oil-stoves. As college-trained teachers return to their schools more and more classes are being organised in needlework, dressmaking, carpentry, local handi-crafts, etc. Many teachers eagerly await the construction of modern centres adequately equipped. Two modern schools have been built, and a military barracks purchased and converted for secondary and vocational training, but we need at least twenty more schools for adult education purposes alone.

As expected, numbers, dropped after the first initial rush and excitement. Indeed, one of the institutes has failed, but this was solely due to malaria. Peasants will not turn out at night in a malaria-infested area. Who can blame them? However, we are doubling our number of institute next year. We expected the same difficulties but while from eighty to one hundred people are attracted nightly we feel that the scheme is well worth while. The successful life. The habit of meeting there has become established.

After twelve months experience, it is noteworthy that Sauteurs and St. David's evening institutes rarely need any directions

from the Education Department. The students' representatives, i.e. the committees, formulate resolutions and take the usual lead in all social activities. It is not surprising that both institutes have healthy bank balances. By invitation of these committees special topical talks and lectures are often given by prominent persons of the district e.g., the district nurse, the town warden, agricultural officers, etc. Debates are very popular. Visits to the institute's headquarters have been successfully made by the Choir of the Grenada Society of Arts.

Social welfare activities are increasing as time goes on, for there is a very real team spirit between the Education and Social Welfare Departments.

We shall always have to face up to the following difficulties in the West Indies: tropical rainstorms, when it is impossible to venture outside your house; the very dark nights, when it is impossible to walk with safety; the monotony of the dry season. Winter, when all adult education schemes flourish in England, never comes to the tropics!

Continued from Page 10.

if there should be in a village a true Adult Educationist, no constructive worker need go there. The world library movement is probably working towards this objective unconditionally. Though still Librarianship is associated with classification, cataloguing and the librarian is slowly and surely growing into the adviser to the reader. If we stretch just a point we shall see that the rural librarian stands in the same relationship to the whole village community as the librarian of modern times towards the reader who comes to the library. If we look at rural librarianship from this view point we are bound to ask for reshaping of the training of the Librarian to fit him for duties of the adult educationist for the village. This has yet to be recognised by the library experts.

We in the Andhradesa have been running training classes for rural Librarianship in Telgue. We have included training for literacy work in our syllabus of students. But we are not satisfied with the

general educational qualifications of the men who are employed as Librarians and who come to us for training. Until Government and local bodies recognise rural library service as the adult education service for the village and make proper provision for Library service our Libraries cannot grow into effective instruments of adult education in spite of all that non-official efforts may do.

We have said more about the Library as the organisation through which our endeavour should be made. The reason for the view I hold is obvious. We are concentrating on Adult literacy. The question is acute for us. But literacy is only the first step in Adult Education. All the other steps depend on the library service. We may not create too many departments in Rural education work. The library should necessarily become all embracing including its own service to school through its Children's Section. We are making Library Acts. If necessary these Acts should take care to keep the for going in view.

WAZIRABAD EXPERIMENTAL EDUCATIONAL CENTRE, DELHI.

Under the auspices of the Indian Adult Education Association, an Experimental Centre was opened by Dr. Amaranatha Jha, the President of the Association, on Sunday the 13th July 1947 in Wazirabad—a village near Delhi city. Mr M.S. Randhawa, I.C.S., Deputy Commissioner, Delhi presided on the occasion.

Requesting Dr. Jha to declare the Experimental Centre open, Mr. Shafiq-ur-Rehman, Qidwai gave a brief account of the history of the Indian Adult Education Association and explained the purpose of the Centre. He said, the principal idea behind this centre was inter alia to see how far a co-ordinating adult education body could bring all the existing nation-building agencies together, for drawing out and developing the inherent talents of the common man for the eventual all round of the society as a whole.

Dr. Jha then inaugurating the Centre, spoke as to the meaning of adult education; its various justifications and its imperative necessity. "I am a Pandit", he said, "and still I would confess, the pandits of the old committed and perpetuated a very grave wrong by keeping knowledge and its learning their exclusive right. No longer is that belief held now; instead, we desire that the common man, whatever his cast, creed or religion, has a right to be educated and a right to have equal opportunities in life. Times have changed now and he will have them sooner than later.

Mr. Randhawa exhorted the people of the village to take full advantage of the Educational Centre and its various activities, the radio which had been installed there and the small reading room established therein. He further asked them to institute a Panchayat in the village so as to take larger share in the responsibility for administering the affairs of the village.

Among those present, besides the villagers, were Mr. J.L.P. Roche-Victoria, M.L.C. (Tuticorin-Madras) a member of the Advisory Committee of the Indian Constituent Assembly Col. Chatterjee of the Labour Department of the Govt. of India; Dr. Miss Bina Ghosh, M.A., D. Phil. (Oxon), Assistant Educational Adviser to the Government of India, Dr. Lakhani (Education Department), Mr. B.S. Kesvan, Curator, Imperial Secretariat Library, Rao Sahib R.S. Ranganathan (Delhi University Library Deptt.), Mrs. & Principal Raja Ram (St. Stephen's College), Mr. Rajinder Narain, Advocate and others.

The function came to a close with a vote of thanks by Chaudhri Jagat Ram of the village. Later the villagers, including the village ladies went round the Centre and saw the various wall newspapers (including the special religious, art and crafts sheets) and other posters, booklets and magazines.

The Centre is housed in a small hut built by the St. Stephen's College Social Service League, Delhi and very kindly permitted by them to be so utilised.

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S. INDIAN ADULT EDUCATION ASSOCIATION

Progress of Adult Education Work

From May to July 1947.

The Association deputed its Supervisor Mr. V. Antoysomy, M. A. L. T. and five secondary grade teachers for training to the Tamil Nad Literacy Training Course, held at Pasumolai from the 3rd to the 10th May 1947. In May the centres were closed for a month as that is the annual summer vacation for both the staff and pupils. The centres reopened on the 1st June and the new academic year has commenced. In the middle of June three more centres were opened, thus bringing the total number of adult education centres to nine and the opening functions were presided over by Mr. J.L.P. Roche Victoria, M.L.C. and addressed by the Hon. Supervisor of the three centres one is exclusively for women, the first of its kind Another is

NEWS FROM FAR AND NEAR

BOMBAY

The Government of Bombay have accepted the proposals regarding the training of teachers for adult education in the province, says the Director of Publicity.

Every Government training college will organise an adult literacy class within its premises which will be entrusted to a teacher of the practising school attached to the training institution. Non-Government training institutions will also be advised to start similar adult literacy classes.

The students of the training institutions will be required to watch the work of these literacy classes by turns and if any student gives lessons under supervision in these classes, such lessons will be counted towards his practice lessons for the purpose of examination, it being understood that such lessons are not to exceed five.

* * * * *

started under the auspices of the Vadakur Dravida Kalagam, which is a socio-political organisation and whose members are largely illiterate mill-hands.

Besides these activities, the Association has embarked on a new project, that of conducting from July 1st 1947, a Night High School for workers who wish to complete their High School studies and appear privately for the S.S.L.C. or the Matriculation Examination of the Madras University. The Municipality has been pleased to place one of the Municipal Schools at the disposal of the Association for running the Night High School. Some 40 young and middle aged men working in firms, offices and schools have joined the institute and it is manned by qualified teachers, prepared to do a service to the community in the field of Adult Education.

It is good to find that the Bombay City Adult Education Committee has decided to call periodical conferences of its workers with a view to understanding their difficulties and experiences. The Committee has a big task on hand. It proposes to make nearly a million persons literate within the next two years. Such conferences of workers should help to smoothen the process.

At the first such conference held the other day the Committee's President, Mr. Pakwasa, gave wholesome advice to the workers. They must be above political and communal prejudices and must be faithful to the work they have undertaken. Mr. Pakwasa looked to them to enhance the Committee's and the city's honour by sincere work, unrelayed by praise and undamped by calumny.

WEST BENGAL

The policy of introducing compulsory Basic Primary education is proposed to be initiated shortly by the West Bengal Ministry, it is learnt.

A senior officer is proposed to be deputed shortly to various centres of basic education in other provinces to study the conditions there.

The Education Ministry also propose to formulate a plan for spread of adult education, the idea being to give instructions to every adult in West Bengal within a specified period of time.

In outlining the educational policy of the West Bengal Ministry, S. J. Nikunja Behari Maiti, Education Minister, in an interview said that the Ministry aimed at introduction of Basic Primary Education in no time. So far as adult education was concerned, the policy of the ministry was that no adult should remain uninstructed in matters relating to his daily life.

The minister hoped that the Ministry would receive the support and co-operation of all concerned in implementing the measures which it proposed to take to advance the cause of primary and adult education.

HYDERABAD

A Dominion-wide literacy campaign has been launched by H.E.H. the Nizam's Government, with the opening of a net-work of compulsory schools in pursuance of the Compulsory Education School scheme and the opening of more adult schools in the city.

Ninety-three compulsory primary schools in the city and 47 in the Districts are being speedily opened notwithstanding difficulties in procuring houses, and the whole number is expected to be completed in the course of the next few months. Teaching work will be done on the shift system which is only a temporary measure designed to meet the housing difficulties.

We understand that the 5 year Adult Education Expansion programme has also come out of the blue-print stage and in the year 1356 F. 16 adult schools in the city and 61 in the districts will come into being. A recurring grant of Rs. 50,000 and a non-recurring grant of Rs. 75,000 have been sanctioned by the State Government to finance the adult education scheme for the year 1356 F.

A short special training course was given for the first time to those teachers who are already teaching the adult education classes and also to those who will be appointed to do it.

The adult education course is of 4 months' duration, 1½ hours a day and the object is to make the adults literate. At the end of the course a short test will be held and literary certificate given.

As a safeguard against lapsing into illiteracy, adult clubs are proposed to be opened where in addition to reading material, recreation will also be provided and talks on subjects of interest will be arranged.

"Apathy" and "Indifference" are stated to be the general reaction of adults when persuaded to join the adult education classes

and "resistance" is the reaction of the village boy to the compulsory education class, said a high official in describing the pupils' reaction to the new educational schemes. "Things are only in the beginning now and in course of time they will understand better and be agreeable to the schemes which go to improve them", said the same source.

MADRAS

Speaking in connexion with the anniversary of the Ilaigar Nallars Manram yesterday at Purasawalkum Mr. T. S. Avanashilingam Chettiar, Minister for Education, referred to adult education, and added that its value would be realised when the adult franchise was introduced. Adult education was one of the highest forms of social service.

Rao Bahadur Dr. T. S. Tirumurthi presided and Pundit V. Natesan welcomed those present. Mr. D. Ranganathan presented a report.

* * * *

About 125 pupils of the Morning Adult School conducted under the auspices of the Sowashtra Youth League, Salem in the Sangha Higher Elementary School, on Thursday gave a party in honour of the local legislators.

Mr. M. V. Srinivasan, who welcomed the gathering spoke about the increasing popularity of the school, and urged the need for financial support to open a girls' school similarly.

Mr. S. K. Sadagopa Mudaliar, M.L.C., who presided, and Messrs P. Kandaswami Pillai, A. Subramaniam and Mr. G. Raghothama Rao, Deputy Inspector of Schools, spoke on spread of literacy.

MYSORE

During the budget debate, Mr. L. S. Venkaji Rao moved a cut motion to ascertain whether the Adult Education Committee was receiving sufficient co-operation from the general public and the officials including those of the Education Department.

BOOK REVIEWS

GAON-KI-BAAT.—Editor Shaligram Pathik, fortnightly, Annual, subscription Rs. 6/-. Jan Shiksha Sanstha, 1, Katra Road, Priyag.

We welcome the publication of this addition to the magazines which are at present published in the country, specially written for the semi-illiterate adults in the moffusil. Briefly given its features are "Village Songs"; Panchaang, giving dates etc., according to Hindi, Christian and Muslim calendars; important news of the country and the world; about agriculture, food, cattle, cottage industries, the home, indigenous medicines; about festivals and reorientation of customs, new laws and short stories.

The characters are printed in sufficiently bold type. From our experience of a few copies being utilised in the I. A. E. A. Experimental Educational Centre in Wazirabad, we can say, fresh issues of "Gaon-ki-Baat" have been eagerly looked to by the villagers.

Mr. N. Balakrishniah, President of the Adult Education Committee said that Government was very sympathetic and were doing their best to help the Committee's work. He regretted for lack of public support and said that but for Government's liberal grants and support, the committee would not have been able to do any work.

Mr. R. Kasturi Raj Chetty, Director of Public Instruction in Mysore, replying said that Government have issued standing instructions to all officials concerned and education institutions in rural parts to afford all possible help for the Council. The teachers in villages helped the Council to a great extent and he paid a tribute for their work in this respect. At present they were having about 4,000 centres in the State which would be increased to 6,000 shortly. The work of these centres was highly praised and educationists from Bombay, United Provinces and other places were specially deputed to study the working of this scheme.

The cut motion was withdrawn and the demand was passed.

Gaon-ki-Baat holds out a great promise; but its fulfilment will mean much hard work for its producers and publishers to collect and give up-to-date and substantially useful information to the villager for whom it is intended. The design of the title page could be improved. However, we congratulate the publisher on this new venture and wish it all success. We hope Educational Centres, Organisers of reading rooms and libraries in the villages will make good use of Gaon-ki-Baat which is destined to be popular with the villager and deserves all support and encouragement.

SHIKSHA.—Hindi Monthly—Editor: Sh. Shiv Dulare Dube, M.A., B.T., LL.B., Joint Secretary, Indore Adult Education Association, Education Department, Indore. Annual Subscription Rs. 3/-.

An Educational Monthly in Hindi, Shiksha is intended for teachers, parents and all others interested in Education and its manifold problems. There is a great dearth of a suitable educational literature in Hindi and we hope this will make commendable contribution in that direction.

Shiksha brings to the notice of its readers, through songs, short stories and other articles, questions of outstanding importance which face the educationists in the country today. As official organ of the Education Department of the Holkar State it also discusses concrete problems being tackled by the State—problems by no means peculiar to Indore but those too which transcend the boundaries of that State. For instance, the issue for April-May 1947 contains articles of Bhasha Shikshan or teaching of a language, Personality of a Tutor, the Headmaster, Teaching of Sanskrit in Holkar State, The Habit of telling lies among boys, Principles of Cleanliness, and others. It also contains important news about the educational programmes being worked out elsewhere in the country.

Shiksha has an English Section also where articles of outstanding value to educational workers are published. We wish the publishers success in this noble effort.

THE INDIAN JOURNAL OF ADULT EDUCATION

Editor : RANJIT M. CHETSINGH, M.A. T.D. D.Ad. Ed.

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On the approved list of the Government Broda, Bihar, C.P., Delhi, Gwalior, Indore, Mysore, N.-W.F.P., Orissa, Sind, Punjab, U.P. and others.

Greetings and congratulations to *The Indian Journal of Adult Education* on its entry on its fifth year of useful work...I look forward with confidence to the valuable assistance of the IJAE in this connection (post-war Developments) when the time for an advance arrives—*John Sargent*. Educational Adviser to the Government of India.

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