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JANUARY 1946

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

Browning.

EDITOR:
RANJIT M. CHETSINGH
QUAKER CENTRE
772, EAST PARK ROAD
DELHI KAROLBAGH

THE INDIAN JOURNAL OF ADULT EDUCATION

Editor :

Ranjit M. Chetsingh, M.A. (PUNJAB), TEACHER'S DIPLOMA (LONDON),
TUTOR'S DIPLOMA IN ADULT EDUCATION (U. C., NOTTINGHAM).

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Post-War Plans for Adult Education in Madras

BY H. A. POPLEY

The Education proposals of the Post-War Reconstruction Committee of the Madras Government do not give any large place to Adult Education. This is probably due partly to the fact that Sir Meveral Statham, the late Director of Public Instruction, was primarily concerned with the expansion and improvement of general education for the masses and wished to utilise most of the resources of the Province for this object. Further the experience that we have had of night schools for adults has shown that most of them were merely mushroom growths and very few of them became permanent or even got so far as to produce many literates. Such schools as were carried on regularly and did good work always received encouragement and grants from the Government, but there were comparatively few of these.

It is clear however that Sir Meveral was not against a proper plan of Adult Education, as in his note to the Sargent Report he says that one of the defects of the Scheme is that it fails to make any provision for the educational needs of the returning soldiers.

In the Report of the Madras Committee on Post-War Educational Reconstruction there is only a brief reference to Adult Education. Though the reference is very brief and the proposals somewhat scrappy they do suggest that the Madras Province considers that Adult Education does need improvement in the Post-War period. There are three main proposals.

First, that further encouragement should be given to all existing institutions for carrying out schemes for making illiterate adults literate:

Second, that there should be a real development of Adult Education, *in the real sense*, through University Extension work, adult education centres with libraries

and through the regular educational institutions.

Third, there should be a great extension of town and village libraries with the object of maintaining literacy and helping people to obtain wider knowledge through reading

While these proposals do not go very far they will be of great value if they are steadily followed up. The second one is of special importance, as the main aim of Adult Education is not that of making illiterates literate but that of giving further education to those who have only had the chance of an ordinary school education in their childhood. This is how Adult Education has been regarded in other countries and even in India the emphasis should be laid upon this. If education is made compulsory for all children then it means that in the course of a few years illiteracy will be abolished as the older illiterates pass away. But from every point of view it is important that all those who have only had the chance of an education up to the fifth or even the eighth standard should be given opportunities of carrying it farther in their adult life.

What is needed for each Province is a central organisation for Adult Education somewhat like the Workers Educational Association of England which, with the help of Government, will carry forward this incomplete education right up to the university stage. Such a central organisation will be able to enlist the help of universities and public men of all parties and will also be able to draw upon public and private funds. If this is done then the somewhat attenuated programme of the Madras Government will become worthwhile and will develop into a plan which will enlist the enthusiastic support of many people and many agencies.

Vidyapeeth

Scheme of People's Colleges in Mysore

While a great deal of time and paper is being spent on large-scale planning in British India and in British Provinces, it is refreshing to see that in some of the Indian States, notably in Mysore, Adult Education plans are being given concrete shape. We are glad to be able to share with our readers the plan drawn up by Mr. T. Krishna Murty for the provision of People's Colleges in Mysore State. We shall be glad to receive comments on this proposed venture, and shall welcome information about other projects which are being launched. Editor.

GENERAL

Continuation Education for the Rural Adult.—A large number of peasant boys pass out of the Primary Schools of the State every year and settle down in their hereditary profession as farmers. The Literacy Campaign is also contributing every year a large number of literate adults at this age-level. Many among these young men would be only too glad to continue their education if short courses were offered to them during the agricultural off season and particularly so when the instruction could be made a joyful thing to the pupils. Without intending to give them regular technical education or attempting to fill their minds with a host of exact and precise information on many subjects, the Vidyapeeth will concentrate on ennobling their minds and fix them on those things that make for healthy and fruitful progress in human life.

Maturing minds and Civic Enlightenment—Between 16 and 25 years, the period of young manhood is the one most valuable for civic enlightenment. It is the age when great questions about life are asked, when the instincts of religious experience are awakened in the growing man, when his feelings for poetry, fatherland and society are aroused and can be properly cultivated. In fact it is the age when the foundations of the views of life are laid in the maturing mind.

Existing schools will not help; different institutes are necessary.—The existing regular High Schools and Colleges which offer long courses of study for persons of this age-group prepare the students for examinations, for official jobs and other professional services. Therefore schools

of a different type which offer short courses are necessary for those who do not want to become either officials, authors or scientists but wish to go back to the fields or workshops as farmers or workers. These students already have a great deal of practical knowledge about their profession, but they need to be brought into "living touch with progress" and progressive ideals that help to build a strong communal life.

Creation of progressive peasant youth necessary before launching a big programme of Rural Reconstruction.—Such enlightened leadership and receptive minds that assimilate without prejudice good things that are new and modern and help the social re-adjustment of the countryside are an urgent need at the present time. To-day leading men and Government are devoting a large part of their time and finances on the problem of social reconstruction. To make their effort fruitful the creation of an ennobled and progressive peasant youth has to be attempted alongside.

The Vidyapeeths are institutions that work for this ideal of ennobling the minds of the peasant youth and prepare them for social reconstruction.

Models in and outside India.—Models of such institutions are available in the famous Danish Folk Schools which resurrected the Danish peasant from an impoverished, ignorant and depressed state to a prosperous, enlightened and free citizenship. A number of European countries, Sweden, Norway, Finland and England have derived inspiration from the Danish movement and started similar institutions in their country. The starting of a large number of People's Colleges has been included in the Post-War Educational Reconstruction of England. In our country, residential institutes which offer to adult pupils short courses in religion and allied subjects are being conducted by religious missions— notably the Christian Missions, Ramakrishna Mission and the Theosophical Society. Sriniketan Settlement near Santiniketan, and the various residential institutes for training workers located in Sabarmathi and Sevagram can also be drawn as models for similar institutions in the State. But institutes working for general cultural revival and for peasant

advancement are rare. The Vidyapeeth is an experiment in this direction.

Life in the Vidyapeeth.—The Vidyapeeths will be situated in the countryside on farms which are run purely on business lines and for profit in such a way that they serve as examples for ordinary farmers. Subsidiary industries like dairying, poultry, spinning, sericulture, bee-keeping, etc., suited to the needs of the locality will be particularly maintained in the farm. The adult pupils will live in a common residence with the teachers and their families and share with them the common work of the school and the farm. Books will have a small place in the curriculum, and all that is learnt will be through the inspired voice of the teachers in the classrooms, through the free-exchange of ideas in controlled discussion and study groups, through community entertainment like Singing, Folk Drama and Folk Dances, and above all through common and collective life on the farm. As the great Folk High School leader, Kristen Kold of Denmark has said, the students will regard their school period as "a stay with a peasant whom they helped a little, and with whom they learnt a little, and on returning home, they are to be the same simple peasants as before, but with a richer mind and a broader outlook."

The Vidyapeeths will thus be the People's Primary Universities in the locality offering professional and cultural training for the people of the locality. They form a link between the great mass of the people and its poets, artists and scientists. They will be centres where thinking adults of the country may exchange their views with the great brains of the city. They may also develop into co-operative institutions offering to exchange the products of local agriculture with the products of urban industry. They will be the culture-centres of the area promoting social betterment and social reconstruction.

DETAILS OF THE SCHEME

Location.—There will be a Vidyapeeth for every taluk of the State. The aim of the Vidyapeeth shall be to give the adult pupils—

- (i) a clear notion of the civic community and the conditions of its welfare;
- (ii) an understanding of the national movement for social and economic reconstruction;

(iii) ability to use Kannada with ease and vigour;

(iv) in other words to make them better men and thus better formers.

Farm and Equipment.—About thirty acres of arable land in one plot will be the farm area for each Vidyapeeth which will be obtained free from Government or a donor. The buildings on the farm will be rural model houses, simple, cheap, and built mostly of local material. They include (1) family residences for the Principal and his staff (three); (2) residence for the pupils; (3) residence of servants and their families (three); (4) office and guests' rooms; (5) cattle-yard; (6) workshops.

The Vidyapeeth should have the necessary farm and equipment tools, cattle and other livestock and a small workshop for the repair of farm tools.

Staff and Servants.—There shall be a Principal assisted by two other members who will supervise the instruction, and manage the farm and other institutions on it. One of them shall be an expert on agriculture and another an expert on industries. The principal will be, as far as possible a local man interested in the betterment of the village side. The farm servants who shall stay with their families on the farm will assist the staff in the maintenance of the farm and of the workshops. The salaries of the staff shall be—

Principal (1) .. Rs. 50 × 25 (Principal's allowance)

Teachers (2) .. Rs. 50 each.

Servants (3) .. Rs. 15 each.

Courses of Studies.—The regular course of the Vidyapeeth shall extend from 4 to 5 months.

Special courses varying from 2 to 4 weeks shall also be offered in subjects like (1) panchayat administration (to chairman and members of village panchayets); (2) Co-operation (to members and officers of co-operative societies); (3) Industries like Bee-keeping, Fruit growing, etc., depending on the needs of the locality and the supply of experts to give instruction. Each Vidyapeeth shall try to offer a special cultural course to the women folk of the locality, should there be a demand.

There shall be no examination but certificates shall be issued to those pupils who in the opinion of the Principal, have derived real benefit from the course.

Pupils and Admission.—Residence and common boarding shall be provided to 30 adults for each course. The ages of pupils shall be ordinarily between 15 and 25 years. Each pupil seeking admission must have had experience of work on a farm for at least one year before admission. The minimum educational qualification of a pupil for admission is primary school education or a literacy certificate. Reference will be given to pupils deputed from panchayets and other institutions.

The fees for one full course of 5 months shall be Rs. 50 payable in cash or in kind as decided by the Principal.

The Principal shall be the final authority on the admission and discharge of pupils from the institutions. He shall be the sole authority for the maintenance of discipline in the Vidyapeeth.

Time-table and Subjects.—The daily time-table of the Vidyapeeth shall include about—

- (i) 4 hours of work on the Farm and Industries;
- (ii) 2 hours of lectures and discussions;
- (iii) 2 hours on group-games, songs and entertainment

Each pupil shall learn one of the farm industries to a proficiency level, besides understanding the several agricultural methods and their business aspects. Lectures and discussions shall be on the following subjects:—

- (a) History of Mysore, India and the World.
- (b) Kannada language and Literature.
- (c) Social Economy of Mysore.
- (d) Religion and Ethics.
- (e) Theory of Agriculture, Animal husbandry and allied subjects.
- (f) The practice and theory of house-keeping and farm accounts.
- (g) Panchayat administration

Emphasis shall be laid on group-singing, Bhajanas and on reviving active interest of the pupils in various forms of Folk Art like *Yakshagana*, *Kolata* and *Suggi Kunita*. Encouragement will be given to the revival of village *paradies* and games.

The syllabus shall be flexible in its details so that the Principal may vary it to the needs of the pupils and the local conditions.

Finance.—The initial expenses of the Vidyapeeth are estimated as follows:—

1. Land—about 3 acres.		
2. Buildings—3 Houses for the staff.	} Rs. 7,500 at present cost.	
1 Residence for students.		
3 Houses for servants.		
1 Hall for meetings.		
1 House for Guests and Officers.		
Workshop.		
Cattle-shed.		
3. Equipment—Farm imple-	} Rs. 2,500 at present cost.	
ments.		
Cattle and other live-stock; Industrial equip-		
ment.		

A part of the equipment like a studbull, bullocks, industrial implements may be obtained free or at concession rates from Government Departments.

The annual expenses of the Vidapeeth are estimated as follows:—

INSTRUCTION:

Principal, teachers and servants with teaching equipment, library, charts, etc. ...	Rs. 3,000
Students' boarding (60 students for two courses of 5 months each) ...	Rs. 3,000

FARM MAINTENANCE:

Additions to Farm equip-	} Rs. 2,000
ment.	
Additions to Industrial equipment.	
Manures, Seeds, etc.	
Daily labourers.	

The income to the Vidyapeeth will be from donations received towards capital equipment, fees from students, income from Farm and Industries and grants from Government.

The whole of the initial expenditure will be met from donations from the public and grants from Government. The annual expenses shall be met from the two sources, farm income and students' fees, supplemented by grants from local bodies and Government.

INITIAL EXPENDITURE:

To be met by Govt. Grant ...	Rs. 5,000
„ „ Donations ...	Rs. 5,000

ANNUAL EXPENDITURE:

To be met by Farm Income ...	Rs. 3,000
„ „ Students' Fees ...	Rs. 3,000
„ „ Govt Grants ...	Rs. 2,000

In the first two years, when the farm is being developed, the full expected income from this source cannot be expected.

Administration.—The administration of each Vidyapeeth shall be vested in the

Principal, assisted by a Teachers' Council. The Mysore State Adult Education Council shall appoint a committee for the management and direction of all Vidyapeeths in the State which shall include the principals of the institutions.

The details of the scheme given above were framed by—

Mr. G. S. Kurupad, Retd. Assistant Director of Agriculture.
„ N. Bhadriah, Secretary, Mysore District Literacy Committee.
„ S. V. Srinivasa Rao, Secretary at Head-quarters.
„ T. Krishna Murty, General Secretary.

Development Plan of The Central Provinces and Berar Government.

Education.

The development of education envisaged in the plan follows in the main the course laid down in the Report of the Central Advisory Board of Education on "Post-War Educational Development." Certain deviations, however, were found necessary lest too close an adherence to the standards of the Central Advisory Board, desirable no doubt but not readily obtainable in the province, should hold up progress.

The main stream of the educational progress planned breaks into two currents: one sweeps over the entire province and vitalises the education of all at all stages; the other flows full into narrow fields to realise as early as possible the promised but distant hopes of the plan of the Central Advisory Board of Education. The former is embodied in the general plan which aims to strengthen the existing structure of education in the province so that it may serve as a sure support for the educational edifice of the future. The latter is the pilot plan. It forges ahead but in selected areas typical of the chief patterns of the social and economic life of the people, and it will give experience and data relating to the functioning of the plan which will be essential to the effective operation of the plan in the whole province.

The general plan affects all educational fields in the province. It provides for the establishment of a large number of primary schools in the province. A large number of new high schools is also contemplated by the plan, particularly high schools for girls, for high schools are the

determining factors in planning not merely for education but for all social services. Special stress is laid on the development of the science departments in colleges and on the provision of funds for applied sciences and for the research departments of the colleges of science, for it is realised that trained scientists will be indispensable to economic and industrial growth of the province. Measures are also included to accelerate training of teachers for the primary and high schools and to produce qualified teachers for subjects requiring special skill, e.g., domestic science, manual training, music and art. The existing system is strengthened and enlarged by provision of various types of institutions for technical education.

Pilot Plan.

The main concern of the pilot plan is to experiment with the introduction of compulsory basic education in selected areas and to adopt such measures as are consequential to it, for example, provision of normal schools for men and women and of high schools to ensure a steady supply of matriculates for the teaching profession. Provision is also made for establishment of pre-primary education, junior technical education and technical high school education in areas where circumstances justify them. An endeavour has been made to apply as many of the recommendations of the Central Advisory Board of Education as possible to the pilot areas. The pilot plan applies to the Baihar tahsil because it is typical of large and sparsely populated areas inhabited mainly by the aboriginals; Dhamtari tahsil because it is characteristic

of a backward agricultural area in the Chhattisgarh tract; Ellichpur taluq because it is a rich cotton tract typical of Berar and Nagpur where in addition to agriculture, organised industries are developed; and Jubbulpore-cum-Katni towns because they are modern industrial towns where quick industrialisation has created many a problem which is typical of such social experience.

Cost.

The approximate cost of the plan in the first five years will be Rs. 11,63,56,000, of which Rs. 8,30,41,000 will be capital and Rs. 3,33,15,000 recurring in nature. The annual recurring cost of the plans at the end of the fifth year will approximate to Rs. 1,21,28,000 and at the end of ten years, when the plans have developed further, to Rs. 2,46,76,000. If the plans work as expected, considerable progress is foreseen at the end of the first five years. The number of primary schools in the province will have increased from 5,105 at present to 6,987 and the number of pupils receiving training in them from 356,741 to about 616,000. The high schools which number 146 in the province will have increased to

219 and the pupils in them from 16,395 to 28,455. It is not possible to indicate the approximate increase in strength at the university stage; it may, however, be safely stated that the growth would be considerable and the most gratifying feature will be the introduction of a large range of new scientific and technological subjects and expanded facilities for post-graduate and research work. There will be 79 junior technical schools and technical high schools and polytechnical institutes with about 4,780 pupils receiving instruction in varied trades and vocations. The number of normal schools will increase from 15 to 28 and of the teachers receiving training in them from 1,005 to 3,390.

The plans presented in this report are prepared by the Education Department and have yet to be reviewed by Government. The expenditure on them exceeds the sum of nine crores which has been set apart by Government for educational expansion in the general allocation of funds for various departments. Some priority work in connection with planning has already begun and it is hoped to extend this during 1945-46, particularly by opening new normal schools.

Scheme No. 9.

1. Department	...	Education.	
2. Scheme	...	Pilot Plan--Adult Education.	
3. Brief description and where applicable, indication of further development in succeeding five-year periods.		In 136 selected centres using day school accommodation and beginning in the third year.	
4. Staff required for planning.		Nil.	
5. Staff required for execution.		272 Teachers. 272 Peons and conductresses.	
6. Rough indication of cost	...	(1) Capital	Rs. 2,01
		(2) Recurring	7,41
		(in thousands) Total	9,42

The Visual Method In India¹.

BY THE REV. H. R. FERGER

I wonder how many of us realize the tremendous use made of visual methods of training during the past five years by the Army, Navy and Airforce. I am referring to the training given in the States—I have no information about Britain. We should now begin to realize the possibilities of these methods in education which have remained largely dormant because of

academic inertia and learned indifference. The great achievement in war training by visual methods has administered a most wholesome jolt to scholastic complacency. Now most educationists realize that far greater use must be made in the future of

¹Reprinted from *The National Christian Council Review*, September, 1945.

such methods in teaching most of the subjects of the curriculum in our schools. These methods include much that has been used in the past, such as maps, charts, pictures, museums, and also film slides, film strips, movies, talkies, the phonograph and various combinations and variations of these. And they must be used in a far more planned and intelligent way than ever before.

Through the photographic process with its many adaptations, the visual method in the past few decades has received a tremendous impetus. With better films and better lenses the popular sizes of cameras have steadily decreased in size—though the cost is greater, due to much more accurate lenses and mechanism. Cameras using 35 mm film, known as miniature ('mini' for short) are deservedly very popular. It is these that use the Kodachrome colour film for film slides with which such wonderful results are obtained in full colour. These are transparencies, not prints. The cost of the film includes development as this is entirely beyond the skill of amateurs. Enlarged prints in full colour can be made from these at the head factory in the States, those approximately 2½ by 3 inches in size costing 75c. and larger sizes proportionately more.

The film slide is 2" × 2" in size, usually of the Kodachrome (colour) film taken on 35 mm film in a mini camera of which there are a number of excellent makes on the market. This film is not yet developed in India but must be sent to Australia (perhaps in the very near future to England) for processing. But doubtless after the war this will be done in Bombay as is the Kodachrome movie film today. There is also a very new Ansco colour film on the market in the U. S. A. as yet in very limited quantities as all produced was used by the military. This can be developed by amateurs, though accounts I have read tell that this is exceedingly difficult. There must be absolute cleanliness of all dishes—new ones of glass are essential. Distilled water is used for solutions. One and a half hours are required to develop a film, of which 20 minutes are in absolute darkness. The colour rendition is said to be more accurate than that of Kodachrome, whose colours are at times a bit more intense than the original. These colour films have a richness and

accuracy which the old coloured lantern slides could not have. They are also far cheaper. Making them yourself costs perhaps As. 8 each and the standard purchase price for these in the States (*i. e.* reproductions of the originals) is 50c. or Re 1-8 each, half the price or less of hand-coloured lantern slides. They are far less bulky and less fragile. They can be projected in the small frames in which they are returned after development or can be very easily mounted permanently between small bits of glass in a cardboard mount to protect against finger prints and scratches. I have several sets of these Kodachrome slides thus mounted in my rental library, such as the Elsie Anna Wood pictures of the New Testament, the Coping pictures of the Life of Christ and the William Holy pictures of both Old and New Testaments. I am working on several sets here in India, one of famous places of Agra, Delhi, and other parts of India, one on Travancore and the Syrian Church, and one on churches and cathedrals of India.

Let us turn from film slides to film strips. One trade name, not greatly used as yet, is Picturo! Film strips are a series of positive prints on a strip of 35 mm film. Such a film looks exactly like a small section of a positive professional movie film, except that in the latter each picture (the technical term is 'frame') differs only slightly from those next on either side. They are projected usually in the same machine as the film slide, with a slight change in the fittings. The weight of a film strip with a hundred 'frames' (that is pictures) is only an ounce or so, as compared with several pounds with the old lantern slides. The disadvantage is that the selection and order of the pictures cannot be juggled around as with slides. But I look upon film strips as one of the most promising mediums for the use of missionaries in the immediate future. The projectors are small, easily portable and not expensive—\$15 to \$60 in the U. S. A. less 25 per cent discount, plus carriage and duty if one does not bring it oneself. They can be used with an electric bulb, either 220 volt, 110 volt or 6 volt for battery use or can easily be adapted with the help of a local tinsmith to use with a Petromax lantern as illuminant for village use.

I went in Feb., 1944, to Boston to talk with Dr. Arthur Rindon of the Congregational Board, formerly a missionary in

China. I was amazed at the list of film strip master negatives he had prepared in China on a variety of subjects such as the Life of Christ (both Western and Chinese art), the Old Testament, Child Welfare, Rural Reconstruction, Hygiene, and famous places of China. He was able to sell positive prints from these master negatives very cheaply, perhaps a rupee and a half for a film strip of 30 to 40 pictures. So he made no attempt to build up a rental library but was selling hundreds if not thousands of these per year to missionaries all over China. He also made film strips to order for missionaries from their own negatives or pictures to send to their supporting churches or to use themselves while on furlough. With apparatus, part of which I now have and others which the Presbyterian Board is sending me, I hope to be able to start production of such film strips this next winter. I know of a dozen or more such machines now with individuals here and there over North India. I hope that other Missions and individuals will take up the matter of getting this equipment as soon as it may be possible. Each returning missionary may bring in one such projector if for his own use free of duty. Bulbs should be for the current (s) you expect to use, with one or two spare ones on hand.

I now have over 80 film strips for circulation as prepared by the United States of America Office of War Information. We have made some use of these in the Farrukhabad Christian High School this past year and plan to have one period each week within school hours for each class this next year at which a specially gifted master will show a different film strip each week. I believe that these film strips are the most promising avenue for future development in missionary work.

The Baptist Board of Missions in New York City has developed a very interesting method of using film slides and film strips in their propaganda work. A lecture to go with the pictures is very carefully prepared, along with any musical background or special music as may be desired, such as a song sung by a choir whose picture is shown. This is all recorded on master phonograph records from which copies are made. As the record is played, at the end of each description a musical chime sounds (in the record) which is a sign to the operator to change to the next picture. The phonograph then continues the de-

scription, or music, of the next picture. It is just too bad if the operator gets the order either of the pictures or the records mixed up! Either ordinary records may be used (which have to be changed for each six to eight pictures) or the larger, slower turning records may be used which play up to perhaps half an hour each. Here in India recordings could easily be made in each vernacular. I found such a lecture on mission work among the American Indians with incidental native music and Kodachrome slides intensely interesting. An electrically operated phonograph, with ample amplification is very desirable, except for a small group.

The future of film slides and film strips is most promising. The expense of projector and films, of course, is much greater. But the element of movement adds tremendously to their interest and value. The weakness of the movie is that frequently the movement is too fast, or too little is shown, for the audience to grasp its significance, especially villagers and illiterates. The great value of the still picture is that it can be left on the screen as long as is desired, till the lecturer is able to say all he wishes to say about the Bible story pointing out any details that merit special attention.

Another drawback of the movie is that there must be electric current. After the War there will doubtless be on the market again the portable generators run by petrol, costing about Rs 1,000 and weighing about 150 pounds which are very reliable and most useful in district work. I know of five or six such in use in North India, especially the Punjab. None, however, will question the increasing place the movie projector will have in educational and evangelistic work in India.

There are a great number of makes of projectors on the market, most of them excellent. The greatest difference is in the power of the bulb and the brightness of the resultant picture. The usual projection lens has a focus of 2". I use that in a room where there are not many people. But in a large hall or with a large group outside, I always use my 4" lens which interchanges with the other, so as to get twice as far away to throw the same size of picture. Thus I can put my projector at the rear of the audience, shooting the light over their heads, with the commentator near the machine so that he can watch the pictures and the

titles and always address the people in front of him.

The screen is of very great importance. On my recent furlough, I carried my projector with me but had to trust to local provision for a screen. A single bedsheet which occasionally was all that was provided is a perfect catastrophe—half the light and more is lost by going through the other side and never returning. And if the sheet be stretched by strings tied at the corners, then people leaving or entering the screen seem to be twisted in terrible contortions. Best of all, of course, is one of the modern screens on rollers,

either glass beaded where the audience is in a long narrow hall, or with matte surface if they are spread out to either side as is usual in a village crowd seated on the ground. Such a screen, five feet square, adequate for a large hall, can be had for \$24 in the States. A smooth whitewashed wall without glass (even a cream coloured wall) is very hard to beat. A heavy cloth can be stretched tightly on a wooden frame, then whitewashed several times, or a large piece of Beaver Board can be whitewashed or painted with aluminium paint. These make excellent screens.....

The Problem of Adult Education in India

Some Suggestions

BY MASTER CHAITAN DAS

The Editor of this Journal has rightly observed in the last issue of this paper that "The processes of education when successfully applied and assimilated help men and women to understand themselves in their environments and enable them to establish right relationships with their fellows and with the set of circumstances which surround them." I think, such education is likely to make it easy for both men and women to obtain their objectives in life. To my mind these objectives are four:—

1. To lead a disciplined peaceful life.
2. Full useful employment.
3. Reasonable enjoyment of their earnings free from fear, want, ignorance, disease, and idleness.
4. Final peace in pure and holy life.

Administration has to regulate employment and training of character by means of suitable laws and rules which have to be explained to the people. Gandhiji has framed his own rules for this purpose to the effect that it could be through some suitable craft activity. It is quite sound for those who believe in the Gandhian philosophy of life. But it cannot be applicable in all cases and for all grades of people. The national Plan or Government Provincial plans have been very helpful to awaken minds of the educationists to consider what would be the best steps to take for Adult Education after the War. But much depends upon circumstances and opportunities which may be created for the New life contemplated in the World Charter of the World Security Council.

A Good deal also depends upon the nature of our future National Government. My life long experience of Adult Education in rural areas, however, leads me to submit the following suggestions:—

- (1) A missionary, or a man of means retired from family life to devote his services to humanity, or a person belonging to a Sewa Sangh, or Sewa Samiti, or Jain Mandal should organise a multi-purpose co-operative society in a big village or in a group of villages.
- (2) He, with the help of the Panchayat, may arrange for a small reading room and library, Recreation Activities such as wrestling, music, and amusement etc.
- (3) Children below the age of 7 will have to be looked after at a place outside of their homes to enable adults to find time for education.
- (4) Basic crafts for leisure time will have to be provided.
- (5) Co-operative farming and gardening will be encouraged.
- (6) Cost of arrangements will be met from profits derived from co-operative production, banking, sale and manufacture.
- (7) These multi-purpose co-operative societies to be grouped into Central Societies and Unions for finance and marketing.
- (8) Services of Moulvies in mosques and Pundits in temples, School teachers and village Patwaris are to be utilized for various purposes.

Adult Education in Other Lands

ADULT EDUCATION IN AUSTRALIA

BY MEL PRATT

In the past few years there has been a genuine stir of interest in the whole field of adult education in Australia. Voluntary bodies of many kinds are showing an interest in education and the "providing agencies" such as universities, libraries and museums are finding their financial and organisational resources strained to meet the increasing demands, which include calls for many new types of education.

In New South Wales alone, in tutorial classes conducted by the University of Sydney in conjunction with the Workers' Educational Association, enrolments increased from 1714 in 1943 to 2719 in 1944. The number of tutorial classes conducted increased from 47 to 67. There were 3534 enrolled in discussion groups in 1944 compared with 907 in 1943. In addition to these, many thousands attended lecture courses arranged by the University Extension Board. About 1200 lectures were given under the Board's auspices during the financial year 1944-45.

The Australian Army Education Service has grown like a snowball, and those responsible for adult education in Australia feel that many service men and women when they are demobilised will want to continue their courses, and demand that facilities for adult education should be widened.

Because of this, adult education organisers are supporting the movement, which has become very vocal in recent years, for the establishment of community centres throughout the Commonwealth.

The Army Education Service will probably be absorbed by the civilian adult education movement.

Australia's history of adult education is parallel with that of Great Britain. In both countries in the 1870's university lecturers began touring the main towns giving lectures, but little was done on an organised basis, and classes were rare.

"Last century it was possible to look on adult education as being a sort of intellectual slumming, an uplifting occupation for educated men of tender conscience," is the way the chairman of the Professional Board, University of Sydney, Professor Ashby, describes it.

In 1903, the Workers' Educational Association was launched in Britain, and a system of university tutorial classes was inaugurated. This system was immediately successful. Dr. Albert Mansbridge, who founded the organisation, came to Australia in 1913 and established Workers' Educational Associations in all the States.

Since then it has organised tutorial classes and discussion groups, conducted classes of its own, organised public lectures, arranged conferences and week-end schools, sponsored students clubs and societies, and conducted a library.

The University Assists

The most important "providing agency" for adult education in New South Wales, is the Sydney University Department of Tutorial Classes, which works in conjunction with the WEA. It was established in 1914.

The 67 classes which it conducted in 1944 were made up as follows: psychology, 11 classes; child study, 10; international affairs, 7; political science, economics and politics, 7; literature and drama, 7; philosophy and logic, 6; public speaking and art of expression, 5; language, 3; general science, 3; musical appreciation, 2; group leadership, 1; health, 1; use of books, 1; documentary films, 1; world history, 1; and philology, 1.

Class fees are Rs 4 for the first term of 10 lectures and Re. 1/13 for each additional term. The classes may be one, two, or three terms. In addition students are invited to membership of the WEA, which costs Rs. 3 a year. Week-end and holiday schools are held at Newport, on the coasts about 20 miles north of Sydney, at an inclusive cost of Rs. 7 a head for a week-end.

In 1914, the first year in which tutorial classes were established, there were three classes and a total of 90 enrolments. In 1944 there were 62 classes and 2394 enrolments in Sydney and suburbs, and 15 classes and 325 enrolments in N. S. W. country districts.

The department of tutorial classes inaugurated the discussion groups scheme in 1938. It was designed originally for

country districts where it was impossible to establish tutorial classes.

In 1938 there were nine groups and 114 enrolments. In 1944 there were 140 groups and 2121 enrolments in Sydney and suburbs and 101 groups and 1413 enrolments in N. S. W. country districts.

In 1944, 326 courses were studied compared with 84 in 1943; there were 241 groups compared with 73 and 3534 enrolments compared with 907.

The idea of the discussion group scheme is to bring men and women together to study and thrash out questions in which they share interest. Groups are formed in factories, workshops and offices as well as by friends who meet in private homes.

Discussion courses are prepared under the supervision of the Department of Tutorial Classes, by qualified tutors, in a form suitable for group studies.

Range of Studies.

Groups must undertake to meet regularly, take proper care of library books and other material which is forwarded for their use, send reports of the discussions regularly to the department, and keep proper records of attendances and library borrowings. Tutors visit the groups from time to time.

The courses set for 1945 were international affairs, political questions, social problems, economic problems, science, psychology, child study, art of thinking, ethics, language problems, literature, drama, music and art.

During the war, the National Emergency Service (the air raid precautions organisation in N. S. W.) formed many groups to while away the tedium of waiting for air raids which never happened. When the service was disbanded, many of those groups carried on in private homes.

In 1945, the University provided 8150 for the Department of Tutorial Classes and the State Government gave 5223. The students fees go to the WEA to cover organising expenses.

University Extension.

The Sydney University Extension Board is the other principal authority organising adult education in New South Wales. The Board's aim is to advance the cause of adult education in N. S. W. by bringing university teaching within the range of men and women who are unable to attend

the university. It disseminates and supplements University instruction by opening communications between departments of the University, by conducting specialised short courses, refresher and post-graduate courses and courses on subjects outside the University curriculum, and by bringing about a closer understanding between the University and schools.

The Board provides single lectures or courses of lectures in metropolitan and country centres, short courses of lectures supplementary to the University curriculum, and arranges for distinguished lecturers from other states or countries to lecture in N. S. W.

The lectures cover an extremely wide range of subjects such as soil erosion, food and agriculture in the post-war world, reconstruction for a new world, current international affairs, capital, socialism and democracy, wild New Guinea, biological science, interior decorating, town planning, 16th century French poetry, UNRRA, the Australian aborigines, the science of breeding animals, psychology and child guidance, atoms, surrealism in art, income tax, the fatigue of metals, architecture, musical appreciation.

The Extension Board also runs language classes, particularly classes in the Pacific languages—Russia, Chinese, Malay, Spanish and Dutch.

There are other less important mediums for adult education in New South Wales, such as church organisations and the Henry Lawson Labour College, which is expending its scope.

This outline of adult education work is almost entirely confined to New South Wales. In other States work of similar organisations varies in detail, but the tremendous increase in the desire of the people for education has been shown to the same degree in other States as it has in New South Wales.

Education is a gradual adjustment to the spiritual possessions of the race. The child is entitled to his scientific inheritance, to his literary inheritance, to his aesthetic inheritance, to his spiritual inheritance, and to his religious inheritance. Without these he cannot become a truly educated or a cultivated man.

DR. MURRAY BUTLER.

In The U. S. A.

"BOOK-MOBILES": LIBRARIES ON WHEELS

The book bus has become an institution in outlying communities of the United States, carrying a precious cargo of information and entertainment to Americans whose choice of reading matter otherwise would be considerably limited.

The books carried are as diversified as the people in the areas they serve. Farmers who want the latest information on soil nourishment, or erosion, or the raising of poultry; housewives who would like some hints on needlework, or recipes to vary the family menu; youths who would like material on engineering, in preparation for college entrance examinations: all of them, in areas outside town or city but served by book-mobiles, can get the volumes of their choice.

Library On Wheels

The "library on wheels" is not a new idea in America. As far back as 1907, a "book wagon," drawn by two horses, was used to bring reading material to the rural sections of the south-eastern state of Maryland. That was one of the earliest of the mobile libraries—now there are 300 libraries on wheels operating in various sections of the United States.

"No better method has been devised for reaching the dweller in the country," wrote Mary L. Titcomb, Maryland librarians, in describing the first book wagon which started on its travels in 1907. "The book goes to the man, not waiting for the man to come to the book."

The book-mobile is a streamlined version of the older travelling library—the "boxes of books" which were sent out by city libraries to rural areas, and kept in schools or town meeting houses for three or six month periods, when they would be returned and another batch of books would take their place.

Reaching The People

The idea was then, as it is now, to bring books to people who are unable to reach libraries in cities, towns or villages. Now it is possible to make weekly or bi-weekly visits to out-of-the-way farms and ranches, up into such sections as the Kentucky hill country or to small hamlets where libraries do not exist.

In many states, the expenses of the book-mobiles are defrayed by state or

country library systems, or by city or town governments. The mid-western state of Ohio employs a fleet of book-mobiles in the expanded rural library service that has been made possible by state aid. New York City has a book-mobile on Staten Island and in Queens County, whose suburban communities do not have to depend upon the large metropolitan libraries. In other places colleges have sponsored book-mobiles as part of their own library facilities; and women's clubs have contributed funds to help out on travelling library projects.

In some sections of the United States, where people from other countries have settled and where foreign languages are spoken as generally as English, book-mobilities include on their shelves volumes written in the native tongues of the readers, as well as books in English.

Technical Information Too

All over the country, the book-mobiles carry on their work, bringing technical information and practical solutions for farming or home problems; helping ambitious youngsters widen their knowledge and their reading horizons; and opening new worlds to those whose contacts are surrounded by transportation difficulties or unchanging environments.*

The picture with this story shows a book bus in action in the suburban area of Queens County, which is part of Greater New York City. The Queens County bus takes a different route each day, and retraces its path once in two weeks.

Children and adults wait for its arrival, file in through the front, return their books at the discharge desk, make their selections, and have them recorded as they leave by the rear door. Each morning, this huge metropolitan-type bus begins its rounds, loaded with approximately 2,000 volumes, ranging from fairy tales and biography to the latest bestseller and the favourites of the classics.

Let us bear in mind that education does not consist merely in storing the memory and enlightening the understanding. Its main business should be to direct the will.

JOUBERT.

* Not printed here.

Mansbridge—A Pioneer of Adult Education

BY VINCENT BROME

Albert Mansbridge, founder of the British Workers' Educational Association, was born in 1876 of ordinary English stock in the city of Gloucester and brought up in simple circumstances. But he had vision.

He came to believe that if those amongst the working people of Britain, who for some reason had not had the opportunity of a good education in early years or who had failed to profit by it, could be given that opportunity later in life, then they could break with drudgery and disillusion, and step out into a new world.

Meanwhile, at 14 years of age, Mansbridge was just another office boy in the city of London, and in the beginning his dream concerned himself alone.

Albert Mansbridge decided that he would explore the private places of his own mind, and one evening he started classes in Latin, Greek, chemistry and political economy. He did not believe in half-measures. When he set out to learn, he determined to learn on a considerable scale. Inevitably his studies helped him over the first fence. From office boy he progressed to copy boy and this time he worked for the Inland Revenue Department.

By the time he was 21, Albert Mansbridge had left the British Civil Service and become a clerk in a Whitechapel office, and there he found conditions which gave new life to his dream. There were men and women in Whitechapel mentally blind, not from lack of native wits, but from lack of education. Reality now began to enter into the dream. Mansbridge continued to plough his lonely furrow of learning, until he himself became an evening school teacher, and very soon his classes made an impression in London. They were different; more alive,

He saw now that if he could connect the ideals of the universities with progressive education for adults generally, the way to his ideal would be open. Then came an invitation to speak at the university extension summer meeting at Oxford. Everything was moving in the right direction. He chose for his subject the education of the citizen, and it sent a stir through the placid waters of British learning.

A small group of working men gathered round Mansbridge now and they, with members of the Christian Economic Society, held their first meeting at his house.

Eventually, with the year, 1903, the idea of adult education for working men took concrete form, and in that year one of the biggest revolutions in British education since the Education Act of 1870 took place. The Workers' Educational Association was formed, and Albert Mansbridge became its first unpaid secretary.

The Workers' Educational Association began in Britain, but today the movement has spread to Australia, New Zealand and Canada and to other parts of the world. Today, in any of these countries, man who has been unlucky enough to miss a good education in his childhood, can make good the gap in later years. Every year thousands of adult men and women go back to school at the branches of the Workers' Educational Association, in their spare time.

From this and other adult 'colleges' in Britain, scores of men and women have taken degrees in subjects ranging from physics to philosophy, become brilliant linguists and entered high office in affairs of state.

In 1943-44 over 80,000 students attended the Workers' Educational Association classes throughout Britain, and that was in the middle of a world war.

There were two men responsible for the beginning of adult education in Britain—Quintin Hogg and Albert Mansbridge. Hogg founded the first London Polytechnic in 1882 in Regent Street. His story is well known, but Mansbridge's hardly at all.

For the Workers' Educational Association was only one side of Mansbridge's enormous activities. In fact, wherever you turn in adult education, you can trace his influence. He organised the Central Library for Students in 1916, and this was a vital part of his whole plan because the right type of education was impossible without a good library. Then came the Seafarers' Education Service, an organisation intended to give sailors the same chance of learning as long-shoreman, by means of correspondence courses.

About this time Mansbridge met a naval chaplain who remarked that excellent work was doubtless being done in adult education, but the ordinary seaman was left very largely without books of any kind while he was at sea. Out of that meeting

came a Seafarers' Library which provided a carefully balanced selection of books on board hundreds of ships, a selection which was changed each time the ships returned to England. The service has developed considerably today. There are also the Church Tutorial Classes Association and the Sea War Library Service, both inspired by Mansbridge.

The final step, which made itself felt far beyond the shores of Britain, and indeed has today penetrated throughout the world, was the formation of the World Association for Adult Education. In 1929

the Association held a meeting at Cambridge and discussed the principles and problems of adult education arising out of social, economic and spiritual conditions, not merely from the British point of view, but from the point of view of the whole world. Dr. Mansbridge—he is an Honorary LL. D. of Cambridge and other universities—delivered the presidential address.

Today, Mansbridge's hair has whitened, the lines on his face have deepened, but he still has the same piercing blue eyes and evocative speech, and there is still no mistaking the measure of the man.

News From Far and Near

ALL INDIA EDUCATIONAL CONFERENCE XXI SESSION AT MADRAS*

The proceedings of the twenty-first session of the All-India Educational Conference began with the opening of an Educational Exhibition at the venue of the Conference—the Pachaippa's College,—Chetput, Madras, on the evening of 27th December 1945 by Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., the Director of Public Instruction, Madras. The Exhibition was declared open in the presence of a large gathering. Rao Bahadur N. Sivaraj, B.A., B.L., Mayor of Madras, presided on the occasion. In his introductory speech, he pointed out that our present system of education had failed to produce citizens with large vision, wide outlook and generous impulses. Dr. Savor drew attention to the wide range of the exhibits, from psychology to music. The exhibition showed that work and play were indistinguishable at the highest level. It showed how learning could be made creative and interesting and full of joy.

The exhibitors include the Governments of Madras and Travancore and the University of Madras. The Government Textile Institute, Washermanpet, display winding and winding machines and warping mills. The Department of Education, Travancore, are exhibiting samples of woodwork etc., by the pupils of the Model High School, attached to the Training College, Trivandrum. Dr. P. V. George, the Assistant Director of Public Health, has arranged for the projection of health films. There is a section devoted to teaching aids, ranging from the didactic ma-

terials used in pre-primary education to the models, pictures and charts needed in secondary schools. The section on arts and crafts includes a wide variety of exhibits in drawing and painting, stencilling, woodwork, rattan work, leather work, pottery, needlework, embroidery, button making etc. The importance of physical education is brought out in the exhibits arranged by the Y.M.C.A. College of Physical Education, Madras. The Music Department of the University of Madras has exhibited a number of charts and instruments and aids to the teaching of music. The Madras School Book and Literature Society have organised a section on children's books. All the books put on show are a present from the Government of the United States of America to the people of South India and illustrate the development of the American child both in and out of school. There is also a Safety First Section, one devoted to psychology and educational measurements, one showing the progressive trends in education to-day and one demonstrating a unit in elementary education. On the whole over 5,000 exhibits were received from the different districts of the Presidency.

In the forenoon of the 28th, the Conference began its formal session. Dr. Sir A. Lakshmanaswamy Mudaliar welcomed the delegates and requested His Excellency the Governor to open the Conference. He drew pointed attention in his speech to the need to carry education to every corner of the land and to every class of the population. Neither the Central nor the Provincial Govt. could absolve themselves of this responsibility, though the state

* Reproduced from the *Educational Review*.

should not interfere with academic freedom.

His Excellency the Governor elicited applause by describing himself as a Madrassee. He pleaded warmly for raising the status of the teachers and promised to do his best in the matter, so far as the Madras Presidency was concerned.

Sir C. P. Ramaswamy Iyer was proposed to the chair by Dr. Amarnath Jaha in a felicitous speech. Dr. B. V. Narayanaswamy seconded the motion, Sir C. P. Ramaswamy Iyer then began his speech amid tense expectancy. His able survey of the contemporary educational problems was well received. There was a stimulating freshness about both the manner and matter of the speech. There was nothing of the musty academic atmosphere one generally associates with educational conferences about it. It was delivered extempore, though Sir C. P. Ramaswamy Iyer was careful to add that his statements were supported by authorities. It was also a challenge to all the advocates of *laissez faire*. Education in Germany, Italy and Japan had showed that it could lead to results. Why should we not try to use education to get different and better results? In this vital matter, the state could not disclaim or delegate responsibility. As was to be expected, the president's authorities ranged from the *Taittiriya Upanishad* to the latest report of an American psychologist on child education!

Among the resolutions to be taken up for consideration, some are semi-political, some deal with various aspects of post-war reconstruction and many deal with fundamental principles of teaching, administration and formulation of ideals. The arrangements for the delegates and for the general public are generally well done. Teachers are usually supposed to be quite incapable of managing affairs, and *prima facie* they should be expected to bungle at all the practical arrangements necessary for such a conference as this. How well the Conference has been organised shows that this libel on the character of teachers is absolutely unfounded. Not that there is no room for improvement anywhere. On the opening day there was not adequate room for all the invitees and the delegates and the members of the reception committee in the Pachaippa's Hall. Many, including some ladies, were stranded on the verandas. A few rather regret-

fully left the Conference, observing that they had done their duty by coming to the Conference, Loudspeaker arrangements could also have been better. But these are all difficulties which are practically unavoidable at some point or other in organisation. The fact that there was so little room for complaint and much for appreciation is sufficient tribute to the ability of the organisers.

Welcome Address.

Sir A. Lakshmanaswami Mudaliar, Chairman of the Reception Committee, after welcoming those present, dealt with a few salient features of the educational problem. "The policy pursued in British India in the past was not one based on social justice and equal opportunities for all. In educational as in some other spheres, there was not that urge to serve the needs of the poor, of the rural population and of the under-privileged. Although in recent years some attempts had been made in this direction, the fact that nearly 85 per cent. of the population was still illiterate could not but give rise to qualms of conscience in all those interested in or responsible for the educational progress of the country."

"It is our hope, he added "that in any scheme of post-war planning, sufficient attention will be devoted to this aspect of the question and instead of being content with introducing or advocating free and compulsory education up to a certain standard for all, the State will assume direct responsibility, not only to give such facilities as are made available to all, but to ensure that special facilities are available to those who have been neglected for long both in the sphere of compulsory education and in higher education in all grades.

Another question of prime importance was to what extent the responsibility of the State implied control by the State in educational activities. State control was needed to ensure the compliance with the minimum requirements regarding school buildings, care of the children qualifications of teachers, adequate scales of pay, and in general the efficient running of educational institutions. The main point to ensure was that this State control did not extend to the academic field, that it did not force on educational institutions certain curricula of studies or methods of teaching, that by one stroke of the pen the State did not introduce what it considered

were the proper lines along which the future citizen should be educated. "Herein lies the gravest danger to society and the experience of the Nazi and Fascist regimes in Europe should be an object lesson to the democracies to avoid such pitfalls."

Governor's Speech

H. E. the Governor, opening the Conference, welcomed the delegates from all over India to Madras as a proud Madrasite, and hoped their deliberations would be very fruitful for the whole of India. Referring to education, His Excellency pointed out that in Great Britain they were now extending the school age to 15 and in the public schools the age at which normally the pupil left was about 18 or 19. He hoped that in this country also it would be the case.

"I feel that the status of teachers of all kinds, University, aided schools, District Boards etc., should be raised to a very considerable extent.

"It was only a couple of days back that I attended a Cabinet meeting and we discussed that point. I am quite certain that unless you raise the pay and status of teachers, you are never going to get really good education in this country (Hear, hear). We are trying here in Madras to revise our former notions which I think were wrong. We are trying to raise the status of teachers and to see that teachers are properly paid and their status is such that they will get the respect of their pupils and of their fellow people in the villages and in the towns."

His Excellency added: "I am quite convinced that whoever is in charge of Government here—I can only speak of Madras, but I think it applies to all India—will realise that the sooner we get on with our plans of education, the better. The world is changing and is changing very rapidly. Every country in the world has been through the turmoil, of the war, which I think has been largely due to illiteracy, to non-understanding of each other and to bad teaching which made people to get into a bad frame of mind—Nazism or Fascism or whatever it may be.

Mr. T. P. Srinivasavaradan, Secretary, then read messages to the conference. H. E. the Viceroy in a message said: "India's prosperity and happiness depends upon education" Among others who sent messages were Sir J. P. Srivastava, Sir

Jogendra Singh, Sardar K. M. Panikkar, the Hon. M. R. Jayakar, the Nawab of Chhattari, Mr. K. M. Munshi and Sir Sultan Ahmed.

Dr. Amarnath Jha, President of the All-India Federation of Educational Associations proposed Sir C. P. Ramaswami Iyer to the chair and referred to his eminence in the educational and administrative fields.

The proposal was seconded by Rao Bahadur B. V. Narayanaswami Nayudu and supported by Prof. M. S. Sabesan.

President's Address

Rising amidst loud cheers, Sir C. P. Ramaswami Iyer first thanked the Federation for the honour done by inviting him to take part in the deliberations of that great and formative conference. He was in a position to speak to them as one who hailed from a State, Travancore, which started a programme as far back as 1801, 69 years before England started her programme—mainly on account of the stimulus and encouragement given by a great Maharani, Maharani Paravathi Rani, who laid down that for every village there must be a school and for every three villages a dispensary or a hospital. Having pursued that programme for over 100 years. Travancore to-day had 60 per cent, literacy among men and 50 per cent among women. In Travancore to-day it was not an uncommon feature to see even a fisherman or fisherwoman reading daily newspapers. What had been done in Travancore could certainly be achieved in British India, with proper efforts.

He reminded teachers of a great saying in the *Taittiriya Upanishad* which summed up ideal education. In that *Upanishad* was stated: "Let the student who comes for instruction be good, let him be diligent in his studies, let him be disciplined, strong of body and firm of mind." That was the ideal of education indicated in the forest hermitage 3,000 years ago, but it was as profoundly true to-day and was eternal.

"If our education, whether as part of a post-war reconstruction scheme or otherwise, is to serve its purpose then it must proceed on those lines, stressing physical education first and foremost. . . ." It should be the aim of every educationist to see that no pupils were promoted unless there was a certain physical standard kept up. It was undiluted cruelty to allow a

pupil who was not fit to stand the intellectual and moral strain of higher education to go up to it, if he was not up to the mark physically.

"In Travancore, we are trying to bring forward as one of the conditions essential for promotion of a pupil from one class to another that a doctor should certify that he is good enough to conduct further studies. We have realised that there should be special schools for defective pupils, where proper training can be given and the pupils can also be properly fed. We have found that one of the main troubles in elementary schools is the great number of little children coming half drowsy because they had not enough to eat. Feeding of the children and then clothing to maintain their self-respect have to be provided for.

"Another trouble in India to-day and even in fairly educated localities is the tremendous wastage involved in permitting pupils who had no right to be thus permitted, to go to secondary schools from primary schools, and from secondary schools to go to the university. At every stage there should be alternative courses for the pupils,

"Unless pupils were enabled to have training for some trade or industry or art in addition to literary training according to their aptitudes at every stage, they could not prevent wastage and stagnation in education."

Governments were first and foremost responsible for primary education, because that affected the largest number of people. But the State's responsibility did not cease there. The State had the responsibility to see that at every stage a deflection was made so that some pupils could choose vocational and career aspects and others the learned aspects of education. University education was by no means the best test of what was wanted for the various careers people selected. He did not decry university education which had made modern India what it was and given them the idea of unity, but he wanted to say that the university education was not the passport for all kinds of work.

The State could not abdicate its responsibility to see that there was no boy or girl who was illiterate. Side by side with primary education, there should be a well-designed system of secondary education. He was glad to say in this connexion that in Travancore and Cochin there was no

distinction between one community and another and all communities had equal opportunities for coming up.

Quoting from American and British authorities on education, Sir C. P. Ramaswami Aiyar said that the troubles and handicaps afflicting them were not peculiar to India alone, but were found in Britain and even America which was considered 'the last word on all matters' (laughter). Primary education should be universal. The Middle School would be a logical continuation of it, developing the tendencies and possibilities in each pupil. The Secondary School would give instruction impressing the background and environment of one's own locality and country and its history and ideals and at the same time give a practical bias, so that at the end of the secondary stage it would be possible to determine whether the pupil should be sent on to the vocational training or the University. There was urgent need for India to go forward, to intensify agriculture, increase production, enhance industrial output so that she could compete with the rest of the world sooner or later—sooner, he trusted than later—on equal terms.

Perhaps, Sir Ramaswami Aiyar added, for the time being a certain amount of neglect of the usual curricula even might be an inevitable concomitant. For nobody was going to wait for India to finish re-education in her own leisurely way. She must work against time. Had not Australia and Canada forged far ahead during the last few years? India had been dreaming and thinking of development for thirty years. To-morrow needed a different programme and a different pace, which could not be achieved without "a diversified, variegated and at the same time one-pointed scheme of education" integrated from the first to the last stage, carefully watched and supervised by the state, but not ruled by the state (cheers). No intellectual freedom or great intellectual gifts or accomplishments would be possible, where the human mind was cabined and confined. The University must be completely free, but in earlier stages the shepherding and watchful and guiding care of the State might be the *sine qua non*. So proceeding let them all hope that they would be worthy of the charge and work for the great India for which they were all yearning, dreaming, hoping and expecting (applause).

Dr. Lakshmanaswami Mudaliar proposing a vote of thanks to His Excellency, thanked His Excellency for the indication given by him of a liberal policy calculated to improve the status of the teachers, and for giving them that message of cheer for the morrow.

The session then adjourned till the afternoon.

DR. ZAKIR HUSSAIN'S VIEWS

LONDON, Nov. 14.

Dr. Zakir Hussain, author of the Wardha Scheme of Education, complained bitterly that the absence of political freedom would continue to hold up mass education in India.

He was answering questions at an India League reception to Indian delegates to the United Nations Educational and Cultural Conference here.

"The urge for getting things done," repeatedly reiterated Dr. Zakir Hussain, "is not there. The third party, that is, the British Government, cannot create confidence in the Indian people and therefore cannot get things done. There should be a national urge, and a national urge, can only come when there is responsibility of the people."

In reply to a question, Dr Zakir Hussain said: "I do not accuse the British Government for lack of progress. I accuse my own people for not getting down to things. The existence of the British in India is a reason for the excuse.

"The literacy campaign may be said to have yielded poor results, largely because of the lack of finance and the handicap of a curriculum imposed by the British. During the past 25 years efforts have been made to set up independent educational institutions, but they have suffered because of lack of finance, which is in the hands of the British."

LITERACY IN THREE WEEKS

LONDON.—Under new educational methods Africans are showing increasing ability in learning to read and write. Members of the African Advisory Board say that the average time taken by an African to acquire literacy is three weeks. The record is so far held by one man who took only nine days. Definition of a literate is that he must have completed

a primer successfully, passed a slight reading test and passed a dictation test.—Globe.

BOMBAY GOVERNOR'S ADVICE

POONA, October 25: "The first aim of any educational policy in India must be universal literacy, and it is my belief that the most effective way of achieving this aim is through the medium of women's education," said Sir John Colville, Governor of Bombay, presiding over the jubilee celebrations of the Government Training College for Women, Poona.

The Governor said: "It is a pleasure to me to take part this afternoon in the 75th anniversary celebrations of the College. Lady Colville told me of the very interesting time she spent visiting the College and Practising School last year, and I have been looking forward to this occasion.

"I have listened with great interest to Miss Shinde's account of the origin and development of the College from the modest start made in 1870 up to its many-sided life of the present day. It is a most encouraging story, and I warmly congratulate Miss Shinde and her staff upon it, and endorse the affectionate tribute which she has paid to her predecessors to whom the College owes so much.

"But although there is cause for satisfaction with what has been achieved in the last 75 years—and you do right to look back over these years today with pride—an anniversary is also an occasion for a renewal of resolve, a day on which we should look forward to the future and the work which still lies ahead.

"Education has been placed in the forefront of the programme of national development which the Governments of India and Provincial Governments have set themselves to achieve. The first aim of any educational policy in India must be universal literacy, and it is my belief that the most effective way of achieving this aim is through the medium of women's education, the woman, as the mother of a family, sets the whole tone of a child's home life, and exercises the dominating influence on a child at his most impressionable age.

There is obviously a great difference between a home run by a mother who

is illiterate and unversed, as a housewife, in correct notions of domestic science, no matter how good and wise a woman she may be, and a home managed by an educated wife the intellectual equal of her husband, with a knowledge of hygiene, mother-craft, and home nursing. I place great faith in the good results to be obtained for the whole country through the spreading as efficiently and rapidly as possible of girls' education. Village life, for example, could be transformed within a generation if every mother in the village was an educated woman.

ADULT EDUCATION AND ADAVASI RELIEF FUND

Mr. A. H. Khasgiwale's new social drama "Rajani Vilas" was staged for the first time in Bombay on Sunday 9th December by his Mahesh Natak Mandali at the Shrinand Natya Griha. Mr. G. B. Kher, Ex-Prime Minister, Bombay, presided.

The drama was staged in aid of Adult Education campaign carried on by the Bombay City Adult Education Committee and the Relief Fund for the Adivasis, in Thana District set up by the Adivasi Seva Mandal.

Mr. Khasgiwale has presented very vividly the public feeling against one of the burning present day problems of the Hindu Society viz. "Marriages by educated men while their first wives are living" under the high sounding excuse "for the satisfaction of the intellectual appetite." Apart from the literary value of the drama, the living interest in the subject which the general public has as well as the excellent way in which every one of the actors and actresses played his or her part sustained the audience deeply interested from the beginning to the end.

DRAMA IN AID OF ADULT EDUCATION FUND

A sum of Rs. 13,000, including donations, was realised on Sunday, when Prithvi Theatre's popular play, "Deewar" was staged by Prithviraj and his troupe before a packed house at Royal Opera House, Bombay, in aid of the Adult Education Campaign of the Bombay City Adult Education Committee.

Mr. Sitaram R. Patkar, who presided, said that it was creditable that the Committee could make as many as 80,000 adults literate during the past six years. The problem of liquidating illiteracy in the country required gigantic efforts on the part of the Government.

The Hon. Mr. M. M. Pakvasa, Vice-President of the Committee said that the Committee had before it the ideal of at least 80 per cent. literacy in the near future.

Mr. B. G. Kher garlanded Prithviraj and the president, who gave a donation of Rs. 5000.

PEARL BUCK'S INTEREST

Mr. G. J. Watumul, the well-known Indian businessman and philanthropist in U. S. A. who has sponsored the cause of spreading technical education among Indians is working on an elaborate plan for stamping out illiteracy in India and several leading American educationists and friends of India have offered him their co-operation.

According to reports received in Bombay educational circles, the Watumul Foundation in U. S. is at the moment studying the details of the plan for a big scheme of adult education for India.

Miss Pearl Buck, the Nobel Prize winner. Mr. James Yen and other educationists are taking keen interest in this move and have offered their co-operation.—I. P. S.

ADULT EDUCATION CLASSES

Winter Term Courses

Many valuable courses of instruction are offered to the public by the Bombay Presidency Adult Education Association in their winter term adult education extension classes, which will begin on Monday, November 26th.

The subjects for two-year courses are Economics and Political Theory; the language courses include German, Greek, Italian, Spanish, French and Hindustani, subjects for the Terminal Courses include Bradley's—Philosophy, Indian Music and "Some Trends in Modern English Literature." There are also special courses: Radio Communication and Radio Servicing, both for beginners.

The entrance fee per term per course is one rupee only, and most of the classes

begin at 6-30 p. m. and are conducted by well-known professors and experts in places like the Elphinstone College, St. Xavier's College, Wilson College, Alexandra Girls' English Institution and the Anjuman-I-Islam High School.

Students, old as well as new, are advised to enrol before attending the classes and details may be had from the B.P.A.E. Association, K. R. Kama Oriental Institute Building, 136, Apollo Street, Fort, Bombay.

MR. J. P. L. SHENOY ON CITY COUNCIL'S SCHEME

Speaking at the first anniversary of the Night High School run by the South Indian Adult Education Association at the Calavala Cunnan Chetti's High School, Perambur, Mr. J. P. L. Shenoy, Commissioner, Corporation of Madras, said that the main purpose of adult education should be to create in the adults a desire not only for reading, writing and learning but also for independent thinking and judgment. Mr. C. Harisarvothama Rao, President of the Association, presided.

Referring to the Corporation scheme, Mr. Shenoy said that it contemplated the opening of 20 adult education centres (for Tamil, Telegu and Urdu) in different parts of the City, employing full-time teachers. The course was for a period of six months so that it would not be a strain on illiterate adults. In order not to allow them to lapse into illiteracy again, it was proposed to have a literacy course at the end of the six months and to grant certificates and rewards to encourage the reading habit. Mr. Shenoy, in this connection, referred to the proposal of starting a Corporation College and said that the Government rightly refused to accept it. The main responsibility of the Corporation was not higher education, nor adult education but elementary education. Until its first and primary responsibility was discharged, the Corporation should not embark on other things. But adult education would be the backbone for the success of elementary education. Unless parents were literate, there would be no desire to get their children educated. Mr. Shenoy hoped that the City Council would take an early decision in the matter

and open the adult schools as quickly as possible.

Mr. Shenoy suggested that employers of labour should give some sort of a premium to those people who were literate as opposed to those who were illiterate. Such financial inducement would be a most powerful factor in encouraging more and more people to attend the adult schools. The Corporation, he added, would be prepared to give as much as 75 per cent of the admissible expenditure to such associations as were running their own night schools or adult education centres. He felt that private associations with greater enthusiasm for this good cause would produce probably better results than centres run by the Government or the Corporation. Mr. Shenoy also emphasised the need for strong public opinion for making any scheme of adult education a success.

Mr. N. Sankaran, Corporation Educational Officer said that the Corporation scheme was intended not for helping those adults who had left school owing to various reasons without completing their high school course, but for the benefit of illiterate adults. He hoped that the South Indian Adult Education Association would run a few schools for illiterate adults in different parts of the City and get the assistance of the Corporation.

The Chairman stressed the need for the employment of properly trained workers in the adult education centres proposed to be started by the Corporation.

MADRAS

S. I. Adult Education Conference

Vellore: Mr. S. Sachidanandam Pillai, retired District Educational Officer, presiding, at a public meeting held here it was decided to hold the 5th Provincial Adult Education Conference at Vellore on February 23 and 24, 1946. Mr. G. Harisarvothama Rao was elected as president of the conference.

A reception committee consisting of Messrs. S. Sachidanandam Pillai, (Chairman), D. T. Devasighamani, (General Secretary), Alexander Manikkam and Abdul Lateef Saheb, (Joint Secretaries) and K. Narasimhulu Nayudu, (Treasurer) was formed to make the necessary arrangements for the Conference.

MR. C. RAJAGOPALACHARI'S ADDRESS

Madras: Mr. C. Rajagopalachari, declaring open last evening a night school organised by the Jaya Bharath Seva Sangam, Thiruvottiyur, for the benefit of labourers and the Harijan residents of the locality, pointed out that the task of teaching adults was easier than that of teaching children. He appealed to the residents to help the Sangam in its efforts to spread literacy among them. Mr. T. S. Ramanujam presided.

A large gathering of labourers and Harijans attended the function and gave a hearty reception to Mr. Rajagopalachari.

The Chairman paid a tribute to Mr. Rajagopalachari's services to the nation and appealed for full support to him in his efforts to hasten the achievement of freedom.

Mr. P. R. K. Sarma stressed the need for the spread of education among labouring classes. He assured Mr. Rajagopalachari that labourers fully supported him and wanted him to be their leader and guide.

Mr. Vedaratnam Pillai of Vedaranyam appealed to the public to see that Mr. Rajagopalachari's advice and guidance became once again effectively available to the country.

Mr. Rajagopalachari thanked them for the reception accorded to him and advised them to shed the fear that it would be difficult for an adult to get properly educated. He asked them to bear in mind the difference between literacy and education and said that the gaining of knowledge was more important than the mere learning of the art of reading and writing. It was much easier to teach an adult than a child. The success of adult education depended on the teachers employed to do the work. The most important thing was to get the services of experienced workers capable of imparting accurate knowledge through simple and easy talks. In the past, the spread of knowledge in this country among the common people had been mainly achieved through discourses and talks given by learned people. The same method could be followed now through the medium of the night schools. It was wrong to suppose that it was impossible to get adults to read and write. What was needed on the part of the

learner was courage and perseverance; enthusiasm and patience were needed on the part of the teacher. He hoped that the school which had been started under good auspices, would function successfully.

UNA ADULT EDUCATION CENTRE

An adult education centre has recently been organised in Una town in Hoshiarpur district by members of Prem Sabha, Una.

A few hundred books in Hindi, Urdu and English etc. mostly on health and hygiene and suitable for the literate adults, form a circulating library and are sent from shop to shop and house to house. Similarly, 'The Daily Herald' and some vernacular dailies are made available to readers, gratis.

The scheme is yet in its infancy but with the continuance of efforts, it is hoped, this centre will prove a model for the villagers and towns in the neighbourhood.

WAR AGAINST ILLITERACY

"Dagger" Division Starts Balanced Education Programme

HQ. ALFSEA, Nov. 18:—The 19th Indian ("Dagger") Division has declared war against illiteracy. An educational campaign has been launched under the personal supervision of the Divisional Commander, Major-General T. W. Rees, with a balanced three-dimensional programme for the man as a worker, as a citizen, and as an individual.

Vocational courses have been started to give the student an insight into new fields of employment, to brush up his old trade and to consolidate the trade training he has received in the Army. Provincial Governments have been asked for help with general vernacular publications, writes an Army Observer.

A courses information bureau has been set up by the Education Officer and among the subjects of courses running at the moment are electricity and magnetism (and practical radio maintenance), hygiene, sanitation and antimalaria precautions. Men are being trained as carpenters, blacksmiths, fitters, tinsmiths, coppersmiths, sheet metal workers, machinists and turners, motor mechanics, welders, etc., and there are also courses running for prospective teachers.

For the soldier who intends to stay in the Army, intensive training has begun for Indian Army Certificates of Education.

POST-WAR LITERACY DRIVE IN ARMY

Thousands of Indian soldiers, to whom the written word was a mystery when they joined the Army, will emerge on demobilisation as literates in their own vernacular. This is the aim of a literacy drive started by Southern Army as part of an all-India scheme to educate every Indian soldier.

Units will be invited to detail regimental instructors who will be trained on practice squads composed of the first batches of illiterates at the different area headquar-

ters. The instructors will then return to their units to pass on their knowledge to others.

Associated in the scheme will be selected civilian instructors. The whole campaign has been planned to last from six to nine months, writes an Army Observer.

In Bombay, this plan is in charge of Lt.-Col. S. F. Trusram, the area education officer, who is assisted by two Indian officers, Maj. S. M. H. Nakvy and Capt. J. N. Chubb. The project in this area embraces Hindi, Urdu, Marathi, Tamil, Telugu, Kanarese, Malayalam, Punjabi and Pushtu in addition to Roman Urdu, with which the majority of Indian soldiers are already familiar and Basic English.

Book Reviews

ADULT EDUCATION AFTER THE WAR, Oxford University Press, Pages 64, Price 4s net.

The British Institute of Adult Education appointed a Committee of Enquiry to formulate and examine problems connected with the post-war development of Adult Education in Britain. It was a weighty committee on which some of the leading Adult Education experts of Britain served. Their report has now been made available in the form of a handy little book. We trust that it will be read widely throughout India by "professional" educationists as well laymen. It is not only a valuable compendium but a most stimulating discussion of adult education work.

In order to enable our readers to form some idea of the way in which the post-war task of Adult Education in Britain is being viewed by some of the ablest workers in the Adult Education movement in that country, we give below copious extracts from the Report. We trust that after reading these, many will decide to buy this book and to study it with a view to seeing how the spirit which animates the committee can be applied to our own Adult Education problems in this country.

Ranjit M. Chetsingh

Scope of Adult Education

"Another factor limiting the appeal of education in adult life has undoubtedly been that too little regard has been paid to the variety of human interest. Both subjects and methods have been based in too great measure on the assumption that the adult community as a whole has, or ought to have, the same interests and aptitudes as university students; and it has been forgotten that the universities cater ideally for students whose interests and aptitudes lie along a particular method of intellectual exercise not appropriate to the majority. Some branches of adult education have, of course, been planned deliberately to cater for the minority for whom this method is suitable, but even where organizations have had in view the wider field, their methods have, to a great extent, been influenced primarily by school and university experience.

As pre-adult education becomes more satisfactory there will, without doubt, be an increase in the number of adults who are found to have an aptitude for intellectual study along existing lines, but, equally without doubt, it will be found that other interests and other methods of study must and can be used as the basis for an education no less valuable. The adult education of the future will need a greater knowledge of human beings, their background, their interests, and their variability. Subjects and methods of study must be adapted to individual needs and interests, an understanding of which must be considered to be as essential to the tutor as is a knowledge of the matter he endeavours to impart.

Another hindrance to the extension of interest in adult education in the past was the unnatural but somewhat rigid line that was drawn between vocational and non-vocational subjects. Along with this went a similarly unnatural classification of non-vocational subjects into a narrow hierarchy in which economics, political science, and industrial history were given the chief seats. Whilst, in a democracy, these subjects must always be of importance to all its members, human life needs other satisfactions also which are equally important. Music and the arts and literature were, however, considered to be of lower educational value and were not encouraged to the same degree as the former. With an increased knowledge of what one's fellow men and women are really like, what their interests, their ambitions, and their natural talents really are, these distinctions cannot be maintained. Indeed they are already weakening. The distinctions which are of educational value are that of the ultimate purpose for which a subject is studied, and of the method which is used by and the purpose which animates the tutor. The truth is that in education, as in other forms of creative activity, the horizon widens with each step upward. New opportunities are first seen, and then seized one by one.

Institutional forms of adult education

In making provision for residential adult education in the future, there is need for much more variety in the length of the courses than has been

provided in the past. Whilst more colleges offering the present type of long course are needed, there is still greater need of institutions providing courses of various lengths, from week-end and holiday courses which can be taken without disturbance of the conditions of employment, to courses extending over a period of three or six months, suitable for those who are unable for any reason to afford the longer period of the full year course.

The development of the idea of refresher courses for people in all walks of life, professional and commercial as well as industrial, is also of great importance. The need for, and the value of such courses is already well recognized in some of the professions, but they should be much more widely expended. Such courses, however, should not be confined to residential forms alone but could also, where it was more convenient, be held in non-residential institutes.

In general, the residential college course for adults should be regarded as the crown of adult education for the community as a whole, in the same manner as the university course is regarded as the crown of the educational system which covers the earlier years of life.

Voluntary organisations

Under our fortunately free and elastic system of government, there can be no definite rule determining what form of service should receive state assistance, or what degree of control the state should assume. Each must make out its own case and justify itself on its merits.

In the realm of adult education, the process from the purely voluntary association to full statutory provision can be seen to-day in almost all its stages at one and the same time.

The Adult School Movement organized in more recent years as the National Adult School Union, one of the earliest and still an active organization, has never sought financial aid from the State, and still remains quite independent, raising its funds from voluntary subscriptions and retaining its administration entirely in the hands of its own membership. Countless other organizations particularly those of a local character, literary and scientific societies, discussion groups, dramatic and musical societies, film societies and others, carry on their activities without either the need or desire for state aid. They have arisen, not out of an interest in adult education as such, but out of the interest of their members in a particular form of activity. None the less they are making an important contribution to education in more ways than through the special subject with which they are concerned.

Another type of organisation is found in bodies like the Workers' Educational Association, and the Educational Settlements. Here administration remains in the hands of the members of the association, but financial aid is provided through the agency of the Board of Education for classes recognized by the Board in accordance with its regulation for adult education. The syllabuses of such classes must be approved by the Board, and the classes are open to inspection by His Majesty's Inspectors. Approved residential institutions for adult education established by voluntary organizations also may qualify for grants on a per capita basis.

Whilst this arrangement has resulted in an extension of adult education which would otherwise have been impossible, it has nevertheless tended

to restrict the field of studies to traditional subjects and methods. A much wider variety of subjects, however, is eligible for grant aid under another code of regulations for Further Education. But these regulations were not primarily intended for adult education, and the grant aid is on a different scale. Local authorities have, in fact, under Section 86 of the Act of 1921, very wide powers for the provision of adult education of great variety.

A further development of the provision of education for adults has taken place in recent years, where local education authorities, utilizing the permissive powers which they already possess, have themselves assumed the responsibility for providing adult education and, in some cases, permanent institutes for adult education in their areas. This development will be considered in a later chapter.

Assuming, however, a considerable increase in the provision of adult education by statutory authorities, is there still an essential part to be played by voluntary organizations, or should they, having awakened the interest and concern of the State, and having by their pioneer work indicated the methods to be followed, withdraw from the field wherever the statutory authority is prepared to take over the responsibility?

The temptation to take the latter view, in these days of 'planning' and in the light of what is happening in other forms of social service, is very strong. But, in spite of the advantages from an administrative point of view, of a unified service under central control, this would be contrary to the true interests of adult education.

Education in the case of the adult, as in the case of children, comprises much more than instruction. He has reached the age when he is responsible for his own life, and when he makes his own decisions—about education as well as other things. He may, and probably should, want to decide, not only what he wishes to learn, but also in what way and in what kind of organization he wants his learning to be carried on. A valuable part of his education may consist in taking an active share in the maintenance and control of the organization which provides it. And although it is true that he has this opportunity in a state-provided service through his powers as a voter and that he should be encouraged to take a greater interest in local and national government, nevertheless the greater intimacy and freedom and variety which are possible in smaller organizations have an attraction which is not possessed by the larger unit.

Adult education can never be made compulsory, or it would defeat its own ends. As a consequence, it can succeed only to the extent that it enlists the

interest of those for whom it is provided; and this interest is most likely to be aroused if there is not only sufficient variety in the activities provided to meet the desires of a wide range of aptitudes, but also sufficient elasticity in organization to allow the individuals concerned to carry on these activities in the type of environment which they themselves find most congenial.

It therefore appears that, however extensive may be the provision of adult education by the statutory authorities in the future, an important part has still to be played by the voluntary organizations.

Training of Adult Education Staff.

Adult education as a full-time career is still in an early stage of development, and has not been assimilated into the educational system as a whole. Its comparative insecurity, lack of opportunities for advancement, and the fact that it does not qualify or recommend those in its service for any other branch of education, tend to limit the appeal which this branch of education makes to those who, under more favourable circumstances, would be attracted to it. Full-time workers in adult education are, too, more isolated from contact with intellectual life than are those in other departments of education, and are consequently more in danger of becoming stale, and of falling into routine methods.

In order both to attract more recruits, and to ensure their continued efficiency, the adult education service should be closely associated with the educational system as a whole. If there were more fluidity in the teaching service; if it were possible for a teacher in any one branch of education to pass over to full-time adult education, whether organised by the statutory authority, or by an approved voluntary body, without loss of professional status or of salary and superannuation benefits, it would probably be found that not a few teachers in other branches would find themselves attracted to, and would be suitable for, adult work, either for a period, after which they would return to their former service with wider experience, or as a permanent career. Equally, the opportunity would be open for teachers in adult education to transfer to other branches

of education, if they were suitable and so desired. This system might have the two-fold advantage of providing the adult branch with competent teachers, and also offering wider opportunities for those entering the teaching profession. In addition, it would stimulate the flow of teachers through the whole education service.

Such an interchange should apply also in the case of the universities. Adult tutors attached to the extra-mural departments should have the opportunity, from time to time, of internal work in the university where their qualifications make this possible, or for periodical refresher terms of post-graduate study. Such tutors might be of particular service in the internal work of the faculty of education.

The Housing of Adult Education.

"The absence of special provision for the housing of adult education, and the slender means of the organisations providing it, has resulted in the use for adult classes of whatever rooms were available irrespective of their suitability. School-rooms planned for children, and used by them in the day time, have housed adult classes in the evenings. Committee rooms and halls and in some cases rooms in private houses have been rented or lent as opportunity offered, and the establishment of a class has often depended on the finding of a room of any kind in which it may be housed."

* * *

"One of the essentials in the future expansion of adult education service is that housing worthy of the nature of the work shall be provided to the fullest extent possible. Already some steps in this direction have been taken. The City Literary Institute in London is a worthy example of an institute planned and built for the special purpose of adult education. The Village Colleges of Cambridgeshire are buildings specially designed to serve as educational centres, with suitable accommodation for adults as well as for children. Other local authorities than London and Cambridgeshire are also making provision for adults; and the voluntary organisations are alive to the importance of the appropriate housing

ing of their activities. Nevertheless, the housing of adult education in a manner even moderately suited to its needs, is as yet entirely inadequate."

THE STRUGGLE OF MODERN MAN,

By F. G. Pearce, Oxford University Press,
Price Rs. 1/4

Mr. Pearce, of Gwalior, has served the interests of Indian education with vision and steadfastness by the contribution he has made as writer, school master, and administrator. He now adds to the debt which India owes him by providing this outline history of the world from 1840 to the present day. The book is not meant to be a comprehensive history but rather an introduction which covers the chief events of the period with which it deals. It is meant primarily for Indian young people, but as is often the case with really good toys and good books, grown-ups will enjoy it. It consists of 46 lessons grouped together in 20 chapters. Very appropriately lesson 1 defines civilisation and the last lesson considers its future.

The book deals with such subjects as the Struggle for Free Thought, The Beginning of Nationalism, The Struggle for Empires Overseas, Rebellion and Revolution (under which it deals with the emancipation of the American colonies, as also the French Revolution), with the Russian Revolution, with the Re-awakening in the East, (covering the Chinese Republic, modern Turkey and modern India). It considers the second world war and the problems of the world's Inter-dependence to-day. It has no less than 180 illustrations.

The language of the book is simple, the subject-matter well-marshalled, world issues are considered with objectivity, and their bearing upon the day-to-day life of man has been brought out well. We have no doubt that the book will serve a wide public in India.

RANJIT M. CHETSINGH.

CAN THE FAMILY SURVIVE?

By F. C. Urwin pp. 144,
S. C. M. Press, 56, Bloomsbury Street,
London, Price 5 Shillings.

"The family in the modern world, by many signs and tokens, is in a perilous state. Critical observers declare that it is disintegrating and tending to disappear. Some even desire it to do so."

With these words, the author, a working minister for over a quarter of a century, begins his analysis of what is happening to the family in our era. Those who arraign the family, he points out, can marshal ample evidence from doctors, lawyers, divorce court and police court proceedings and Royal Commissions on Divorce to prove that the family is one of the most potent springs of human unhappiness and that it is unfit to fulfil one of its primary functions in the rearing of children. "In fact in the judgment of many the first thing to do with children is to take them away from their mother."

In the West the clan family disappeared long since and there is in general only the small family—with or without children. When there are children the family is characterised by diminishing parental authority as the State extends its zones of responsibility for the welfare of its school children and juvenile workers. At the same time a marked increase in sexual disorders is disintegrating the family—and what the author has to say on the subject is borne out by a statistical analysis recently published by the Marriage Guidance Council set up in London, which reveals that at least one in eight babies born is conceived outside marriage.

Those in this country concerned with social questions would admit that these problems are not confined to the West. Even the ancestral homesteads of China and the joint families of India are being undermined by this modern emphasis on individual 'rights and liberties' in every sphere of life.

Later chapters in this arresting book deal with matrimony by free choice and consent and the pitfalls to be avoided, with Parenthood in the modern democratic family and the need for reverence for personality to be the essence of personal relations and partnership and *comaraderie* to be the keynote of the home.

What the author says regarding the economic basis of the family is certainly relevant to conditions in India where the incidence of primary poverty is far greater than in England. Where he asserts that there needs to be careful budgetting and accounting everyone concerned with sound household economy will agree provided that at the same time an 'all-out attack' is made on the scourge of poverty. The expenditure on gambling and betting that in pre-war England was estimated at £.10

per annum per head of the population (and which in this country can also be no small sum) reveals the urgent need for extending the scope of adult education. Only by true education,—through all its stages from primary to adult,—can we hope that the family will be a nurturing ground of citizens who may learn from their infancy the first principles of self-government by happy contact with parents, brothers and sisters and neighbours.

The author goes further and stresses in his chapter on Religion the basic need for evoking a reverent attitude to life. Few would disagree even in our secular age that the decline or absence of family religion inevitably brings impoverishment of spirit and purpose. But where strong religious faith and convictions are engendered in the home it makes for the uplifting of the community. And in closing the chapter these words are quoted: "Not least in modern times," it has been recently said, "has the influence of religion in the family produced a stream of responsible, purposeful and God-fearing lives issuing out of the home to enrich the life of their times. In homes thus pervaded with the influence of religion the soul of reverence is awakened and awareness of God is first enkindled. Though questions of faith and the spiritual disciplines of life may take men far beyond the religion of their childhood, if the foundations of the religious life have been truly laid there will be little to regret, and perhaps nothing to unlearn."

This is a book that should be widely read and the issues it deals with well pondered and discussed.

DORIS E. CHETSINGH.

CAN INDIA BE UNITED?

By J. M. Kumarrappa, Pp. 32. Published by the
Tata Institute of Social Sciences, Bombay.
Price, As. 12.

Mr. J. M. Kumarrappa the well-known Director of the Tata Institute of Social Sciences has endeavoured in this pamphlet to indicate a new line of approach to our

political problem. He suggests that this new solution can be worked out on the basis of parity in partnership and he recommends equality of representation for each group. He has put forward nearly a dozen different solutions or formulae. We cannot say that most of his proposals commend themselves to us as practicable, but certainly in the spirit lying behind them lies our hope for a successful solution of our difficult political problem.

The booklet is suggestive and we believe students of political India will find themselves stimulated by a perusal of it.

R. M. CHETSINGH.

PICTURE OF A PLAN.

By Minoos Masani, Oxford University Press.
Price Rs. 2-8.

Whatever Minoos Masani writes is stimulating and refreshing. In this book, interestingly illustrated by Moorhouse, he brings vividly before us his conception of the way things will change if the Bombay Industrialists' plan comes into operation. We trust young people throughout the country and all interested laymen will take advantage of this graphic presentation of a difficult subject.

R. M. CHETSINGH.

We do not first see the meaning of our education, and then yield to it, but we see it as we yield, or rather as we take up our share, for we must become active in it.

ERSKINE.

Not a truth has to Art or to Science been given,
But brows have ached for it, and souls
toiled and striven,
And many have striven and many have failed,
Any many died-slain by the truth they assailed.

LYTTON.

THE INDIAN JOURNAL OF ADULT EDUCATION

Editor: RANJIT M. CHETSINGH, M.A. T.D. D Ad. Ed.

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THE INDIAN JOURNAL
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Orissa, Punjab, Sind, U. P., etc.

MARCH-MAY 1946

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

EDITOR:
RANJIT M. CHETSINGH
QUAKER CENTRE
772, EAST PARK ROAD
DELHI KAROLBAGH

THE INDIAN JOURNAL OF ADULT EDUCATION

Editor :

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THE INDIAN JOURNAL OF ADULT EDUCATION

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MARCH—MAY, 1946

NO. 2 & 3

Editorial Note

No one can regret more than we do the delay in the appearance of the March—May issue. We had hoped that the March issue would be published by the first week of April and then each week it has been a case of "hope deferred maketh the heart sick". We have been compelled to combine the March and May issues. Even

so, the May issue will be inordinately late. We hope to send an individual letter to our subscribers explaining at length the circumstances which have been responsible for this delay. Meanwhile, we would like to assure our readers that once the present difficulty is over we hope there will be no delays.—EDITOR

The Late Mr D P Khattry

It is with deep regret that we record the death of Mr. D. P. Khattry of Cawnpore. Mr. Khattry was the Founder-Secretary of the All-India Federation of Educational Associations. In bringing together teachers and educationists from different parts of the country year after year he promoted very valuable personal contacts and provided opportunities for real exchange of thought between some of the creative thinkers in the educational field.

Mr. Khattry had a pleasing personality and knew what he wanted. He was never pompous, but determined. The session of the All India Educational Conference

promoted by the Federation at Cawnpore in 1944 under the presidentship of Sardar K. M. Panikkar was an impressive gathering. It was Mr. D. P. Khattry's last conference for he was not able to attend the Madras session last December. He laboured hard and laboured well. Of him surely it can be said "Well done, thou good and faithful servant." No social worker could deserve a better tribute.

We wish to convey to Mr. A. P. Khattry, brother of the deceased, who assisted him so ably in the work of the Federation, and other members of the Khattry family our heartfelt sympathy. An obituary notice appears elsewhere.

Special Features in this Issue

Our colleague, Mrs. A. E. Parker, is no stranger to our readers. What she has to say on the subject of Reading in India in her own characteristic vigorous style is based on personal experience and on insight gained through knowledge of the daily developing educational thought in the West. We shall be glad if our readers will send in comments on the problem she deals with in this article.

Eric Baker the writer of a special article has been working as a recognised tutor of Adult Education in the Leeds University and the Workers' Educational Association. He has had considerable experience in teaching tutorial classes and has had

the opportunity of conducting experiments in teaching Pioneer Courses as well. At our special request he has given us an idea of some of the developments in the less-established type of adult education in England. This article, together with the article from Vincent Brome and an article describing the Warwickshire Centre for Adult Education, (which we reproduce from the Times Educational Supplement, London,) offers to our readers valuable material for making their thinking concrete and creative in the field of Indian Adult Education. We are also glad to be able to publish an article describing some distinctive type of work in the United States of America.

Obituary.

THE LATE MR. D. P. KHATTRY,

Honorary Secretary, All India Federation of Educational Associations.

Mr. D. P. Khattry, son of the Late Mr. Krishna Sewak Dass, was born at Ghazipur on 31st October, 1892.

Educated at Central Hindu College, Benares and Muir Central College, Allahabad.

Appointed assistant master, Harish Chandra High School, Benares and taking over charge from Mr. Sampurnand who was a teacher in that school (afterwards Education Minister of U. P.), was appointed Headmaster, Udairaj Hindu High School, Kashipur, when Pt. Govind Ballabh Pant, ex-Premier of U. P. was the Manager of the School. Joined Pt. Prithi Nath High School Cawnpore as the first Assistant in September 1917, was appointed Headmaster in the year 1920, which post he held with great distinction till his death on 16th January, 1946.

He was elected member representing Head Masters' constituency of the Board of High School and Internadiate Education U. P. for four terms, -12 years; elected member, Provincial Text Book Committee, Provincial Physical Training Committee, Provincial Junior Red Cross Committee and was member of Committees of the Vernacular Board, U. P.

He was founder of the U. P. Secondary Education Association; served as Secretary and President of the U. P. Secondary Education Association for three years and as Editor of its official organ 'Education' for 10 years.

He was founder and Secretary of the ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATION,—a body which affiliates provincial teachers' associations of India, and organises all India Educational conferences—, for the last 21 years.

He was the Managing Editor, "Indian Journal of Education" for the last nine years.

He presided over the Second All India Vernacular Teachers' Conference and was President of U. P. Secondary Education Conference, Muttra, 1936.

He presided over Behar Primary Teachers' Conference, Patna. He was the only elected Headmaster, representing the Registered Graduates on the Senate of the Allahabad University for the last 16 years.

He was author of a number of books in English and Hindi.

He edited a large number of All India Educational conference reports including the report of the first All Asia Educational Conference, Benares, 1930.

Mr. Khattry was a pupil of Mr. A. H. Mackenzie, late D. P. I. As a member of the Board of High School and Intermediate Education, U. P. he succeeded by his untiring efforts in introducing many useful reforms in the field of Education. It was through his constant propaganda that mother-tongue was introduced as a medium of instruction in High Schools. As Secretary, as president of the U. P. Secondary Education Association and of its conference, Mr. Khattry rendered yeoman's service for the amelioration of the teachers in the Secondary schools in the province.

Mr. Khattry was a versatile speaker and had a keen sense of humour. It was a treat to hear him speaking in the Intermediate Board and the All India Educational Conferences.

He was a great believer in self-respect for teachers. He was a declared enemy of bad and irresponsible management. He was definitely opposed to the notion that a school-master is the servant of the management. In his opinion a school-master was as good a public servant as anywhere else. As a member of the Board of High School and Intermediate Education, he always stood for the cause of teachers, for the due regard with which the teachers opinions should be received and for the freedom of teachers in their every day work. Boldly but tactfully he always put his point of view of the case before the Intermediate Board and was always looked upto, by many for guidance and help. He was a born agitator in the cause of Education and teachers. He was an entertaining host with an integrity that nothing could tempt. His individuality left an unfading impress upon those who met him. A man of strong likes and dislikes like all men of strong nature, he had never been known to injure his opponent or take shelter behind unfair means. He was an educationist of All-India repute and was in regular touch with the educationists of foreign countries. He was a very kind man and always helped teachers and students in distress by his pen and money. From his personal savings he donated large sums of his hard earned money to the permanen

funds of the ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS and the U. P. SECONDARY EDUCATION ASSOCIATION. He leaves behind him his widow, his aged mother, sister, five daughters, one son and his brothers Mr. A. P. Khattry, B. Com., LL.B., Revenue Officer, Cawnpore, and Dr. S. P. Khattry, M. A. D. Phil, of the Allahabad University and a host of friends and admirers all over India to mourn his loss.

READING AND THE EDUCATIVE PROCESS

MRS. A. E. PARKER B.A., B. R. E.

The title for this is taken from a book of the same title, which was written in collaboration by two well known American educators: Paul Witty is associated with Northwestern University in Chicago, Illinois, and David Kopel has done much experimentation in his work with the Chicago Teachers' College. Both have, for years, been the outstanding proponents of the Interest School of thought in connection with all education, but with special reference to reading. This is, however, *not* a book review. It is, rather, an attempt to apply certain of the pertinent principles, which they so ably and clearly propound, to problems of both child and adult education here in India. Much of the book deals with "remedial" programmes. It has seemed to me good to take a look at work in India, still in its initial stages, with a view to so building that we will obviate, to a large extent, the need for any widespread "remedial" programme.

The book begins with a brief, but searching, resume of the changing emphasis in education in the West since about 1920. Following World War I, everything, including educative processes, came to be thought of in terms of "standards" and "scientific measurement." It was an era of "standardized tests." The educational philosophy was based on these assumptions: (1) The task of the school is to transmit the social heritage in the quickest and most efficient manner; (2) Drill is best to teach isolated "facts and figures" and then they'll be on hand when needed; and (3) Intelligence is measurable and relatively unmodifiable. We have seen the effects of the "Government examination" system in India, how its whole emphasis is on standardization; and positions and "posts" are dependent upon "passes" in specified examinations. All other considerations, such as conduct,

character, health, etc, have no bearing on the matter. However, in the middle 1930's, there began a swing away from this viewpoint. True, Dewey and Gestalt were "voices in the wilderness" long before that, but as I read over the bibliographies given with each chapter in the book, I was struck with the fact that 1934 to 1939 were the peak years for books written on this new approach. (Apparently the War stopped educational writing, for few books were produced from 1940 to 1945.) This new philosophy—new emphasis—is thus expressed, "The primary task of education becomes that of contriving situations in which the child may become an integrated, contributing and self-adjusting member of an active social group." The group, through its customs, social heritage, etc, changes the individual, but the individual, in turn, changes the group and that which he passes on is more—and in changed form than he received. There is no longer much belief that one can store isolated "facts and figures." Everything is learned *as needed and used*. Also, while it may be true the brain cells do not grow after a certain age, it is now known that experience is a large part of education and that is a never-ending process. In this sense, education, too, never ceases.

When we turn to reading and study these two philosophies, we find that in the 1920's reading was considered an end in itself in the first years of school. The slogan was "Learn to read (years 6 to 12), and read to learn (years 12 to 18)." But—the two were not carried on simultaneously! The result in the West has been a general and progressive neglect of reading as a leisure art, or for serving one in the daily task of living. "Tool" one might call it, but not one so taught that its use became free and easy—a very part of one's being. In more recent years, say six or eight, the picture is different. Reading is coming to be considered a "tool" from the beginning, to serve children—and adults—in the furthering of their interests and the needs of their daily living.

Turning to Interest and its effect on teaching in general and teaching reading in particular, we find this definition of a good reader as one who (1) utilizes reading as a means of attaining desired personal and desirable educational goals; and (2) has acquired the ability to derive knowledge and information from the printed page which relate to his activities, questions and problems: his interests." The poor reader,

on the other hand, is one to whom reading is rarely a complete or satisfying process. Books yield little or no information to him to meet his needs or interests. Reading, for child as for adult, must be an experience that they recognize as closely related to their needs and purposes. This requires a study of interests of children and of adults. What are their daily interests and need? Have they questions, the search for the answers of which will provide reading experiences? Are there materials in proper printed form to answer these questions and further these interests? In the classroom, be it for child or adult, do we seek to meet *only* his interests, or do we seek to guide in the development and expansion of his interests?

It seems to me—and has seemed so for many years—that much of our emphasis on literacy has been with the idea of teaching it as an end in itself. Only casually, in a few brief articles on motivation of reading, has there been any reference to the *use* one can make of reading. It is no wonder that few stick it long. And, as far as it is the adults who control, whether the children go to school or not, just so far does this same factor enter in the *use* of reading. Until parents are persuaded that education has any value (and to most, of course, this means a monetary—a rupees, annas and pies—value) neither they nor their children will engage in much or prolonged exposure to learning to read and write. In the N. C. C. Review of September, 1944, M. C. Langton, M. A. of South India, writes most vividly of this problem in connection with primary and middle schools. "But why does the parent prefer his children to earn a few annas instead of acquiring the inestimable benefits of education? Simply because he *can* estimate them very well—or so he thinks. He sees that unless a boy can pursue his studies up to S. S. L. C. and *pass* it there is no opening for him. Therefore the parent concludes it is not worth it. He believes...that education is not an end in itself but a preparation for life."

Gandhiji, and others, have been attempting to make the primary, and even the middle, schools, more suited to life problems as found in the villages and towns. But what is being done for the adults? We still feel that until he learns to read, he can make no further progress. I am encouraged by the growing emphasis on the Adult Education Centre—a place where an adult may hear lectures on popular subjects, may

learn a hobby—or a new means of livelihood, as well as subjecting himself to the discipline of the 3 Rs. There is a most interesting book, "The Lord Helps Those" by Fowler, which tells of the co-operative movement amongst the poor—and I mean *poor*—fishermen of the northern coast of Nova Scotia (Canada). They started out, under the direction of a schoolmaster and a Catholic priest, to pool their daily catch of fish and send to one place in the city for sale—for sale as a "big haul" rather than so many small ones. At first, *v* *n* the money came back, they divided it equally. Then nets broke, boats were damaged by storms and they realized they needed an emergency fund to care for such things. Each person was to put in a proportionate amount. This meant doing some book-keeping—but all were illiterate and the schoolmaster told them it was their job. One was chosen "Treasurer" and he began to learn arithmetic from the schoolmaster. One thing led to another—the business grew large and correspondence about prices here and there for the best market—and thus the need to read and write was felt. At first only one man, entrusted with a particular job, learned, but gradually all came to see that they, too, might need to read and do arithmetic someday. Thus, in a period of three years, the whole attitude of that small island had changed towards education. It had a *use*—a value, in terms of their interests and needs and after that the schoolmaster had few empty seats in his night-school classroom. If, in India, these Adult Education Centres become true "Houses of the People" where the people can bring individual and community needs, then I feel we will have gone over half way in bringing India to literacy and made her, at the same time a self-reliant, thoughtful people.

This means that there must be much more thorough and penetrating study as to what the needs of India and her small communities are—along with what the *interests* are. It is possible—nay, probable—that some indirect education may have to be done to broaden the *interests* from what they are now to include the *needs* as we see them. But until interests and needs coincide, we'll have to go slowly and build it up carefully. As in Nova Scotia, if the schoolmaster had said, "You'll have to learn to read before anything will improve"—well, nothing would have happend. True, *he* saw it as a need, but none of the fishermen had any interest

in it, nor did they feel it a need. When they felt the need, then their interest was stimulated and they learned. But a process, unknown to them, of education about needs had been going on slowly but surely. Have we thought the problem out in that great detail? I have in mind an experience of my own. Would I had been as ready then, as I think I'd be now, to meet the situation. I lived and worked in a small town in the western part of the U. P. Most of my work had to do with Christians who had come from sweeper backgrounds—and most, because of the village *jajmani* system, were still engaged in that means of livelihood. At best it is *not* a remunerative occupation. It is no exaggeration to say that stomachs were seldom filled and certainly bodies were but ill clad. I began a day class for children and a night class for parents. I emphasized how grand it would be to read and write and what comfort it would bring into the home. Enthusiasm was high—at first. But tedium of *Rājā Bājā* or *Mala Lāla* was unrelieved by any change or hope of change—in existing conditions and inside of three months the night school faded away. The day school continued six months and it, too, “silently stole away.” I think now if I were to return to that village, I would first learn two or three crafts, by which they could supplement their income. Then, as they learned these and produce to sell, I would help them seek a market, either as individuals or as a group. Let the situation develop naturally from there—and let them be the ones to broach reading and figures. As I say, I wish I had had the knowledge and insight then that I am beginning to acquire now. To me, the need to become literate was so great, that I could see naught else. It is small comfort to realize that I

was not, nor would I be to-day, alone in this blindness. Let us all study the situation in the light of taking our people, illiterate, poor and backward as they are, at the stage where we find them and, using their acknowledged needs and interests, lead them on to higher things we feel so necessary for India as a whole. “From the known to the unknown” and “Let interest have its true place” are two maxims we'd do well to follow in education, be it for child or adult.

In conclusion, may I quote one more paragraph from Witty and Kopel's book? May it make us pause as we consider the “Whither” in Adult Education. “The character of adult reading may be a matter of far greater importance to a democratic society than the percentage of illiteracy, since reading may either enlighten or confuse. The proportion of adults who know *how* to read, but not much else, may be already too large.” Japan has the highest literacy figure in the world, we remember—and Germany is not far behind. Yet to what use has this literate population been put? Reading, with no training in evaluating or thinking, led to such degrees of totalitarianism as the world had never before known. Witty and Kopel state it thus, in another paragraph, “To-day more than ever before, intelligent participation in the process of social reconstruction is imperiously demanded. Intelligent participation depends in large measure upon the extent to which social understandings are inculcated by every educative agency.....No longer are we concerned primarily with mechanical proficiency and literacy, our aim is to develop socially competent people who read critically, speak clearly and write intelligibly.”

Short Courses in England

BY ERIC BAKER, B. A. (CANTAB.)

[Eric Baker B. A. (Cantab), the writer of this article is preparing himself for educational service and social work in India. It is hoped that he will join the staff of the Quaker Centre in Delhi some time before the end of the current calendar year. The Quaker Centre, Delhi, hopes to make arrangements for regular training courses in Adult Education within the next year or so. Our readers can expect to get better acquainted with Eric Baker in coming months. Ed., I. J. A. D.]

Growth. Although short courses were used before the war, it is only since 1939 that there has been any considerable increase in the demand for them. The following table gives an indication of the rapid developments:—

Students in Classes (England and Wales). (a)

	Tutorial.	Sessional.	One Year.	Terminal.	Short. Terminal.
1938-9.	12,739.	4,329.	12,166.	22,787.	1,174.
1944-5.	8,734.	14,257.	10,435.	27,788.	15,182.

In other words, while the number of students attending tutorial (3 year classes) has dropped to rather less than 75% of the original figure, the number attending university sessional classes has been more than trebled, and the number attending short terminal courses (6 meetings) has increased almost fourteenfold. Moreover, a considerable number of university sessional classes in both years were of only 12 meetings instead of the full 24.

What these figures do not indicate at first glance is that there has been a change in the quality of the work done (so far as the quality of a class can be judged from the administrative category into which it has been put). The tutorial class is not only the longest class, but also the one in which the highest standard is supposed to be reached (the W.E.A. in 1938 reaffirmed that it should approximate the standard of a university honours course). To prepare them for the sustained effort of a tutorial class, students were often introduced to the subject in a university sessional class of one year's duration (it was originally known as the Preparatory Tutorial class). Consequently, the decline of tutorial and the introduction of short sessional classes indicates the growth of a demand for a simpler approach to subjects and either a decrease in the number of students willing to make prolonged and intensive effort or the influx of new students who are at present unused to the methods of study. In this connexion, it is interesting to note the case of Vaughan College, Leicester. Mainly due to its having an adult education college with a vigorous policy, Leicester has more than double the amount of adult educational activity, reckoned in class units per 100,000 of the population, of any other town in the country outside Greater London. In 1944-5 the college had only 8 classes of 24 meetings as against 118 classes of from 6 to 12 meetings. Moreover, it is planning to organise courses during the coming year of less than 6 meetings for the new groups coming into adult education for the first time.

Undoubtedly, this increased demand for short courses is in part due to the war. On the one hand, people have been unwilling to pledge their attendance for so long a period as three years when they hardly knew where they would be next week. On the other hand, the pressure of contemporary events has led to classes being formed which dealt with some specific topical subject such

as the Beveridge report or the Education Act. (In 1943, for example, the percentage of Fire Station Discussion Groups occupied with education was 15.5, in 1944, 5.2.)

The New Regulations. In drafting the new regulations, the Ministry of Education has tried to develop this awakened interest in adult education by simplifying the administrative procedure and by making it possible for "informal activities" to receive a grant. The relevant paragraph is as follows:—

"A Responsible Body may also, with the approval of the Minister, include in their programme provision for.....courses of less formal character, provided that the Minister is satisfied that the subject matter is appropriate, that the course is likely to encourage the pursuit of further study and that the person responsible for the conduct of the course is suitably qualified."

The Ministry's desire that these informal courses (which may be of from 8 to 20 meetings) should not become an end in themselves is emphasized in the circular explaining the regulations:—

"It should, however, be made clear that, while it is desired to afford ample scope for pioneering and experiment, 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 all students who can profit by them."

As the regulations were issued only six months ago Responsible Bodies are still at the stage of planning, consequently, any prophecy about future developments can only be based on what is known of those plans and on the lessons which can be drawn from wartime experience.

Discussion Groups. This type of informal activity increased greatly during the war, and it is possible that in one form or another, it will continue into peace time, although there will probably be an effort to put the more stable groups on the more formal work. The impetus which wartime conditions gave to adult education is indicated by the statistics of the lectures, and classes and courses attended voluntarily by men and women of the Forces (b). During the 12 months ended 31 March 1944, they show that Regional Committees provided 125,700 single lectures, 6,703 short courses and 3,777 classes. (Of the single lectures, 91,000 were on current events and throughout, a high proportion of the classes were in handicrafts and languages). When it is remem-

bered that the Civil Defence Services also made great demands in the way of education, it will be seen that the provision of tutors competent to lead discussion set organisers a problem. Nevertheless, it was solved and the solution is to become part of the permanent set up of adult education. Men and women of good general intelligence were selected for training as discussion group leaders. Generally speaking, the method was (i) to give them short, intensive courses (sometimes only 5 days in length, sometimes longer) in the technique of handling groups of adult students (ii) to provide them at regular intervals with material for discussion. The universities co-operated in this work throughout; Liverpool University arranged a four weeks' residential course for Discussion Group Leaders and at Birmingham University there was a week's course followed by six Refresher Day Schools at monthly intervals. The result has been a subversion of the traditional ideas of adult education, according to which half the time should be spent in listening to a lecture (acquiring an adequate background of information) and half in discussion. By contract, ABCA periods, for instance, are supposed to consist of a 15 minutes introduction and 45 minutes discussion. The obvious criticism is that the result is to throw too much emphasis on getting people talking and too little on making their discussion informed. In this sense there is real danger that discussion groups may merely encourage the blind to lead the blind. Nevertheless, the mere fact that hundreds of men and women in the army and in civilian life have been encouraged to find out what their opinion on serious topics is and to throw it into the give and take of sustained discussion, is of considerable importance. Herein perhaps lies the value of discussion groups even when the leader is not fully conversant with his topic. Unconsciously the students are trained to be tolerant and to discriminate between relevant and irrelevant argument. The value to society of such training is at least as great as its value in stimulating the individual to equip himself by further education.

Other informal activities. While Summer Schools of from 1 to 4 weeks duration have been increasing in popularity, it is interesting to see that there has also been a considerable increase in the number of students attending week-end and one-day schools and in the number of the schools themselves. Sometimes these have been used to

draw in outsiders who, while too busy to attend a lengthy course, would be glad to come to a short course dealing with a specific and limited topic e.g. The practical work of running working class organisations. Sometimes they may be used with advanced classes to explore some advanced field e.g. the work of a modern poet.

Short courses are useful, too, where new ground has to be broken, e.g. in villages, hostels etc. They give students an opportunity of deciding whether they like the subject and the tutor and they give the tutor an opportunity of assessing his students' background and capabilities. These are even occasions when a short course would be preferable to a long one. For instance, there are certain subjects which do not warrant extended treatment but which do not fit into a longer course easily e.g. the development and character of the modern newspaper. Certain subjects are so new that the technique of teaching them has still to be worked out. A tutor tackling the subject of Film Appreciation for the first time might be glad to work through a short course of half a dozen lectures with experienced students and to discuss with them the merits of different methods of presenting his material. The new regulations provide for a further development, in that a course of lectures may now be organised on related subjects and given by *different* speakers. One such course which was organised for social workers consisted of a medical officer, a probation officer, a community centre worker and a welfare worker each giving one talk and a psychologist and a social scientist each giving three talks. As it is not required that a register be kept of those attending such courses it is clear that there is considerable scope for the development of a series of public lectures on topical or specialised subjects.

It must not be forgotten, however, that before the war, informal work was in progress. For several years now the B. B. C. has run its Wireless Discussion Groups such as "The Village" and "To Set You Talking". Sometimes a specialist has given an introductory talk, sometimes a group of "average people" have been invited to discuss a topic in front of the microphone and listeners' groups have followed up the discussion themselves later. Where there has been a series of related talks, the B. B. C. has often issued booklets giving background knowledge. Perhaps the most successful in setting people talking has been

the Brains Trust although no discussion groups have been organised in connection with it. Moreover, Miners' Welfare Committees have frequently subsidised informal courses. In certain areas this committee, sometimes through the local W. E. A. provides courses of 5 lectures and pays all the expenses connected with them (except room rent). These lectures cover a wide range of subjects, but mostly they are popular and simplified versions of staple courses *e. g.* Our Imperial Problems, Pioneers, of Modern Astronomy, Russian Character through Literature, Everyman's Reading.

Staff: In the field of informal work the need for tutors will be considerable but in some respects it may not be difficult to meet. Discussion Group Leaders need not be university graduates (as they must for tutorial and sessional classes) and the W.E.A. is encouraging its students to take up this work. It strongly urges the organisation of conferences and courses to train such leaders *e. g.* under the universities (as in wartime). This is in line with the regulations which recognise such courses for grant. The greatest development in staffing however, is likely to be in the increase of tutor-organisers since these can now be included in grant-earning activities and it is through these as much as through the greater fluidity of the regulations that adult education will be able to adapt itself to new conditions. Tutor-organisers take two or three full length classes themselves and will be able to do a certain amount of pioneering work. Occasionally men in such positions have known that they were expected to recover their salary by taking a sufficient number of grant earning classes and they tended to concentrate on those classes which were strong enough to qualify for the grant. Now that a grant can be claimed for them as tutor-organisers they will be free to nurse weaker classes and to spend some of their effort on the more difficult areas.

Finances: Once or twice the W. E. A. has suggested that responsible bodies should receive a block grant for pioneer work, to be spent at their discretion. There is no such arrangement under the regulations, however. The grant is now made on the

basis of an assessment on the whole programme for the session. The final programme for both formal and informal work (including a syllabus for each course) has to be submitted to the Ministry in October although supplementary programmes may be sent in up to the end of November. This may seem to restrict the adaptability of informal work but the appointment of tutor-organisers may, as has been suggested, provide a loophole. In addition, in some areas, Local Education Authorities make grants of varying amounts to the University or to the Rural Community Council for the holding of pioneer lectures either singly or in series. These grants are administered through the University Resident Tutors.

Conclusion. A year or so ago, adult education workers feared that the increase in short courses and the decrease in tutorial classes meant that adult education was declining in quality. In 1944-5, however, the number of tutorial classes increased by nearly 100 and the number of students in these classes by nearly 2,000 (c). It seems likely, therefore, that while short courses and pioneer courses will undoubtedly develop, when people are able to return to a more stable mode of life there will be little or no decline in the volume of advanced work done. Finally, it is to be hoped that while organisers use short courses to break up virgin soil, they will not forget how valuable they may be to test out new teaching methods (*e. g.* the use of films and other visual aids) especially when experienced groups of students are willing to co-operate

References.

(a) W. E. A. Annual Report for the year ended 31st May, 1945.

(b) Planning, 234, "Education in the Service". While Services figures may not be altogether satisfactory as education courses were often a welcome relief from army life, the increased membership of civilian educational bodies is less equivocal *e. g.* the individual membership of the W. E. A. in 1938 was 28,000 and in 1945 it had risen to 40,733 although since these figures include both district and branch membership, there is some duplication.

(c) W. E. A. annual report 1944-5.

The Vital Role Of Libraries In Adult Education

BY A LIBRARIAN

The vital role which libraries play in the promotion of adult education has not yet been fully realised in this country, nor has the library movement met with that impetus and encouragement which it deserves. The time has now come for a more fruitful consideration of this important and necessary aid to education, especially in view of the numerous schemes now being put forward for post-war development.

Adult education, let it be understood, is not merely an instrument for constructing a special pattern for a future society, and even if a new social order is created, opportunity to learn will still be needed. The present so-called adult education movement is only a new manifestation, in organised form, of something very old and well-established.

Viewed thus, adult education, without doubt, is one of the fundamental functions of the library.

When the librarian assumes the role of adult educator he takes on himself a tremendous responsibility. To meet them with any degree of success, he must possess a wide range of qualities. He must also be a specialist if need be. If an attempt is to be made to give genuine adult education service to the entire community, the personnel of the library must be prepared to give a wide range of professional service.

Literacy Not All

Adult education does not mean that study is the major pursuit of the individual. It is not necessarily confined to mature adults, but may include youths, who have left full time school for a job.

Literacy, as commonly defined is not the end of education. Mere literacy is not adequate to serve as a basis for democracy.

Among the so-called literates there are social, economic, political, artistic and religious illiterates. They also must be brought within the scope of adult education.

The objective of adult education should be to fill gaps in formal education, to increase civic consciousness and effectiveness, to broaden cultural horizons, to assist in making personal adjustments to family and social environments, to secure opportunities for self-expression, to increase vocational efficiency and generally to develop the individuality of the person.

The librarian can help the general movement of adult education with his counsel and enthusiasm. The library, more than anything else, is in a position to integrate the separate programmes of all community agencies of adult education into a complete unified whole. A public library in relation to adult education is undoubtedly a very potent factor. Its strategic position, designed to serve men and women of all sorts and conditions, is sufficient to guarantee it an important role in the adult education of the future.

Supplementing The School

In a sense, the library can play a more important part than the school in the matter of education. In addition to aiding school programmes, it can offer a wide programme of book talks, lecture courses and group discussions. It can also have a useful say in forming programmes for the education of the adult.

Working together the public school and the library can offer the greatest scope for building up enlightened citizenship and providing a sound basis for democracy.

There is little doubt that the library is going to play a bigger part in adult education in the future. Its need is more keenly felt in the rural areas of the country.

It is equally necessary, that the public should know more about libraries and librarianship as a profession. Such recognition of the profession is imperative if the economic status of the librarian is to be improved. This is a burning question among librarians throughout India. Criticism is sometimes heard from the public that librarians ignore the fundamental aspect of librarianship: "Service to Readers." They seem to think, that it is the librarian's library, and not the people's.

Practical Suggestions

In order to present an objective approach to the library and its place in modern society, adult education courses should be started with special reference to the communities, their social strata, structure and development and institutions.

As reading is the basis of all library service, a course devoted entirely to that subject should be required of every librarian in training. The librarian should also be

encouraged to use his initiative and originality. The profession will gain immensely from such an outlook.

It is also to be hoped that the public will come to regard the library, not merely as a storehouse of books nor even as a convenient reference collection, but as a temple of knowledge where all can benefit.

In conclusion, I would emphasise that in the training of librarians, special attention should be paid to this aspect of adult education. And the adult education courses, also, should be extended to include a unified conception of the functions and objective of the library as an educational agency.

Working Man's University in Britain

BY VINCENT BROME

This university has no quadrangle, no fine colleges, and none of the amenities which mark out the ancient seats of British learning. It consists instead, of small rooms and halls scattered up and down Britain. It thrives in working men's clubs, local class rooms and wherever else it can find a home.

If you visit any of its many branches during the day you will not find a group of eager young people busily absorbing the mysteries of science or geometry. You will have to wait until the evening to see the students come flocking in, and you will find that they are fully adult individuals.

These men and women have worked for their living during the day, and have come now, to take up the threads of an education which was broken when, in their early teens, they were forced to give up schooling and help to contribute to the family income. For this is the Working Man's University, otherwise known as the Workers' Educational Association.

In 1944 the W. E. A. had 770 branches scattered throughout the country and in the same year the number of students topped the 80,000 mark. Every evening scores of typists, nurses, miners and clerks, met at one or other of the W. E. A.'s centres to listen to lectures on history, economics, geography, philosophy and many other subjects. They paid a small fee, sometimes as little as 5s, for the whole course of lectures and discussion. Some of them eventually took degrees, while others have since become distinguished men in public life.

ORIGIN OF MOVEMENT

The whole system of workers' education is run on the most democratic lines. For instance, the students themselves can choose their lecturer.

It is 42 years since the Workers' Educational Association was founded, and the man who first conceived the idea is still

alive. Albert Mansbridge began life as an office boy leaving home every day at 7.45 in the morning, and not returning until 7.15 in the evening. It was when he went to work as a clerk in Whitechapel that he first found men and women who were handicapped, not from lack of native wits, but from deficient education.

Gradually the conviction grew upon him that if only it were possible to give these people a chance, they might reveal untold talent. Shortly afterwards he became an evening school teacher, and then he found in practice, what he had often believed in theory. Slowly an idea crystallised in Mansbridge's mind, and one day, in the year 1903, one of the biggest revolutions in British education since the Education Act of 1870, took place when the Workers' Educational Association was formed.

BRANCHES IN ALL PARTS OF WORLD

Since those distant days the W. E. A. has developed enormously. Branches have now sprung up in many different parts of the world, including Australia, New Zealand and Canada. To-day, in any of these countries, a man who has been unlucky enough to miss a good education for one reason or another in his childhood, can now make good the gap in later years. Clerks, labourers, farm-hands and typists, and a whole range of other people, give up their spare time in the evenings to catch up on a half-finished education.

To-day, in Britain, the organisation is steadily growing. The individual membership of the branches by May 31, 1944, was 29,880 as compared with 26,462 in the previous year, an increase of 3,418. The total number of students in all types of classes ran over the 80,000 mark in 1943-4.

This is the more remarkable because World War II was still making wide demands upon the whole population, and apart from Britain's Air Raids Precaution and Civil

Defence duties, people had many tasks with which to fill their spare time. In the early stages of World War II the number of students fell away from 61,719 to 48,835, but it quickly recovered again in 1941-2 and then swept into the 80,000 region.

In the past 20 years adult education in Britain has produced some remarkable successes. Sometimes men who never really went to school until they were over 20,

found their feet through adult education and went on to enter high office in the affairs of State. Ebby Edwards, last year's chairman of the British Trade Unions, Arthur Jenkins, M. P. for Pontypool, and Frank Lawson, Britain's Secretary of State for War, were all products of the adult education movement. And who knows what fresh talent is being trained and canalised in the village halls and the working men's clubs of the W. E. A. today?

Adult Education in Other Lands

WARWICKSHIRE CENTRE FOR ADULT EDUCATION

FROM A CORRESPONDENT

A charming and dignified country house situated on the banks of the Avon and surrounded by 50 acres of fertile farmland is the environment for a project in residential adult education which has been promoted by the Warwickshire Rural Community Council.

In this attractive setting will be provided courses in liberal studies, history, literature, philosophy, and the arts. Woven into this pattern will be a survey of western civilization, the midland region as the focal point. Visits to Stratford-on-Avon, Oxford and other centres of learning and art will be arranged.

The whole project derives from the Town and Country Movement started by the council in 1942 with the aim of restoring the balance between urban and rural in the life of this country. As the movement developed it became clear that the root of the matter lay in education, and a study of the regenerative influence of the folk high schools in Scandinavia encouraged the promoters to make an attempt to translate Grundtvig's tenets into English practice. Like him, they hold firmly that the relation of education to life can best be apprehended when the student has had some experience in the world of affairs and commerce. At Westham House college there will therefore be a lower age limit of 19 for entrants, but no upper age restriction. Since the benefits of education in residence and the full growth of the community spirit cannot be achieved in a short term, the college will begin by providing for continuous, courses of eight weeks' duration, later extended to perhaps six months. Westham House will seek to attract by careful selection students of both sexes from town and country, industry and

agriculture, who wish to follow learning for its own sake. There will be no entrance examination or leaving diploma.

A Flexible Curriculum

Much the most important part of this experiment will be the stimulus provided by community life, lived in surroundings of beauty and charm, rich in fellowship, shared by warden, tutors, and students animated by a common purpose. The curriculum will be flexible, enabling the student to exercise a choice in the subjects he wishes to study, and the tutors to have complete freedom of treatment. The students will, however, be expected to take an elementary course in the science of agriculture, including geology and botany, and the estate will be developed as a practical and economical model where students will be able to acquire first-hand knowledge and experience of farm and field work. Problems of universal importance such as soil fertility and erosion, and the nutritional needs of the peoples of the world will be studied. Serious reading, written work, and discussion will train the students in logical thinking and expression and help them to form their own judgments.

The University of Birmingham will staff the college with resident tutors, while some courses will be conducted by visiting lecturers. Visits from distinguished scholars, industrialists, and agriculturists will provide further means of widening mental horizons.

Westham House is to be not only a home of adult residential education but also a town and country centre. Organizations whose membership is composed of both town and country dwellers are eager to use Westham House for conferences, schools, and social gatherings, and the stimulus provided in this way should have a far-reaching effect on the life of the region.

The Carnegie United Kingdom Trust has promised to provide two-thirds of the cost of purchase and equipment of the college, and an appeal is being launched to provide the balance of the money required for capital purposes. Local education authorities are being approached with a view to their assisting by per capita grants, and prominent industrialists are exploring the possibility of providing bursaries to enable their young people to study at the college, with a guarantee of employment on their return. The stage is set, and it is hoped that very shortly the curtain will be raised on a new scene in the drama of education in the English way of life. Westham House is an experiment designed to harmonize relationships between town and country and to develop in men and women the qualities of the truly educated citizen.

Y. M. C. A. Plans for Peace

Two adult residential colleges for civilians are to be opened by the Y. M. C. A. early next year.

At Cheshunt College, Cambridge, where it is intended to cater ultimately for an entry of 30 students from many industries, Mr. A. Victor Murray, lately Professor of Education at University College, Hull, will direct studies, and tuition will be given in English literature and social history, philosophy, and industrial relations. Board-residence and tuition will cost £50 a term, and the first eight-week term will begin on January 16.

The plans for the other college, which it is hoped to open in March at Kingsgate, Kent, are somewhat different. It is intended to draw the pupils from industry, who will be able to study history, literature, music, and art; artists, musicians, and local government officers from northern Europe who it is hoped will study specialized courses with Englishmen from the same professions. There should be accommodation for 50 men on courses of three-four week.

The Y. M. C. A., whose excellent educational work among the forces has received too little publicity, is in favour of informal methods of education for the majority of the population, for whom, it says, formal long-term education holds little interest. It is hoped to provide in civilian life the facilities for discussion and group meetings with the informal technique which the association has proved to be so attractive to service men during their war-time careers. *The Times Educational Supplement.*

Mr. R. A. Crofts has been appointed as resident tutor for the South Staffordshire district under Birmingham University's general scheme for development of adult and extra-mural education.

NEW EMPHASIS ON ADULT EDUCATION

IN THE U.S.A.

Three significant programs in adult education, two at the community level and one operating under a State Department of Education, are rapidly outgrowing the experimental stage and demonstrating the extensive public demand for non-academic, informal activities in which adults can continue to learn—and to enjoy themselves in the process.

In New York City, after a successful first series last season which attracted 2,500 adults from all walks of life the Town Hall continues the program of its Workshops division with twelve courses, most of which are geared to the civic and cultural interests of men and women whose jobs leave them little time for formal classroom work. It is the objective of the Town Hall programs to tap the primary and immediate interests of adults.

The newer developments in the field of science, the importance of folk music as an aid to understanding American life, the problems of the New York metropolitan areas in the fields of local government and housing, and the formulation of a world bill of human rights are among the areas explored in the current series.

Philadelphia's Junto

Meanwhile, at Philadelphia, a revival of Benjamin Franklin's Junto has developed a community-wide program of evening courses ranging all the way from modern dancing and pottery-making to study of applied psychology and the great books. More than 10,000 people have participated in one or more of the classes, which are offered at nominal fees and on a non-credit, short-term basis.

Operating under a representative citizens committee, headed by the director of adult education in the public school system, the program goes far beyond the usual evening school offerings and combines entertainment with information in an attractive manner. Junto's fall term begins tomorrow, with eighty classes weekly for nine weeks.

Illustrative of wartime experimentation in smaller communities is the Badger

Wisconsin Community School. The town and school serve families imported from twenty States to provide manpower for the Badger Ordnance works. The school has been operated twenty-four hours a day, seven days a week, and has served as a community center for social, educational, recreational and religious activities.

Experimental Program

At the State level, the Legislature of Michigan has just renewed an appropriation of \$250,000 for an experimental program of adult education in that State. The funds are made available for communities to develop programs of their own design. No blue-printing by the State is practiced. Local school systems as well as the big

universities and State colleges have received liberal grants from the subsidy.

The money is used not to establish credit courses or traditional evening school programs but to facilitate, through conferences and the deliberation of local citizens' committees, a practical approach to the discussion and solution of community problems.

To assist local and State groups throughout the country in establishing and further developing adult education programs, the National Education Association has created a new Division of Adult Education Service.

During the coming year, it would appear, greater emphasis is to be placed upon adult education than at any time in the past.

News From Far and Near

ILLITERACY IN MALTA

MALTA, JAN. 13,

Miss Ellen Wilkinson has left Malta by air for Britain.

While the guest at dinner of the Malta Labour Party, Miss Wilkinson was told that only 38,000 out of 60,000 children were attending school, and that the illiteracy figure, estimated at 60 per cent. in the 1931 Census, was now estimated as high as 70 to 75 per cent. Miss Wilkinson expressed keen interest, and stated that she had noted the brightness and intelligence of the school children of Malta, but reminded her hosts that she was Britain's, not the Commonwealth's Education Minister. She added that she would bring the statements to the attention of Mr. George Hall, the Colonial Secretary.

ILLITERACY IN INDIA IS BRITAIN'S PROBLEM

London Jan 20.—It was impossible to have democracy in a country where franchise was based on religious opinions and if the British system was based on such a principle, then the communal problem would be insoluble declared Mr William G. Cove, Welsh member of Parliament, in an interview with Reuter.

Mr. Cove was commenting on a recent article on India by "Candidus" in the Daily Sketch in which it was stated that the Indian problem was insoluble.

Mr. Cove stated: "My reply to 'Candidus' is—why not let Indians solve it themselves? If it is true that they will cut each other's throats, why should we intervene? Are we

really in India to prevent Indians from killing each other? I realize that is nonsense when I think of the turmoil that would exist if cities like Liverpool and Glasgow had as the basis of their vote religious belief.

"The solution of the Indian problem is that religious opinions must be free and the franchise must be comprehensive. It is useless for 'Candidus' to scoff at what he terms the farce of the Indian elections because only 12 per cent of the Indian people have any pretence of literacy. Britain has ruled India for 200 years and the question of literacy is a British problem."—Reuter.

Literacy Campaign

Sultanpur. Feb. 15: Mr. S. L. Mathur deputy inspector of schools, launched an extensive campaign of literacy during the Literacy Week which commenced on Feb. 9. Yesterday, the last day of the campaign, a public meeting was arranged in Victoria Manzil under the presidentship of Mr. J. D. Shukla, Deputy Commissioner. There were debates, poems and speeches, all dealing with the eradication of illiteracy. Mr. Hamid Ali Zuberi, sub-deputy inspector of schools, read the report. The students of the Government High School, in particular, gave excellent co-operation during the campaign.

BOMBAY

The problem of primary education in Bombay cannot be satisfactorily solved without tackling, at the same time, the equally important question of adult

education," said Dr. J. Alban De Souza, Mayor of Bombay, inaugurating the Fifth Literacy Week in the city at the St. Xavier's High School Hall.

Mr. Bhulabhai Desai, who was to have presided at the occasion did not attend the meeting for reasons of health.

Proceeding, Dr. De Souza observed: "In Bombay City, we are at a stage when, for at least a generation more, the need or adult education will have to be pressed to the utmost in order to give primary education the background it needs."

Despite the fact that the Bombay Municipality was spending as much as Rs. 3600,000 on primary education, complaints from the public said the standard maintained in the primary schools was low. This could not be otherwise, explained Dr. De Souza, in view of the illiteracy and poverty of the average parent, which accounted for the unhygienic modes of living, and added:

"The importance of pre-school education is not fully realised. It has to be acknowledged that it is the right type of home education, with a background of good habits and good traditions, that sets a value of its own on primary education."

Congratulating the Bombay City Adult Education Committee on its record in having brought 90,000 adults in the city to the literacy level during the 6 years, Mr. N. M. Joshi, labour leader, said that if we could raise crores of rupees for defence purposes, it should not be difficult to fetch the money needed to bring light to the ten lakhs of illiterates in Bombay.

Mrs. Kulsum Sahyani, Mrs. Hirlekar and Mr. Mangaldas Pakvasa also spoke.

MAKE 50,000 LITERATE YEARLY

Mr. Kher's Appeal to Bombay*

Teaching methods which liquidated illiteracy in Russia within a remarkably short period, educational systems which have been worked out in China and Mexico with excellent results; and methods employed by the Army in educating Indian soldiers are being closely studied by the protagonists of adult education in Bombay, preparatory to the launching of a re-invigorated campaign on a larger, more intense scale than ever for the removal of illiteracy among the city's adult population.

"We fully realise", Mr. B. G. Kher, President of the Bombay Adult Education Committee and former Prime Minister of Bombay, declared to me, "that illiteracy, lack of education and ignorance among our masses is our No. 1 problem in Russia, in China and in Mexico. Those countries have either solved or are attempting successfully to solve it, each after its own fashion, whereas we here have got no farther than merely nibbling at it."

"Those countries were able to make the rapid progress they did because the State in each case wholeheartedly backed the effort of which it was the inspiration and force. In our case the State is either totally indifferent to the problem or takes only a token interest," said Mr. Kher.

"What Russia has achieved, and how she achieved it, in the realm of education are fairly well known to the world", he continued. "But the remarkable progress that China has made in education by adopting the James Yen method, and the far greater success which has attended President Manuel Avila-Camacho's effort in Mexico are outstanding examples of what can be accomplished by the State in the field of education.

"Each-One Teach-One"

"The Mexican experiment has been simply spectacular.

"Convinced that no progress was possible in the country with half its population some (10,500,000) illiterate, President Camacho, exercising war emergency powers, decreed that illiterates between the ages of six and forty must learn to read and write, and that all literates should be responsible for teaching them.

"The campaign was started in March, 1945, under Mexico's energetic Education Secretary, Jaime Torres Bodet. By September, there were nearly 4,500,000 students attending five classes a week in more than 80,000 anti-illiteracy centres. By March, 1946, no fewer than 7,000,000 are expected to be new literates or be in schools.

"A chain of responsibility was built up all over the country which made each governor responsible for his state, each mayor for his municipal area. Under these came school officials, heads of farming communities, officers of remote army posts, anyone with moral or legal authority.

"Thus 6,000 points of contact were established through which instructions from

*Evening News of India, Bombay, Date 24th January, 1946.

the capital could reach even mountainholds and jungle clearings.

"In this campaign special primers were printed and distributed by the thousand, the famous *Each-One Teach-One* slogan was evolved.

Churches, clubs labour and employer groups formed a vast volunteer teaching corps. University youths undertook to teach nine hundred members of a convict colony. Inducements of a every kind were offered to the people to become literate."

New Bombay Plan

"Now" said Mr. Kher, "turn to the picture here. We set up the Adult Education Committee in 1939, to organise and conduct the adult literacy campaign on a permanent basis. Our aim was not only to produce so many literates, but to make every man and woman an efficient, effective and informed citizen, and an asset to society. In seven years we have made literate 100,000 persons, including 20,000 women. On an average we maintain 450 literacy classes.

"We have not been able to do better because we have no funds, no men and no materials.

The Government of Bombay gives us an annual grant of Rs. 56,000 the Bombay Municipality gives Rs. 25,000; and with other donations and public contributions our total receipts come to only Rs. 1,15,000. This year we have budgetted for an expenditure of Rs. 1,55,000,

"We have to appeal to the citizens of Bombay for Rs. 40,000 to make up this amount.

"We fully realise that, at this rate, it will take us a very very long time, more than fifty years perhaps to liquidate illiteracy in this city. So far we have touched only the fringe of the vast problem of adult education. We cannot wait for fifty years for the fulfilment of our programme.

"We have decided, therefore, to expand the present campaign on a wide scale and to run at least 1,000 classes in each of the three sessions, making 50,000, adults literate every year. Even this plan, which certainly is not quick enough, will cost nearly Rs. 3,00,000.

This responsibility will have to be met by Government, the Municipality and from contributions by public spirited individuals and institutions.

Wanted Army Of Workers

"We also want an army of workers imbued with the spirit of patriotism, service and sacrifice. Social institutions, students, and all other classes of persons who can spare a little of their time, can be of immense help in this matter."

Asked what particular plans the Committee had to educate adults, and not merely to make them literate Mr Kher replied: We are fully convinced that mere literacy is not the aim of adult education. Literacy is only the preliminary work. We aim at giving adults as complete, and all round an education as possible, so that they can not only increase their efficiency, and knowledge, but also become worthy, and properly qualified citizens.

"We have a scheme for the production of plenty of free and cheap literature for the common man, bearing on every aspect of life such as civics, personal hygiene and sanitation, household medicine, everyday law for the average man, social evils and evil customs, religion, morality, economics, history, geography, information and general knowledge, politics, fine arts, town and village life, recreation, physical education, and everyday science. We also hope to expand our post-literacy classes with lectures, talks and group studies.

Training in Crafts

"We have another plan to supplement our educational activities. The literacy campaign will have a greater appeal to the practical common man if, along with learning to read and write he is also able to learn some craft which will provide him with diversion and the means of making a little extra money. We have prepared a modest scheme for opening twenty centres in different parts of the City, where no fewer than fifteen crafts will be taught.

"Divided into six groups these crafts will include carpentry, cane and wire work, handknitting, weaving and spinning, paper bag and tape making, sewing, embroidery, toy making, stove and umbrella repair, smithy, block printing mat making paper pulp moulding, hosiery making and shoelace making."

"The initial expenditure for this plan is estimated to be Rs. 1,50,000 and Government has been approached for this provision," said Mr. Kher.

"Bombay" he concluded, "boasts many philanthropists who have never allowed any deserving cause to fail, and the Committee feels they will come forward with the necessary funds to enable us to put our plan into execution.

"The literacy week, which will begin from to-morrow, will spotlight the problem before us, and offer an opportunity to the public to contribute its share towards finding a solution." Asked why the Committee cannot adopt the methods employed by the Army Education Department in teaching Indian soldiers, Mr. Kher stated that there were many difficulties in the way. He assured me, however, that the Committee is eager to adopt every measure which promises to yield quick and permanent results.

MR. SHENOY'S PLEA

MADRAS

The need for social service organisations running their own night schools, making their own efforts alongside the efforts made by the City Corporation to advance the cause of adult education was emphasised by Mr. J.P.L. Shenoy, Commissioner, Corporation of Madras, addressing a gathering of social and civic workers last evening at the Crescent Society Hall, Triplicane, Mr. S. Venkatesa Iyengar presided.

Mr. S. M. Fossil said that there was increasing realisation on the part of the public that the problem of adult education was a serious one and should be tackled effectively. He urged that the State should take over the responsibility for adult education. He added that if the Corporation's scheme of adult education was to succeed, it should devise some means of attracting adults to night schools.

Appealing to private institutions and social service organisations in the City to run their own night schools alongside those of the Corporation, Mr. Shenoy said that the Corporation would be prepared to give them 73 per cent of the admissible expenditure on adult education and provide accommodation in any Corporation school in the City. The promotion of adult literacy depended upon the extent to which such organisations co-operated with the Corporation. The colossal task should not be left to the Corporation alone. If private organisations came forward to share in the work, there would be a healthy rivalry which

would be a powerful incentive to better effort on both sides. He agreed with the view that adult education schools should become "community centres". He added that independently of its scheme for adult education, the Corporation proposed to impart visual education through highly instructive educational films. He appealed to public-spirited men and social organisations to take active interest in adult education which would bring about a strong measure of solidarity among the people of this country.

Mr. J. Spiers pointed out that in their efforts to promote adult education among workers they had to contend against long hours of work, poor food, evil attractions like the toddy shop and the difficulties presented by the increasing scarcity of good teachers. He emphasised that educated men should teach the illiterate members of their families.

Mr. Venkatesa Iyengar said that a new type of education was needed which would give the people free scope to shape their own character, intelligence and individuality. If the common man should lead a fuller and happier life, he should be educated on proper lines. He added that an improvement in the standard of living of the people would help to promote adult education and stressed that state aid was also necessary for successfully tackling the problems involved. He pleaded for the employment of suitable women teachers for teaching adult women and added that the organisation of community centres would give an impetus to adult education. He assured Mr. Shenoy of the co-operation of social service organisations in the City with the Corporation in its efforts.

Mr. M. J. Ignatius proposed a vote of thanks.

Governor's Advice to Rotarians

Lucknow, Feb. 8.—The sixth annual conference of the 88th District of rotary international opened to-day at Kaiserbagh Baradari. About 100 delegates from various parts of the country were present.

H. E. the Governor, Sir Francis Wylie, was unable to attend personally and sent a message which was read by Mr. T. W. P. Bishop, Adviser. The message said: 'India more than most countries offers opportunity for the practice of the rotarian doctrine of service to mankind. There is no need for me to specify the numerous causes which in this country are crying out for help from selfless workers. One specific matter does,

however, occur to me. The U. P. Government have revived the practice of holding a literacy week. If this great country is to advance to its full stature its people must be made literate. Adult literacy as a goal is, however, beyond the resources of the Government alone to achieve and if the goal is to be attained the help of all men and women of goodwill is essential. I commend this field of service to the Rotarians. The harvest is there for the gathering but the labourers available are pitifully few.—
A, P. I.

Literacy Drive in Coal-Fields

Miners of both sexes in India's coalfields will soon be provided with opportunities for educating themselves under a scheme sanctioned by the Coalmines' Welfare Fund Advisory Committee.

The committee has decided to spend Rs. 3 lakhs for the scheme in the first year and 'not less than Rs. 3 lakhs' for the next five years, at its meeting at Dhanbad on January 29, with Mr. H. C. Prior, Secretary, Labour Department, in the chair.

This scheme of adult education is intended to provide not only education in the three R's but also in all other matters which will enable the miner to improve his standard of living.

The Advisory Committee approved a budget estimate showing expenditure of over Rs. 80 lakhs during the year 1946-47, a considerable portion of which will be spent on the provision of hospitals, child-welfare centres and improved water-supply. Expenditure will be incurred in all coalfields in India.

Provision has been made for the continuance of anti-malaria work which, it is hoped, will banish malaria from all coalfields.

The needs of women have not been neglected. As a part of the scheme for establishing *creches* in all mines, training of nurses has been approved. With a view to providing further employment for women—now again prohibited from work underground—the fund is setting up vegetable farms with immediate effect—a step which, it is hoped, will also improve the nutritional standard of the miners.

Among various other things, the Committee discussed also a mass radiography survey for anti-tuberculosis work, putting up child-welfare clinics and maternity

hospitals, the construction of miners' townships, etc.

MYSORE STATE ADULT EDUCATION COUNCIL

Some Figures about the Literacy Classes

The object of this investigation was to find out the actual average number of pupils which our literacy classes attract, and the period actually taken for completing the first course and that for the second course.

The Council has fixed the ages between 12 and 40 as normally the age-range for admission of pupils to literacy classes. When classes are opened in villages where there are no primary schools, the people demand that the children of the school-going age also should be admitted to these classes. As the scheme is one of adult literacy and the text books are all written from adults' point of view, children below 12 are not usually admitted.

The text books are designed to be completed in two periods of 2½ months each. At the end of the first course the pupils are enabled to read the last lessons of the text book, any page printed in bold type and write to dictation of simple lessons. The second course, in addition to helping to fix the literacy gained, gives them greater practice in reading and writing and enables them to read an ordinary newspaper.

A test is conducted at the end of each course and the teachers are paid remuneration on the basis of results. The first test is usually conducted by the taluk supervisor or district organiser, who is borne on the establishment of the Council and the second test by the Assistant Inspector of Education or some one deputed by him. There is always some interval between the date of testing and the date on which the report is received that the course is completed. Especially after the second course, there is a fairly long interval as the Assistant Inspector has to adjust his programme of tour suitably or make arrangements to depute one of the head masters of primary schools nearby. These facts should be borne in mind while interpreting the figures which follow:—

1. Age-range:—

Among 1369 pupils of literacy classes conducted in Mandya, Mysore and

Bangalore districts, the age-ranges were as follows :—

Age-range.	No. of pupils.
up to 14	31
between 15 and 30	1,211
between 31 and 40	121
above 40	6

i. e. 91% of the pupils were between the ages of 15 and 30 and those between 31 and 40 were 9%

2. Period :—

The most important factor of an adult literacy scheme is the time required for imparting permanent literacy. Hence it is very necessary to see how far the scheme of quick literacy and methods of instruction are fruitful in practice.

The records of 627 classes were analysed and the following results obtained.

272 classes took 2 to 3 months for taking the first test.

220 classes took 3 to 4 months, whereas 135 took more than 4 months.

These figures show that 78% of the classes take less than 4 months to take the first test. (43% take 2 to 3 months and 35% take 3 to 4 months).

For the post literacy or the second test, the figures are as follows :—

59% of the classes take 2 to 3 months.
19% " " 3 to 4 months.
and 22% " " more than 4 months.

We may conclude therefore, that nearly 78% of the classes complete the full course of literacy and take the literacy examination well within 8 months.

3. Then about the number of pupils joining the classes and the number completing the course, it is found that out of 11,398 pupils 8,778 or 77% completed the primary course. Of these completing the first course, 85% completed the second course.

4. Lastly the average number of pupils under instruction was found to be 18.

S. V. SRINIVASA RAO.

ALL INDIA CONFERENCE DISCUSSIONS

Resolution At Sectional Meetings

MADRAS. Dec. 29.

Presiding over the meeting of the Internationalism, Peace and Geopolitics Section of the All-India Educational Conference, held at the Pachaiyappa's College, Chetput, Dr. Cousins said that what was

required to-day was not unanimity of opinion so much as unanimity of outlook. The world needed today a complete synthesis of the culture of the various people to find there is a deeper realisation of the human spirit which would give them the true guidance for world peace.

Mr. Kamal, Kumar, Principal Secretary League of Nations India Office, said that if they had to do away with war once and for all, the whole mentality of the nations had to be changed, and that the educationists had a great part to play in effecting such a change.

Dr. R. N. Kaul (Allahabad University) stressed the importance of the Russian experiment in the field of human relations. Dr. Maryla Falk (Calcutta University) spoke on the spirit of tolerance so prominently displayed in India which, she said, was the most important thing for bringing about world peace.

Mr. M. S. Kotiswaran said that religion had in the past contributed greatly to world peace, but that it needed reorientation to make it equally vital.

Finally, the meeting passed a resolution, recommending that, with a view to promoting travel and contact between the Asiatic countries, important Asthetic Language classes should be opened in all the Universities in India, and in at least one of the colleges in each Province and in every important State.

Vocational Training

Dr. R. Yajnik, Principal; Dharmadrasinghji College, Rajkot, presided over the Vocational Section. Inaugurating the proceedings of the Section Dr. Yajnik said that there must be sincerity in promoting vocational education. Dignity of labour ought to be emphasised and care should be taken to see that cultural education was not neglected. They should be urged to take up the question of vocational education at an early date as without vocational training, the development of their industries was likely to be retarded. Family and local traditions would, he added, also play a great part in the choice of candidates for vocational training.

There was then a symposium on "Vocational education and its place in industry and agriculture," in which a number of delegates participated.

Resolutions were then considered and passed. One of them stated that Local and

Central Governments should provide facilities for lower and higher technological training and research by establishing technological institutions at the industrial centres. It urged upon the Provincial Governments and States to establish Central Boards with the object of co-ordinating vocational institutions maintained by the Industries Department and the Secondary Educational institutions affiliated to the Intermediate Boards, Universities and Education Departments.

The third resolution expressed the opinion that in order to encourage vocational education among the public, Local and Central Governments should be moved to finance the Industrial and Agricultural Departments for meeting the expenses in the Department of Education.

The Teacher Training Section met with Mr. A. N. Tampi, Director of Public Instruction, Travancore, in the chair.

Mr. Tampi in his opening address, referring to the duties and functions of the inspecting staff said that they had to actually co-operate with the teachers and not merely find fault. Touching on courses of studies in training institutions, he said that he would vote for a two-year course for under-graduates. Even for graduates, he would recommend it. Referring to the pay and prospects of teachers, he pleaded that the teachers should get a sufficiently attractive wage.

Miss M. Mathew, Secretary of the Section, then introduced a symposium on: "The problems of teachers-training in India at present." A number of delegates participated in the discussion.

The Section passed two resolutions, one of which stated that the Staff of Training Colleges and Schools should mainly be recruited from the successful teachers in High Schools as in the work of Training Institutions, intimate knowledge of school conditions and actual class-room experience would be very necessary. The other resolution said that it would contribute to all-round efficiency if experienced teachers were recruited to the Inspectorate in the Department of Education.

Home Education of the Child

The Childhood and Home Education Section met to-day under the chairmanship of Principal Harbhai Trivedi (Bhavnagar). Addressing the meeting, Mr. Trivedi said that the first thing to do was to give the child complete freedom from fear. Se-

condly, they should set the child free from all superstitions. Under no circumstances and in no way should the child be punished—this was the spirit of new education. He pleaded that training classes for teachers and parents should be organised as a first step to provide new and scientific education for the child and that a children's academy of the new type should also be founded.

There was then a symposium on "The place of Children's Clubs" opened by Mr. S. R. Venkataraman. There was another symposium on 'Play centres.'

A number of resolutions were passed by this Section. The meeting recommended the introduction of child psychology in the B. A. course in all the Universities, requested the authorities concerned to promote Children's Clubs, libraries and play centres, to establish Academies of Juveniles Literature on the lines of the Hindustani Academy and to take necessary steps for the establishment of Children's Talkie Houses and a Child Information Bureau. Two other resolutions recommended that the Montessori Method should be encouraged and that all authorities concerned should render financial help to such institutions as were desirous of opening children's gymnasias, swimming pools, play centres and clubs.

Four more Sections held their sectional meetings.

The section dealing with educational survey, investigation, experiment and research met, with Dr. Jeevanayakam (Trivandrum) in the chair. A symposium on 'Difficulties in dealing with the mentally backward and super-normal children along with normal ones' was then thrown open for discussion. In the course of the discussion in which about a dozen delegates participated, it was pointed out that in most of the schools, no special attention was being paid to the individual needs of the children and that backward as well as super-normal children were not receiving any special attention. It was urged that special facilities be provided in educational institutions for these children as they also formed an integral part of the community to be educated.

Need to Replace Examination System

At the meeting of the Examination Section, Mr. S. K. Yegnanarayana Aiyar, who presided, said that the present educational system had been imported from England and that while England was trying to counteract its evil effects, they were all labour-

ing heavily under it. Dealing with the future of examinations, he said that its fundamental nature might change if the method of teaching changed from the present 'dumping' to 'learning by doing.'

Mr. K. R. Applachariar (Teachers' College Saidapet) suggested the 'cumulative school record test' as an alternative for the present system.

The meeting passed a resolution, that no public examination was necessary till the Matriculation stage but that a fitness test be held internally at the stage 11 with an attempt to determine whether the pupil was fit to proceed to a certain course of study, that a further fitness test on the same lines be held at the end of the 8th standard and that attainments tests be held for the various subjects of study in the bifurcated courses seeking to determine whether the pupil had attained a set standard in the course of study which he had pursued.

Another resolution stated that 'the external examinations be replaced by internal examinations immediately in the training schools and colleges.

The meeting reiterated last year's resolution urging on all examining bodies and educational institutions the adoption of the technique of standardised new-type tests in setting question papers and in marking the answer book.

Role of Religious Education

The Religious and Moral Education Section met with Prof. A. N. Basu (Calcutta University) in the chair. The symposium for the section was "The introduction of religious and moral instruction in schools and colleges."

Opening the proceedings, Mr. Basu said that he definitely felt that religion could not be doled out to the pupils and that it should be taught by example. His experience had shown that it was possible to create the necessary spiritual atmosphere and the child was bound to imbibe from it all the good principles of religion and morality.

Mr. N. Srinivasan, leading a discussion on the symposium, reviewed the various aspects of religious education and felt that it would be possible to give religious instruction in all schools.

After Swami Asheshanandji, Dewan Bahadur K. S. Ramaswami Sastri and others had spoken on the subject the meeting passed a resolution, that instead of impart-

ing formal religious instruction, talks on world saints and prophets be arranged in all schools in order to foster a spirit of inter-communal harmony and brotherhood.

The Women's Section met with Mrs. Aga in the chair. Inaugurating the proceedings, Mrs. Aga made, an eloquent plea for absolute equality and co-operation between men and women in all spheres of life and pointed out that the phenomenal achievements of the U. S. S. R. were mainly due to these.

The discussion on the symposium 'Should the course of studies for girls in higher forms of Secondary Schools and Colleges be the same as that for boys?' was opened by Mrs. Lakshmi. She expressed the view that the courses in the main should be the same for boys and girls.

Mrs. Myers stressed the need for some special courses giving women a realistic equipment.

Two resolutions were passed, one stating that co-education should be introduced in all the stages of education except the secondary.

The Sectional meetings then concluded their labours for the day.

Discussions at General Session

The general session of the Conference was held in the evening Dr. Amarnath Jha presiding, when the Secretaries of the Sectional Conferences presented their reports.

The reports submitted by the Secretaries of the 'Internationalism. Peace and Geopolitics', 'Vocational Education', 'Examination', and "Teacher Training and Educational Survey. Investigation, Experiment and Research Section were adopted without any discussion.

Mrs. Naliamuthu Ramamurti presented the report of the 'Women's Education' section. There was a discussion on the resolutions adopted by the Section, Mr. G. Krishnamurti (Trichinopoly) opposed the first resolution, which stated that sex should be no bar to the appointment of qualified women to execute and judicial posts. He said that there was already great unemployment among men and women should be allowed to serve only in posts suited to them such as the teaching, nursing and medical professions.

But the resolution was adopted by a large majority.

As regards the second resolution adopted by the Section namely that co-education should be given in the primary and uni-

versity stages of education alone was also passed.

Mr. M. S. Kotiswaran submitted the report of the moral and Religious Education Section. He said that the Section had adopted only one of the resolutions placed before it. He added that religious education was quite necessary and that it could be given by giving talks on saints and prophets.

Mr. Dewan Chand Sharma said that the avowed policy of the Federation was the encouragement of religious education. The fundamental tenets of any religion could not be taught by giving lectures on the lives of saints and prophets.

Dr. Amarnath Jha said that personally he was in favour of religious education in schools. But in the name of religion a great deal of discord and intercommunal strife prevailed in the country. During the previous session of the Federation, a resolution was adopted that religious education should form part of the curricula. There had been a deviation this year. A decision of the meeting should not be taken without having a full and free discussion. He suggested that during the course of the year they might circulate the resolution and invite

opinions and these opinions could be considered at the next All-India Conference. He proposed that they need not take any vote on the resolution submitted by the Section and adjourn consideration of the problem. This was agreed to.

—*The Hindu.*

Literacy Celebrations

(From Our Correspondent)

Kanauj, Feb. 17: The Literacy Week was celebrated with great enthusiasm by the students and the staff of the D. J. Inter. College, Kanauj. The programme included Mushaira, Kavi-Sammelan, speeches and debates followed by prize-distribution. Visiting different villages and explaining the importance of education by the students in batches, was a special item of the programme. The celebrations terminated successfully with a largely attended public meeting. Similar celebrations took place in other educational institutions. A nice programme was organized by Munshi Ishwar Dayal, headmaster, Saraimiran primary school.

“School For Life”

A Study of Peoples Colleges in Sweden

BY F. MARGARET FORSTER WITH A PREFACE
BY SIR RICHARD LIVINGSTONE

Faber and Faber Limited, 24 Russell
Sq.—London, Price 6sh

This is the first book in English on the subject. The author who was invited to Sweden in 1937 as a research scholar to study the recent developments in the secondary education of the country got so much interested in the novel experiments of the Swedish people in adult education that she decided to take up the people's Colleges as a parallel subject of her study. She visited most of the 60 Folkhogskolors (Colleges for the people) and lived in some of them for a considerable length of time. Her information about them is therefore first hand and authentic.

The story of the foundation and growth of some of the People's Colleges is narrated in a very lucid and suggestive manner. It is really inspiring to read how a philanthropist laid down, in his own humble way, the

foundation of a small institution which with the passage of time grew into a first rate Residential Adult Education College. The Chapters on the external and internal organisations of the Colleges are worthy of special notice. They give the reader almost all the necessary information on the topic from the constitution of supreme governing bodies down to the daily routine of colleges. The Swedish People's Colleges have, it seems, raised adult education to a standard where scientific methods and techniques have become a happy and delightful pastime for the common man.

Four of the Folkhogskolors, Sigtuna, Brunnsvik, Arvika and Birkagarden, have been selected by the author as models to be described at greater length. Since she spent a good deal of her time in them, the description is very faithful, vivid and full of useful information. The last chapter is on the significance of these Colleges particularly for the British educationalists.

The information in the book has been brought up to date through the help of the

Royal Board of Education in Stockholm and some personal friends of the author in Sweden.

In these days of post-war planning, the usefulness and importance of the book cannot be over-rated. It contains many a useful suggestion for those who are interested in the adult education movement in India or who are in a position of authority in the matters of education in this country.

A. A. M.

INDIA : A RE-STATEMENT

By Sir Reignald; Coupland; Semy 8vo; Pp. viii+312; 12s. 6d.

Readers of Coupland's "The Constitutional Problem in India" will be pleased to hear that the Oxford University Press will soon be publishing a shorter and more popular account under the title "India:

A Re-Statement". A full consideration of the Pakistan question gives the book topical significance. A fuller notice may be expected later.

The 72nd Annual Number of the 'Bihar Herald' is a creditable piece of journalistic work. Mr. M. C. Samaddar, the editor, is to be congratulated on this achievement which is all the more creditable in view of current considerations of paper shortage.

The Annual Number has many attractive features including well-planned sections on Literature, Trade and Commerce, Sociological Studies, Health and Hygiene, Banks and Banking, Industry, Arts and Artists.

Most of the articles are written by people who have a right to deal with their particular subjects. The printing and get up is clear and the Number is well illustrated.

THE INDIAN JOURNAL OF ADULT EDUCATION

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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.

'... Already made its mark and is now indispensable for all those who are interested in the Adult Education Movement.'—*Amaranatha Jha*, President, I. A. E. A. and Vice-Chancellor, Allahabad University.

'... This journal has been rendering useful service to this important educational cause which is, unfortunately, being driven somewhat into the background on account of the urgent preoccupations of war.—*K G Saiyidain*, Director of Education, Jammu and Kashmir

'... Must be in the hands of every worker in the cause of rural reconstruction and adult education.'—*Educational India*.

'... Contains several articles of value ... interesting reviews of the progress and present position of the movement ... valuable suggestions for improving the work ... reviews of educational literature ...'—*The Hindu*..

'... We congratulate the management on this venture and have great pleasure in recommending it for the libraries of schools, colleges and training institutions.'—*Punjab Educational Journal*.

'... Publishing articles as it does from distinguished workers and critics, this journal provides a challenging and stimulating survey of the most modern thought in the department of Adult Education ..'—*The Social Welfare*.

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'... It is certainly a very fine journal and far ahead of anything that Adult Education in India has hitherto produced. I am fascinated by the articles on village adult education. They seem to have got a good way ahead of what I knew in my time in India.'—*Dr. Harold Mann*.

'I wish the Indian Journal of Adult Education to continue and increase its sphere of usefulness.'—*Sir Jogendra Singh*, Member for Education, Viceroy's Executive Council.

'Congratulations on this creditable paper.'—*Mr. and Mrs. Ogden, Kasganj, U.P.*

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Is the culture of the Tamil Brahmin and the Bengali and Panjabi Brahmin more of a piece or that of the Moplah of Malabar and the Frontier Pathan? These are difficult questions for the genuine enquirer to answer with absolute finality. Prof. Mujeeb's statement points to a line of enquiry which is more promising than the pseudo researches far too common in our day.

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N.W.F.P., Orissa, Punjab, Sind, U. P., etc.

JULY-SEPTEMBER 1946

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

EDITOR :
RANJIT M. CHETSINGH
QUAKER CENTRE
24, Rajpur Road
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THE INDIAN JOURNAL OF ADULT EDUCATION

Editor :

Ranjit M. Chetsingh. M. A. (Punjab). Teacher's Diploma (London).
Tutor's Diploma in Adult Education (U. C. Nottingham).

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All contributions should be written (preferably typed) on one side of the page only and should reach the Editor by the 28th of each even month for inclusion in the next issue.

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DELHI ADULT EDUCATION ASSOCIATION

Summer School for Educational Workers

May — 1946



SITING (L. to R.) — Staff of the School — S. R. Qidwai, Virendra S. Mathur, Attab A. Mukhtar, Mumtaz-ud-Din, Ranjit M. Chetsingh (Director), T. B. Sethi, Kidar Nath R. C. Vidyarthi, W. M. Ryburn.

Indian Journal of Adult Education

Vol. VII

July — September 1946

Nos. 4 & 5

Editorial Note

New Printers for I. J. A. E.

We are glad to be able to tell our readers that at last we have been able to make arrangements for the printing of this Journal in Delhi instead of having it produced at one of the Provincial capitals of India which still carries with it an atmosphere of leisurely eighteenth century customs. The experience that we have had in trying to secure permission to affect this change has been a great eye-opener. We took formal steps,—having made several preliminary enquiries beforehand,—on March 9th, 1946. We had to correspond with three different heads in the Government of India, with the Civil Supplies Department of the Province of Delhi, with the Press Adviser in Delhi and with the Civil Supplies Department and the Press Adviser in the U.P. Finally Delhi could see its way clear to set in motion the usual slow and futile machinery of obtaining Police reports etc.! However, all's well that ends well. We are glad that we have been able to make this new arrangement and we trust that from now on this Journal will appear regularly.

We wish to apologise once again to our readers and subscribers for the two combined issues and for the delay with which this Journal has made its appearance during the last few months. We trust that from now on things may work smoothly.

* * *

INDIAN ADULT EDUCATION ASSOCIATION.

Our readers will be glad to know that at the August meeting of the Executive Committee of the Indian Adult Education Association steps were taken to ensure adequate arrangements for the next All-India Adult Education Conference to be held in Trivendrum in conjunction with the Educational Conference of the All-India Federation of Educa-

tional Associations. As soon as Trivendrum is able to give us some details we will issue preliminary notices about the conference. Meanwhile, we would ask our readers to note that they should do all they can to show their active interest in the work of the Association by planning to attend the conference in Trivendrum on the 28th-30th of December 1946. *Muntazim-i-Khas Bahadur* Mr. A. G. Sharma, retired Accountant General of Indore State and member of the Executive Committee of this Association, has kindly consented to proceed to Trivendrum early in December in order to complete the arrangements for the Conference.

Mr. P. M. Gopalakrishnan :

The Executive Committee of the Association at its meeting in February last placed on record its appreciation of the services rendered to the cause of adult education and to the work of the Association by Mr. P. M. Gopalakrishnan whose appointment as Organising Secretary of the Association came to an end on 31st Jany. 1946. Mr. Gopalakrishnan is persuing his interest in the education of the common people by working as full-time Liaison Officer in the American Arcot Missionary Society. His headquarters are now at Katpadi.

We are glad that we can count on having the help of Mr. Gopalakrishnan as a member of the Advisory Board of this Journal. He is one of our most keen helpers.

The Hony. Treasurer :

The Hony. Treasurer of the Association Mr. H. B. Richardson secured his release from the Army last May having been summoned back by the Government of His Highness the Maharaja Holkar of Indore. Mr. Richardson is now again in-charge of the portfolio of Education in Indore in addition to certain other departments.

Only in beings who act not because they are pushed, but because they resolve to create what ought to be, does the Spirit break through and give glimpses of the living Will at the heart of things.

RUFUS JONES.

Social Studies and Citizenship*

By A. C. UKIL, M.B., M.S.P.C. (Paris), F.S.M., F.B., F.N.I.

Prefatory Remarks:

This symposium is being held under the Sub-committee on "Science and Its Social Relations" of the Indian Science Congress Association. As far back as 1936, the British Association for the Advancement of Science discussed the social relations of Science, at its annual meeting held that year. The International Council of Scientific Unions at its meeting held in London in 1937 established a committee on "Science and its Social Relations" and urged various scientific organisations in the world "to re undertake examination of the profound changes brought about by science in human society, and thus be in a position to promote peace among nations and intellectual freedom, in order that Science may continue to advance and spread more abundantly its benefits to all mankind."

Our Committee was appointed at the Madras Session of the Indian Science Congress in January, 1940. Since that time, symposia on different subjects have been held at the three previous sessions of the Indian Science Congress and, through the generosity of a private donor, general lectures relating to the subject have been delivered at all the universities of India by Dr. Kewal Motwani, on behalf of our Committee.

Major Functions of social life:

One of the recent American authors has defined the major functions of social life to consist of the following:

(1) Wise protection and conservation of life, property and natural resources;

(2) Production of goods and services with a view to supplying the necessities of life and the equitable distribution of the returns of production;

(3) Wise consumption of goods and services;

(4) Concerted planning of communications and transportation of goods and people;

(5) Recreation or recreational self-expression—wise use of leisure time in the process of changing over from agrarian to industrial order;

(6) Expression of aesthetic impulses, so that the returns of production may be distributed so equitably that every one can be

relieved from want and possess sufficient leisure and wealth to develop his artistic interests;

(7) Expression of religious impulses, which tend to give stability and poise to the personality, motivate right conduct and act as conserving force in society;

(8) Education—the social aims of which should be to afford experience for both children and adults aimed at increasing their ability as effective citizens of a democratic order;

(9) Extension of freedom by removing ignorance and selfishness;

(10) Integration of the individual, and

(11) Exploration.

It is on education and integration of the individual (items 8 and 10 above) that I should like to speak before you this afternoon.

Science and Social Change:

Modern Science has evolved in the course of the last 300 years or so. Mechanical and social inventions, such as the steam engine, radio, automobiles, new forms of government, new economic organisations. Scientific discoveries in physics, chemistry, medicine, etc. are revolutionising the manner of living of the people in different countries.

The possibilities for extending knowledge and control over natural forces and for improving living conditions seem to be limitless. Modern science has multiplied man's physical powers several thousand-fold and has given us newer tools and sources of energy which are capable of being harnessed either for good or for evil, but unfortunately social and political improvement has failed to keep pace with technological development and man has forgotten to use the results of scientific exploration in various fields wisely for the good of the majority. The machine age, instead of enslaving mankind and of leading people and nations to commit sins, ought actually to free, educate and inspire them and to secure an equitable distribution of better food, better housing and clothing, better health, better education and better culture. How is it that when we can get much more food out of a given piece of land through the use of science and when adequate food is being produced in a country, a large percentage of the population is being deprived of adequate nutrition? Explosives and fertilisers are basically of the same chemical nature. How is it that man

*Opening address at the symposium on the subject delivered at the 32nd session of the Indian Science Congress.

has attempted to make use of explosives, knowing full well that fertilisers can help in raising the nutritional standard of the under-nourished populations if the anti-social uses of explosives were desisted from? Steel no doubt makes bayonets and guns but it also makes plow-shares, threshers, railroads, automobiles, sewing machines, building materials, and a thousand other things. How is it that man is tempted to divert his energies from constructive to destructive pursuits, such as waging wars?

The technological progress is leading to rapid social changes in various forms in different countries. But there has been a considerable lag between the two in the past, leading to considerable social inertia. In some cases, the social changes have come quickly but in most others they have taken a long time to do so. The Technological changes brought about, first, a change in economic organisation. Then followed changes in some social institutions, such as the family or government, and finally, came a change in the social philosophy of the people. Technology has constantly tried to reclassify social groups, although it leads comparatively slowly to governmental changes. A time has come when we must pause to think why man is making an anti-social use of science and how can the lag between social and mechanical progress be corrected. We must realise that science, if it is to be the basis of our civilisation, must be used judiciously. For this purpose, social readjustments, suited to the changing situations to meet the successive phases of the progress of science, have got to be studied, planned and executed, in order to replace many of our laws and customs and methods of education which were developed for and were adapted to the old civilisation.

Social progress depends largely upon the extent to which society has developed the material conditions upon which any advance of the cultural level must depend and upon the extent to which these conditions have been diffused and equalised. As no part of society exists in isolation, social problems are almost always inter-related; for example, the problem of economic insecurity interlocks with that of lifting the national income and its equitable distribution with that of housing, that of health, that of racial and religious tolerance, that of propaganda control and freedom of speech, that of war and that of the maintenance of democratic institutions.

An undue emphasis on material values and the many contradictions in modern life tend

to unbalance the individual and to produce criminals and other anti-social types. A scientific frame of mind, a scientific method of approach to the analysis of the various problems involved are necessary in formulating a correct line of social progress. With clear and logical thinking, it will be possible to understand and overcome the various conflicts which the changing society presents and to understand the changing material and ethical world in a better perspective, in order not to be overrun and suffocated by the trend of "blind circumstances".

India in the Changing World

A century ago in India, the village with its racial, communal or religious groups was an almost self-sufficing unit. The impact of modern science occurred in India only 100 years ago, with a quicker pace during the last 50 years. With the arrival of the railroads, automobiles, telegraph, telephones, movies and the radio and with the growth of factories, towns and cities the village folks are finding work farther from their own neighbourhoods. With the employment of women in various vocations, changes are occurring in family life on the farms, in small towns and cities, and in industrial establishments. The old type of family life is gradually crumbling down under the impact of new conditions. As the gap is widening between the members of families, particularly in cities and factory environments, other agencies of social contact are developing, such as sports' clubs and recreation centres, scientific or vocational societies, and social welfare organisations. A gradual change is also noticeable in the companionship of men and women in the home. As communities grow in an area, the families are forced into crowded living. With the application of each scientific invention, new vocational groups are developing and people are being taken away from their old environments. Students who can afford to have higher education are also moving out of their old neighbourhoods. The lure of urban and industrial environments in inducing people to migrate from the villages into these areas. In the absence of scientific rural and urban planning the farmlands are getting neglected. These manifestations have led some eminent people to conclude that scientific exploitation of natural resources and the modern industrial civilisation, as we see it today, are likely to lead to a considerable dislocation of the age-old Indian civilisation and is, therefore, unsuited to the genius of her people, at any rate in the present state of the country. To

my mind, this is a wrong way of approach. It is not possible to stem the progress of science and how far it will take us we do not know, but we can study how we can make the best uses of science and how we can bring up a generation who will refrain from making anti-social uses of science.

Scientific thinking produces a state of mind which makes for that expansion and extension of the individual which appears to be the goal of civilized society. The plea is not that the scientist is always a good citizen, but that the scientific method is useful for developing a good citizen, and that, as social life becomes more complex with the advance of science, it is necessary to apply the method of science, as a tool wherewith to shape the conclusions which shall guide our social conduct. The scientific frame of mind can readily break with tradition and this furnishes a dynamic factor in social progress.

The need for social studies in training for citizenship :

While formerly the village group used to form many of their opinions and attitudes towards other persons, races and groups in the community in their old environment, under the impact of new conditions newer methods of community spirit are developing. The administrative set-up of the different types of communities is also undergoing transformation by the formation of union committees, union boards, district boards and municipalities. As the citizens become conscious of their rights of freedom of speech and expression, of religion, of assembly, of press, of equality in the eyes of the law, of electing representatives to State Assemblies and the like, the Governmental machinery of democratic countries is slowly undergoing transformation, under the pressure of public opinion and the conception that the individual does not exist for the State but the State for the individual is growing. This means that the State is expected to provide an ordered and healthy community life through which man can bring all that is good in him into full operation and extinguish what is bad. Democracy does not mean "get what you can and do what you like". It involves more in the way of self-discipline and makes heavy demands in responsibility and service than any other form of government. Under a democracy every man and woman has a share in the making of public opinion — and as governmental policy depends on public opinion, every citizen is in part responsible for what is done in his or her country and for the country. A citizen who really understands

democracy is expected to think first of his duties and then of his rights, not the other way about, as has been too often the case in the past in all democratic countries. He or she has naturally to submit to a powerful discipline, but it is the discipline of a free individual imposed upon him or her by himself or herself for the common good and defence of all.

If we have to earn the Four Freedoms of President Roosevelt or the Nine Freedoms of the U. S. A. National Research Planning Board, it is evident that the citizens of the civilisation now constantly changing under the influence of science and technology must receive a more objective training in citizenship. Economic and social forces are constantly changing and every social fact or phenomenon observed must constantly be re-interpreted and evaluated in terms in contemporary studies and thought in order to make people understand their problems of the changing world, they must be well educated. To ensure success, science, economics and sociology must be taught from a new angle and the curriculum and methodology adopted to suit the new conditions. In the education of the future citizens, therefore, more and more emphasis should be laid on social studies and social co-operation.

Without adequate and proper study of the social, ethnic and economic groups in rural and urban environments and its objective presentation to the pupils, one cannot expect an active and intelligent participation in citizenship and civic affairs and in tolerant understanding of other civilisations. It has been found that young people grow in understanding by participating actively in the study of the society around them. It is necessary, therefore, that historical, geographical, civic and other pertinent materials are studied in close relationship, in order to throw light on contemporary problems of social growth and of living together in national and international good will and understanding. The industrial civilisation has been accused of fostering economic and territorial aggressions and devastating wars. This is no fault of science and its achievements. The fault lies in making an anti-social use of science. The remedy lies in building a better social system wherein every citizen will be aware of not only his privileges but also his responsibilities. The ethical basis of citizenship will when be lifted to a higher plane. If the main purpose of education is to achieve the physical, mental and moral welfare of mankind, the social sciences must form an important part of the

educational curriculum. Education in social behaviour is of inestimable value both to the individual and the community. Patriotism, civic efficiency and national citizenship should aim at the improvement of the human status and need not conflict with world citizenship. To teach a student to love his country does not render it impossible to teach him to love his parents as well, neither does world citizenship interfere with national citizenship. Modern science has eliminated distance and time and tends to make the world one unit for purposes of living together in peace, amity and goodwill. The citizens of tomorrow will have means (travel by land, sea and air; radio and cinema) of coming into contact and getting acquainted with their fellowmen in other parts of the world just as easily as the citizens of today and yesterday got to know their next-door neighbours. An educated citizenship may secure world co-operation in (1) the political and economic domains, such as co-operation in transportation, labour and capital; (2) the scientific sphere, such as in comparing the results of experiments, organizing natural knowledge facilitating foreign travel and study, making universally available important discoveries in the fields of science and technology, arranging exchange of professorships and organising international scientific and other conferences etc.; (3) collaboration in medical and health work such as was attempted by the International Office of Public Health and the Health Organisation of the League of Nations; and (4) the sociological field, by organizing education for world citizenship based on social studies and in securing social justice.

EDUCATE ADULTS IN PERSONAL AND FAMILY OBLIGATIONS.

Social studies must be directed towards teaching the men and women of today the art of living peacefully together and how to use the benefits of science for the welfare of mankind throughout the world. A time has come when our educationists should find out how the knowledge concerning the problems of citizenship can be successfully imparted to enable the students and other citizens to imbibe the moral qualities needed to uphold the new traditions which will be created as a result of clear thinking and a knowledge of the social forces of the modern world under the impacts of modern science. The present-day society is confronted with urgent problems of health, social security, housing, education, the supply of necessary services, the law which we want us to protect and the minis-

tries to which we look for good government. The proper fulfilment of the rights and duties of citizenship is an important feature of patriotism. Public responsibilities are duties as important as personal and family obligations.

If the boys and girls of this generation are to be trained to become the best possible men and women, the best possible husbands and wives, the best possible fathers and mothers of the next generation, bands of teachers have to be trained first, who would possess the proper knowledge, outlook and capacity to transform a future generation in the best ideals of social and economic progress in the changing world without taking recourse to anti-social behaviour. Such teachers will be able properly to present before the pupils the sociological and economic implications of scientific discoveries. In order to enable the teachers to point out the various interactions between society and science it is necessary that every school should have a social field or fields for illustration. In order to introduce the new training it is not necessary to disregard the cultural history of a people. What is necessary is to study and to present the factors in the social biology of the people and to determine what is right and what is wrong for the life of such a population. This relates not only to political and economic problems of a country, but also to its literary and artistic cultures, to ethical instruction, to psychological and sex guidance, to physical education and recreation and to welfare activities.

The methods of teaching science in schools and colleges in most parts of the world are still bad; it is much more so in India. The education imparted is chiefly didactic and the curriculum haphazardly drawn up; it does not connect the contemporary scientific view point to the reactions of science on the life of society. The chief claim for the use of science in education is that it teaches a pupil something about the actual universe in which he lives, in making him acquainted with the results of scientific discoveries and teaches him how to think logically and inductively by studying scientific methods. The methods of presentation now employed do not leave a lasting impression of the reactions on the pupils' mind and the manner of conducting examinations goes against the true objectives of education. It has been estimated that out of every 100 students of science in the British Universities, about 60 per cent become school teachers who simply recapitulate what they have learnt

and transit the same to other generations: 30 per cent go into business, industry or government service where their knowledge comes of little use; 3 per cent continue in university teaching, and the remaining 2 per cent become research workers who are obliged to unlearn much of the badly presented and out-of-date information acquired in their classes and to forget the rest. Such figures have not yet been collected, to my knowledge, for India. A time has come when scientists should go into the whole problem and advise educationists and administrators about the lines of progress to be aimed at for the future, both in schools and at the universities.

The war and its reactions have stirred the mind of some educationists in India to the need for advancing our old civilisation to modern conditions. Since too such emphasis on material values is apt to bring about the many contradictions in modern life and to unbalance the individual, Sir Sarvapalli Radhakrishnan has rightly pointed out that the quality of a society depends upon the direction of that society on the scale of values — on the right kind of direction the society gives to all technical and social activities, and to the need for sublimation of the individual in a constantly changing society under the impacts of science. I consider it to be a right approach, which I do not note, however, in the various schemes of planning which are being sponsored by politicians and economists in order to bring India into line with the other economically advanced countries. Several scientific thinkers in the West are also seriously thinking along these lines.

If these ideas exposed above are accepted, it implies that we must integrate them into our educational system and adapt the curriculum and methodology of education to the new tasks with which we are confronted. It will not be enough if you listen to me and participate in the discussion but it will be necessary for you to draft such a curriculum and to approach the relevant authorities to incorporate it in the educational systems of the country. We cannot continually go on creating wealth and not equitably distributing

it; sponsoring economic competitions and conflicts; generating national and racial hatred and jealousies, and not bringing about international understanding, peace and good will in their stead. For the postwar world, today's best investment will be tomorrow's citizens.

APPENDIX

A. President Roosevelt's Four Freedoms :

1. Freedom of Speech and expression,
2. Freedom of every person to worship God in his own way,
3. Freedom from fear, and
4. Freedom from want.

B. Nine Freedoms of the U. S. A. National Resources Planning Board :

1. The right to work usefully and creatively through the productive years,
2. The right to fair pay, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift and other socially valuable service,
3. The right to adequate food, clothing, shelter, and medical care,
4. The right to security, with freedom from fear of old age, want, dependence, sickness, unemployment and accident,
5. The right to live in a system of free enterprise, free from compulsory labour, irresponsible private power, and unregulated monopolies,
6. The right to come and go, to speak or be silent, free from the spyings of secret political police.
7. The right to equality before the law, with equal access to justice in fact.
8. The right to education, for work, for citizenship, and for personal growth and happiness, and
9. The right to rest, recreation and adventure, the opportunity to enjoy life and to take part in an advancing civilisation.

No one can ask honestly or hopefully to be delivered from temptation unless he has himself honestly and firmly determined to do the best he can to keep out of it.

JOHN RUSKIN.

FREEDOM FROM IGNORANCE

By BARRICSTER HUSSANALLY.

(In this article the enthusiastic President of the All Sind Education Society makes an impassioned plea for mass education. Ed. I. J. A. E.)

Instead of crying for political freedom, economic freedom and various other kinds of freedom, if we concentrated all our efforts on freedom from ignorances all our trouble would disappear, all our miseries would end and not one of us need be a slave any longer.

It is strange that people cannot realise that freedom from ignorance is the only freedom that really counts, all other freedoms, even political freedom are subsidiary and consequential. What after all is political freedom to an ignorant and illiterate people? What use can they make of it; and how long can they retain it?

It was Lenin, the great lover of political freedom who said "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."

Said Voltaire "Nothing enfranchises like education" and again "books rule the world or at least those nations which have a written language; others don't count."

We Indians, committed to a democratic form of government cannot run it efficiently without an educated population. The final selection as to the persons who would be in charge of the government of the country, being left to the voter, we cannot expect to have the right type of representatives if the voter is not educated. It was Walpole who said that an illiterate electorate is the greatest danger to society. This danger stands gaping us in the face, unless we take immediate steps.

It therefore stands to reason that if we have to achieve freedom and if we wish to enjoy that freedom we must take to a nationwide plan for mass education. It will have to be a mass movement, carried out with a taring and raging propaganda.

We must not be deluded in the belief that compulsory infant education will help us to achieve mass education. Other provinces in India and other countries in the world have made this experiment and they have one and all realised that such a measure will take more than a century to bring about

complete literacy, leave alone complete education of the entire population.

The reasons for this conclusion are obvious. The increase of population in India is so rapid that by the time all the school going children are put into schools—in itself an impossible task—as many, or even more, children will be there to educate. In the result a cent per cent education will never be achieved.

The second impediment is that children of illiterate parents never reach that standard of education, from where they can continue their self-education by their own efforts. Somehow, they leave off in the middle.

But with mass education the case is entirely different. Once that is achieved, the masses as well as their children will find for themselves the means of education. Of course the government eventually will have to provide the schools. But an educated population will not tolerate a government which fails to provide these absolutely essential requirements.

It must always be remembered that mass education even adult education, imparted on proper lines, does not rest satisfied with mere literacy or even mere filling the mind with knowledge. Plato has said "Education does not mean filling the mind with knowledge, but turning the eyes of the soul towards light".

In other words what is required is a system of mass education which will create a permanent interest in the masses for self-education and also to provide them means of continuing their education after their preliminary and elementary education has been completed. For this purpose continuation classes, extension courses, Sunday Colleges, and Peoples' Universities will have to be started. But that is a later stage; a stage for which the demand will automatically spring from the masses themselves. At first the government must take the initial step of putting into practice a scheme for mass education.

We must take lessons from the example of Russia, Turkey, America and the measure from China. All these countries have achieved stupendous results within a decade or so. No wonder they have become the foremost nations of the world and are progressing at a speed that staggers all expectations.

Will India lag behind?

IN OTHER LANDS

How Turkmenia Became Literate

ROMANCE OF SOVIET INITIATIVE

by KURBAN NELSOV

One of the sixteen Soviet Socialist Republics, Turkmenia, borders on Iran and Afghanistan. Its population, according to 1939 census, was 1,254,000. Central Turkmenia, with its desert of Karakum, is a very sparsely populated region of less than one person per square kilometer but there are densely populated places also, as for example, Kopetdag foothills, where the proportion is one hundred per square kilometer. Turkmenia has oil, chemicals, cotton ginning and other industries and last, but not the least, it is the home of the famous Turkmenian carpets. However, agriculture (in irrigated areas) and livestock breeding (in the desert) still remain the principal factors of the republic's national economy.

The past three centuries in Turkmenia's history may be described as a hard struggle for freedom and independence. The Turkmenians were oppressed by the Emirs of Bokhara and Afghanistan and the Shahs of Iran and their myrmidons. The great October Socialist Revolution freed the Turkmenian people from national oppression and abolished all survivals of their economic and political inequality.

Especially marked is the cultural progress achieved since then. Pre-revolutionary Turkmenia was one of the most backward colonies of Tsarist Russia. Only about seven out of every thousand people could read and write. While illiteracy among women was complete. Only 58 old-fashioned Muslim religious schools, with a very insignificant number of teachers, functioned in the country.

GROWING SCHOOLS

Right from the very inception of the Soviet power the attention of the Government was centred on public education and by 1924 there were 170 schools in Turkmenia attended by 16,900 pupils.

The enforcement of universal compulsory education in 1931-32 greatly stimulated public education. By that time Turkmenia had 1,018 elementary and high schools, with 108,000 pupils. Subsequent increase was especially marked in the number of High Schools. Before World War II the Turkmenian

SSR had 594 junior high and 66 high schools with 3,100 students.

Public education remained on a high level throughout the war despite tremendous odds. 25 new high schools have been opened this year in the countryside and the number of pupils has increased to 180,000.

Important headway has been made in the training of teachers, whose number increased from 540 in the early years of Soviet period to some 10,000 at present.

Turkmenian women teachers were still very rare exceptions in 1924. Their number has now reached 5,500; most of them were educated during the war years; 3 new teachers' colleges and 4 teachers' training schools having been opened in the republic.

From 1934 to 1944 the teaching colleges and teachers' training schools graduated respectively 1,297 and 2,437 teachers. 748 students are at present attending the teachers' colleges and a further 950 study in the teachers' training schools.

MEXICO'S TWO-YEAR DRIVE FOR LITERACY

A two-year plan for literacy has just started in Mexico under the lead of President Manuel Avila Camacho, with the support of the Socialist majority in the Mexican Congress.

The drive offers many parallels to the similar movement in the Soviet Union, which in a few years transformed a country preponderantly illiterate into one where the over-whelming majority of adults can read and write.

In both the Soviet Union and Mexico the population is racially mixed. Among the 20,000,000 Mexicans over 11,000,000 are Indians, and linguistically divided into 54 dialects besides Spanish.

The variety of languages is not the only cause of illiteracy in Mexico. For centuries, the landed oligarchy sought to keep the populace obedient by maintaining it in ignorance.

Their influence was broken by the Mexican revolution of 1911, but, even now, their

attitude has hardly changed. A spokesman, Dr. Jose Castillory Pina, declared recently: "It would be a great pity to teach the people to read, only to put into their hands a Protestant Bible sent by materialistic countries."

It is therefore not surprising that the percentage of illiteracy is estimated at anything from 48 to 60 percent.

The present campaign takes the form of mutual self-help, assisted by Government support.

First reports say that the campaign has evoked tremendous enthusiasm among the people.

The old village chief of a jungle settlement in the Isthmus heard the President's speech over the radio. It prompted him to issue the

following decree to his people: "Every citizen between the ages of six and sixty must learn to read and right within six months or be run out of town." It worked. In less than four months illiteracy was reduced from 90% to 40%.

Though the campaign has been launched successfully, all is not smooth sailing..... Widespread poverty, with its by-products of undernourishment, overwork, worry and illness, seriously obstructs the movement. A people who are ill-fed, ill-housed, and ill-clothed, make feeble scholars,

Yet undaunted by these handicaps, Secretary of Education Manuel Torres Bodet says of the campaign: "If every literate Mexican citizen does his patriotic duty, we can erase the problem of illiteracy within a year."

Australia

NEWCASTLE LABOUR COLLEGE

Newcastle (New South Wales) Trades Hall Council inaugurated in 1944 a Labour College to provide adult education for workers.

It started in a small way with a membership of 20. Today, it has a membership of 1,000, and is still increasing.

Provision is made for classes in world affairs, public speaking, stage technique, and—a new experiment in adult education—classes in French and Russian.

The cultural groups consist of music (choir and orchestra), the theatre, adult and juvenile art studies. In addition, there is a women's physical culture group, and a Social Club organises social and recreational activities.

Other college activities are talks to unions on current problems, discussion groups in industry, and a well-documented library covering all phases of industrial, cultural and recreational work.

The College is also playing its part with other civic organisations such as C. E. M. A. and National Fitness.

* * *

EDUCATION FOR RAILROAD MEN

Railway men engaged in servicing outback areas in Australia are to receive educational facilities hitherto denied them.

The scheme has been arranged by the Australian Railways Union in conjunction with the Workers' Educational Association.

Thousands of men will benefit from the scheme, the first of its kind in Australia.

The idea is to provide services to members of the Permanent Way Maintenance Gangs—services that fit in with their conditions of life and work, and with their own particular interests.

Many of these men live in camp conditions and are isolated from towns and sources of information and entertainment, sometimes for months at a time.

* * *

MORE PAY FOR TEACHERS

The New South Wales State Government's decision to increase State Public School Teachers Salaries by 15 to 20 per cent. means a complete new deal for teachers and education.

The increase, which is retrospective to April 1, provides an immediate minimum rise of Rs. 695 a year for men and Rs. 575 for women. For other classifications the increases range up to Rs. 1,510.

More than 11,000 teachers will benefit by the new agreement, which will cost the State Government nearly Rs. 1,07,08,334 a year.

Under the agreement, the highest possible salary in the service will be Rs. 10,708 for a headmaster of a first class high school, compared with his former salary of Rs.9,400.

A headmistress of a similar school will now receive a salary of Rs. 8,550 a year compared with the Rs. 7,520 she formerly received.

First-class primary school headmasters and second-class high school and secondary schoolmasters will now receive Rs. 9, 620 a year.

A male teacher who has had two years' training can rise to a salary of Rs. 5,350 a year

and a woman to Rs. 4,280 in the eighth year of service.

Commenting on the salary increases, the Premier, Mr. W. J. McKell, said: "The new agreement is evidence of the Labour Government's desire to maintain a proper standard of efficiency in the Education Service, and to retain and attract highly qualified teachers".

The N. S. W. Public School Teachers' Federation, which is affiliated with the Sydney Trads and Labour Council and also with the Australian Council of Trade Unions, received strong support from all Unions in its fight for better condions.

NEWS FROM FAR AND NEAR

Agricultural Uplift Through Films

During 1944 Information Films of India produced seven short films on agricultural subjects. These films dealt with the problems of the Indian cultivator and were meant both to stimulate interest in rural uplift and to bring about an improvement in farming conditions.

Shown both at cinema houses all over the country and in rural areas through mobile vans, these films on agricultural topics proved tremendously popular and several more figure on I. F. I's production schedule for the present year. Two of these are already in an advanced stage of production. The first deals with Village Co-operative Societies and points out the scope and potentialities of this useful movement while the second is devoted to a general appreciation of the Indian Kisan, his daily life, problems, recreation and pastimes.

The importance of the agriculturist in India's national economy is very well brought out in this fine subject which stresses the role the Indian farmer plays in the production of India's national wealth and advocates the need for more concerted measures to better his economic and living conditions.

BOMBAY PRIORITY FOR EDUCATION

Universal compulsory primary education along with adult education and the satisfaction of the basic needs of man would receive high priority in implementing the social welfare schemes of the Government, said Mr. B. G. Kher, Prime Minister.

Stipends for Adult Education Workers

The Government of Bombay has increased for the current financial year the stipend given

to adult education workers from Rs. 10 to Rs. 20. Adult education workers are trained at the Government Training Institutions for a period of two weeks in the conduct of adult education classes. Besides the stipend the adult education workers are allowed to stay free of rent in the hostels attached to the Training Institutions during their period of training.

CO-OPERATIVE SCHOOL RESULTS NOT SATISFACTORY

The closure of the Co-operative Schools established at Ahmedabad, Poona and Dharwar to train workers for the co-operative movements has been ordered by the Government of Bombay, as those schools have not produced satisfactory results.

The Bombay Provincial Co-operative Institute is to be permitted to run a school in Poona to prepare candidates for the Co-operative Diploma Examination, on the understanding that the Government will not be asked to bear any part of the cost; and the Government has directed that the 11 Educational Supervisors appointed by the Institute to organise training classes in 12 districts should continue to work during the current year.

18,000 NEW LITERATES IN CITY LAST YEAR

Good Progress

The Bombay City Adult Education Committee announces that as a result of its literacy campaign during the year 1945-46 over 18,000 adults have been made literate, of whom more than 3,500 are women. This is the largest number of literates made in one single

year since the campaign was started seven years ago. This brings the total number of adults made literate since the beginning of the campaign to 98,000 of whom 19,500 are women.

On an average 450 literacy classes and 150 post-literacy classes were maintained throughout the year under review. The total cost for the campaign during the year comes to Rs. 1,28,000 approximately. Which works out to a per capita cost of Rs. 5-10-0. As against the expenditure the receipts for the year amounted to Rs. 1,75,400 leaving a closing balance of Rs. 47,400 available for use during the current year.

The principal contributions were Government Rs. 53,000; Bombay Municipality Rs. 25,000; Bombay Port Trust Rs. 15,000; Variety Entertainment Committee Rs. 18,500; Literacy Week Committee Rs. 35,000; Sir Dorabji Tata Trust Rs. 3,000 and Sir Ratan Tata Trust Rs. 1,000.

TWO NEW ACTIVITIES

Besides the literacy course and the follow up work through post-literacy classes, the Committee introduced two very important activities of adult education proper during the year under review:—one is the 'Adult Education through Films' which is being given a trial at the Kohinoor Cinema and the other is 'Useful and cheap literature' for the working classes and farmers. The Committee has a third scheme under consideration, viz. 'Craft Training Centres' as part of adult education, which will cost the Committee nearly Rs. 1,50,000 in the first year.

For the first session of the current year which started work from the first week of April last, 500 literacy and 175 post-literacy classes have been opened, with an enrolment of over 10,000 illiterates.

With the coming into power of the popular Government, the Committee is contemplating to expand the campaign on a time limit basis.

LITERACY DRIVE IN BHAVNAGAR

Maharaja's Interest

RAJKOT, March 9. — A five-month plan to banish illiteracy from 75 villages comprising one mahal of the State, is undertaken by the Bhavnagar State under the initiative of the Maharaja himself.

The literacy campaign started on December 15, last year. The results yielded so far

show that out of a total of 7,599 adult men and women living in that area 3,844 of them, including 220 Harijans, have learnt to read and write. It is expected that the rest of the adult population will also become conversant with reading and writing by May 15 when the plan comes to an end.

On the basis of this experiment, it is learnt the Maharaja will extend the literacy drive to other mahals of his State. It is stated that the financial considerations will not be allowed to check the progress of this drive.—A. P. I.

Bihar Mass Literacy Campaign

MAY 4.—To review the work of the mass literacy campaign during the past eight years a meeting of the Executive Committee of the Bihar Mass Literacy Committee will be held, on May 12 next under the presidency of Hon. Dr. Syed Mahmud, Education Minister.

It may be recalled that during the last Congress Ministry, the then Education Minister Dr. Syed Mahmud (who hold the same portfolio in the present Congress Ministry) inaugurated officially a movement to make adult illiterates literate.

The movement gathered tremendous momentum during the Congress regime under the able guidance of the Hon. Dr. Syed Mahmud, who was the president and Rai Bahadur Prof. B. B. Mukherji, the Secretary. After the Congress Ministry went out of office in 1939, the Section 93 Government carried on the mass literacy movement and Rai Bahadur B. B. Mukherji also tried to make best of a worst situation.

The meeting on May 12 next will decide how best to start the campaign afresh and in this light new plans will be formulated.

MADRAS NEW CENTRE FOR CITY

Madras, May 21.

An Adult Education Centre, with provision for teaching in Tamil Telugu and Urdu, organised by the Corporation of Madras under its Adult Education Scheme, was inaugurated last evening by Mr. J. L. P. Roche-Victoria, M. L. C., General Secretary of the South Indian Adult Education Association, at the Corporation Boys' school, Strahans Road, Perambur Barracks. Mr. Satrasala Venkataraman, Deputy Mayor, presided.

Welcoming the gathering, Mr. T. S. Avudaiappa Pillai, Acting Commissioner, Madras Corporation, pointed out that there was no

age limit for learning. Literacy provided them with the key to the store-house of knowledge. He expressed the hope that the illiterate adults of the locality would take advantage of the facilities afforded by the Corporation.

Explaining the Corporation's scheme, Mr. N. Sankaran, Educational Officer, said that it envisaged the opening of 12 adult education centres by the Corporation and the rendering of financial aid to private agencies undertaking to do similar work. These private institutions would be paid a grant of 75 per cent. of the admissible expenditure and also provided with accommodation and equipment. Employers of big labour, who had been approached in the matter, would be, if they started adult education centres, given a grant of 25 per cent. of the admissible expenditure. They could also use the nearest Corporation School for conducting the classes. The minimum standard of literacy aimed at was ability to read and write and to make simple calculations. The course would last six months, at the end of which a simple test would be held. A course to train teachers to handle adults had been started and many social institutions had sent their representatives for training. He appealed to the people to take advantage of the facilities offered.

Mr. S. Venkataraman in requesting Mr. Roche-Victoria to inaugurate the centre, said that the latter, who had dedicated himself to the cause of adult education, should press upon the Ministry to take up the cause of adult education and get things done as quickly as possible.

MR. ROCHE-VICTORIA'S APPEAL

Mr. Roche-Victoria, inaugurating the Centre, said that ever since 1939 the South Indian Adult Education Association had been trying its best to induce the Education Department and local bodies to take some interest in adult education. In 1941 the Madras Corporation opened 30 adult education centres, but had to close them owing to the exigencies of war. Municipalities like Tuticorin had been trying to do something, but much headway could not be made on account of the general apathy of the public and the lack of encouragement from the Education Department. Now that the Madras Corporation was taking the lead, he would make an appeal to all the sister municipalities in the Province to give some attention to this important problem and join hands in establishing their right to spend from their own funds on adult education without unnecessary interference from the Education Department.

Pointing out that the Universities had an important part to play in the promotion of adult literacy, he said that though the Mysore and the Annamalai Universities were working out their own plans of adult education, it was regrettable that the Madras University had been fighting shy of its responsibility in the matter. Mr. Roche-Victoria expressed the hope that the present Congress ministry would make earnest endeavours to promote adult literacy in the Province.

Mr. S. Pakkiriswami Pillai, Divisional Councillor, hoped that organisations of social workers would take advantage of the offer of grant and come forward to run adult education centres. Mr. H. M. Jagannathan, speaking in Telugu, appealed to the workers to acquire knowledge, which was the only imperishable wealth in this world. Mr. N. Govindaswami Naidu, speaking in Tamil, and Mr. M. Ahmadulla Sheriff in Urdu, appealed to the public to make good use of the adult education centre.

Mr. V. Krishna proposed a vote of thanks.

NEED TO WIPE OUT ILLITERACY

At a meeting of the City Youths Association held on Saturday, Mr. R. Janardanam Naidu spoke on Adult Education, pointing out how in Western countries even facilities for higher education, not to speak of technical education were being provided for workers. In India they had to start with wiping out illiteracy and it was up to all to do their utmost in the matter.

Mr. N. Sankaran, Educational Officer, Madras Corporation, who presided, explained the Corporation's scheme for providing adult education and said that the scheme would not yield substantial results unless private agencies co-operated fully. Each educated man should regard it a duty to teach at least one adult illiterate.

ADULT EDUCATION CAMPAIGN LAUNCHED

KURNOOL: An adult education campaign was launched by Mr. M. D. Paul, District Educational Officer, recently when a batch of teachers from Kurnool, Pattikonda, Tuggali, Nandikotkur and Allagadda were given special training in imparting instructions to adults. Mr. B. E. Devaraj and Mr. P. Isreal gave demonstration lessons to the trainees. It was decided to start 8 adult education centres in Kurnool, one in Pattikonda, two in Nandikotkur, one at Allagadda and one at Miduthur. Two centres for women in Kurnool

Town have been started by Mrs. D. S. John. Leader of the I. W. C. C., Kurnool Branch.

ADULT NIGHT SCHOOL OPENED

Mr. Satrasala Venkatram, Deputy Mayor of Madras, declared open last evening a free Adult Night School under the auspices of the Adi Andhra Young Men's Association at Anjaneyanagar, Rayapuram.

Mr. K. Sanjiva Kamath, President of the Association, suggested that the Corporation might usefully modify the terms of its grant-in-aid to small schools run by established institutions, so as to make the grant from the date of the opening of the schools. M. Venkatram in his reply said that the Corporation considered it safer to distribute grants after an inspection of the schools and after satisfying themselves about its stability, lest it should happen the funds initially granted were not used for the purpose for which they were granted.

TRAINING COURSE FOR TEACHERS

A training course for the teachers selected for Adult Literacy Centres was inaugurated on March 27 at the Corporation Boys' School, Chintadripet by Mr. Satrasala Venkatram Deputy Mayor of the Corporation of Madras Mr. G. Harisarvathama Rao presided.

Mr. N. Sankaran Educational Officer, Corporation of Madras, welcomed the gathering.

Mr. Satrasala Venkatram and Mr. Harisarvathama Rao spoke on the great need for adult literacy work and wished the trainees success in the social work which they had taken up.

Mr. A. N. Schwartz explained by means of charts, diagrams and booklets the methods of making adult literacy work a success.

Mr. V. Krishna proposed the vote of thanks.

PUDUKOTTAH COUNCIL

Pudukottah, March 26.

Non-official resolutions were taken up for consideration when the Pudukottah Legislative

Council re-assembled after lunch yesterday, Khan Bahadur P. Khalifullah, First Councillor presiding.

Mr. A. S. Arumugam Chettiar moved a resolution urging the starting of night schools by Government in rural areas for the spread of adult literacy. Several members spoke in support of the resolution. Mr. K. R. Venkatarama Aiyar, Director of Public Instruction, replying stated that the drive for adult literacy undertaken under non-official auspices during recent years was abortive due to public apathy. The Government had constituted a Central Education Advisory Committee composed of officials and non-officials to further the cause of education in the State and he suggested that the matter might be discussed there. With the leave of the House the motion was withdrawn.

LITERACY DRIVE IN COAL-FIELDS.

Miners of both sexes in India's coal-fields will soon be provided with opportunities for educating themselves under a scheme sanctioned by the Coal-mines Welfare Fund Advisory Committee.

The Committee decided to spend Rs. 3 lacs for the scheme in the first year and "not less than Rs. 3 lacs" for the next five years, at its meeting at Dhanbad on January 29, with the Hon'ble Mr. H. C. Prior, Secretary, Labour Department, in the Chair.

This scheme of adult education is intended to provide not only education in the three R's but also in all other matters which will enable the miner to improve his standard of living.

The Advisory Committee approved a budget estimate showing expenditure of over Rs. 80 lacs during the year 1946-47, a considerable portion of which will be spent on the provision of hospitals, child welfare centres and improved water-supply. Expenditure will be incurred in all coal-fields in India.

BOOK REVIEWS

THE OXFORD WAR ATLAS — Volume IV The War in 1944.

Mr. Jasper H. Stenbridge has given the Oxford University Press another valuable volume which is a worthy successor to the first three volumes of the Oxford War Atlas. As in the previous volumes a descriptive

page faces each one of the forty-seven maps.

The book is well bound and is priced at Sh. 3/6.

OXFORD PAMPHLETS ON INDIAN AFFAIRS — Nos. 36 & 37.

IRAN and ASSAM — pp. 32 priced at 1/6/- each.

IRAN :

Iran is a subject of great interest and this instructive pamphlet by Dr. Mohd. Iqbal, Professor of Persian in the University of the Punjab, maintains the high standard achieved by this series. Dr. Iqbal has travelled extensively in Iran and in 1944 was made an Honorary Member of the Iranian Academy. With the exercise of India's independent diplomacy this country is sure to establish closer relations with Iran. This pamphlet is therefore very timely as it gives the average Indian reader a fair idea of the position in Iran today,

ASSAM :

It is interesting that the Oxford University Press have found two members of the Police Service (Mr. Alban Ali and Mr. Eric Lambart) well qualified to give us a picture of this little-understood Province of India. It is very desirable that Indians in different parts of the country should begin to understand each other. The picture of Assam is so different from the general pattern of India that many otherwise educated Indians will be glad to profit by this concise yet comprehensive account provided by the authors.

UP FROM SLAVERY by Booker T. Washington — *World's Classics* — Oxford University Press — Stiff binding — pp. 224 price Sh. 3 net.

Many who, like the present reviewer, were moved and inspired by this great book when they first read it will wish to congratulate the Oxford University Press for adding this valuable autobiography of one of the foremost contributors to Negro advancement in the *World's Classics*. The story of this man who was once a slave is more thrilling than many a work of modern fiction.

The depth of Booker T. Washington's spiritual insight and religious experience is a tempting theme. Just one sentence of his must suffice to illustrate it. "No gentleman will ever insult me" he said, "and no other can". This from a man who had to ride at the back of tramcars and was kicked out of trains because of his colour shows the quality of his inner life. What he achieved as an educationist can be judged from the following extract :—

More than once I have been asked what was the greatest surprise that ever came to me. I have little hesitation in answering that question. It was the following letter, which came to me one Sunday morning when I was sitting on the verandar of my home at Tuskegee, surrounded by my wife and three children :—

"Harvard University, Cambridge, May 28, 1896

President Booker T. Washington,

My Dear Sir : Harvard University desires to confer on you at the approaching Commencement an honorary degree ; but it is our custom to confer degrees only on gentlemen who are present. Our Commencement occurs this year on June 24, and your presence would be desirable from about noon till about five o'clock in the afternoon. Would it be possible for you to be in Cambridge on that day ?

Believe me, with great regard.

Very truly yours,

Charles W. Eliot".

This was recognition that had never in the slightest manner entered into my mind, and it was hard for me to realize that I was to be honoured by a degree from the oldest and most renowned university in America. As I sat upon my veranda, with this letter in my hand, tears came into my eyes. My whole former life — my life as a slave on the plantation, my work in the coal-mine, the times when I was without food and clothing, when I made my bed under a sidewalk, my struggles for an education, the trying days I had had at Tuskegee, days when I did not know where to turn for a dollar to continue the work there, the ostracism and sometimes oppression of my race, — all this passed before me and nearly overcame me.

I had never sought or cared for what the world calls fame. I have always looked upon fame as something to be used in accomplishing good. I have often said to my friends that if I can use whatever prominence may have come to me as an instrument with which to do good, I am content to have it. I care for it only as a means to be used for doing good, just as wealth may be used.

The end of all education should be the creation
of a well-founded self-respect.

ADOLF KELLER.

PART II

MASS LITERACY VERSUS ADULT EDUCATION

By INDRA-RAJ

Mass Literacy campaign constituted a main plank in the programme of the Congress Ministry during their first term of office. There was a tremendous upsurge of activity among Government officers and a class of public workers, yet the net result was hardly commensurate with the labours and the cost involved. The movement failed to evoke proper response from people who were its intended beneficiaries. Attendance at literacy classes was the despair of workers and organisers, who needed the use of all the arts of flattery and cajolery in their repertory to be able to persuade the young, the middle-aged and the aged to take their first lesson in orthography. If success attended their efforts, just a handful of enthusiasts persevered through the whole course, and again immersed into illiteracy in a short time than they had taken to emerge out of it. So it was all like a wild goose chase.

The movement suffered from a fundamental defect in that it took no account of adult psychology. It sought to pour the potion of 3R's down unwilling throats. For a day or two, or even a week or so some people were coaxed or coerced to attend literacy classes, but there was hardly anything to arouse their interest. You can take the horse to the pond but cannot make him drink. Besides, they could not be made to believe, beyond a certain while, in the value of literacy. The argument that they would be enabled to write their letters to their relatives or that they would be able to take care of themselves against the moneylender's falsifications left them cold. Over and above this the dull drill of drawing alphabet in the light of kerosene consuming lamps in literacy classes held in the evenings was enough to get on the nerves of even the most enthusiastic among the learners flagged and fatigued by their day's toil in fields and factories. Thus in spite of the tremendous tomtoming from the house-tops the movement could not be fully successful as it was singularly lacking in the element of interest, which is a vital factor to reckon with in any and every educational endeavour.

II

I wonder if the movement was not a misdirection of energy. For after all, what does a man who has got long settled in his profession of life, in farming, in his family crafts or labour stand to gain by cultivating the acquaintance of alphabet, when it is dead

certain that he is not going to pursue the course longer? At the same time there can be no denying the value of literacy. I fully recognize that if the adult population of India could be enabled to read vernacular newspapers there would be a complete reorientation of the entire outlook of the country-side and India would march from progress to progress. But an airy ideal like this is hardly enough to enthuse the masses, who need to be presented with a tangible prospect of some immediate benefit or gain. Mass Literacy movement is really worthy of all sincere thought and endeavour, but for the sake of its success, it has to be tagged with a comprehensive programme of Adult Education, which should make an effort to enlighten the masses on all such subjects as are of immediate interest to them. Education, which is enlightenment, does not necessarily depend upon the aid of the written word, and in the case of Adult Education, this may be safely discounted.

III

Next to food, Adult Education is the greatest need of the hour. No measure for public good and welfare however generously conceived and zealously executed can be fully successful in the state of appalling ignorance now prevailing in the minds of the masses. Nothing better could be devised than the measures of 'control' and 'rationing' to safeguard the interests of the public in the present state of limited supplies. Yet due to their ignorance people have not even been able to get full benefits out of them, and have allowed themselves to be hoodwinked by hoarders and black-marketeers. If the public conscience could be properly educated, black market would not exist a day longer. Again, the Government of Bihar are understood to be contemplating launching a vigorous anti-corruption drive to cleanse the public services of the Province. It is certainly a much needed measure. An average man would prefer to be robbed twenty times over to approaching a police officer for help or relief even once. But Government can hardly be able to effect the cure, so long as there are week-kneed and chicken-hearted people for a voracious and rapacious Sub-Inspector of Police to feed upon. Cholera and malaria are taking their tolls, not in hundreds but in thousands of human lives from year to year, and no wonder: men and animals herd together under the same roof and within the same

walls. As an anti-cholera measure, one man killed another to appease the wrath of a certain goddess of his imagination. That's the index of the state of public mind in Bihar, in common with the rest of the provinces. Therefore, the first and foremost task that the popular government in Bihar need address themselves to is the lifting of the veil of ignorance from the mind of the masses in face of which all their beneficent and magnificent projects of education, electrification, cultivation and communication would prove as good as sowing seeds in sand. There is hardly one man in ten who has proper idea of the present-day administration in the Province, and of his own rights and responsibilities as the real masters of the state in whom the ultimate sovereignty resides. Very few in villages have knowledge of the fact that there are officers like sub-divisional officers, veterinary surgeons and agricultural officers at their sub-divisional head-quarters whose duty it is to help the public in different spheres, and that they are paid out of public coffers. Such being the state of ignorance among the people, naturally enough, some of the officers do not think it worth their while to be sufficiently active or mobile.

IV

The problems of public health, agriculture, land tenure, industries, control and rationing, and a hundred others are of such immediate

and absorbing interest to the people and to their practical benefit, that any organised attempt to educate them on such subjects is bound to prove popular and successful. But in view of the natural distaste of the average illiterate person for the written word, the word of mouth must function as the medium of education. The Time factor needs also to be taken into account in the matter of Adult Education. Oral instruction means the saving of so much of time. The young learners can afford to spend the first few years of their lives in mastering the mechanism of written language. The adults have neither the patience nor the time for it.

In spite of the fact that the subjects by themselves are interesting enough to engage the attention of the people, the workers will need to exercise all the modern pedagogic skill of presentation, and the use of concretizing aids of posters, pictures, lantern slides and films. I have unbounded faith in the potentialities of such a programme of Adult Education and I doubt not that if zealously pursued in a missionary spirit it is capable of lifting us from the morass of conservatism and physical inertia to which we have fallen. The havoc of cholera and malaria, the atrocities of police officers, the helpless dependence upon the vagaries of the rain-god will be things of the past. Even the dose of mass literacy can be successfully administered and willingly imbibed if presented in a diluted form. *Behar Herald*.

Mysore State Adult Education Council

(July 1st 1945 to 31st December 1945)

The Mysore State Literacy Council adopted its new name "Mysore State Adult Education Council" and is functioning under the revised constitution from 1st July 1945. Government were pleased to accept our request to nominate 10 members to the Council and to nominate a representative of the Department of Public Instruction and the Special Officer for Rural Development to the Council and the Executive Committee. Dr. K. N. Kini, the Deputy Director of Elementary Education is the representative of the Department of Public Instruction.

The Executive Committee is meeting regularly every month and is implementing the budget proposals passed at the last meeting of the Council. Government were pleased to accept the budget proposals with slight modifications. The Executive Committee has recruited Organising Secretaries for the several district committees who have just taken charge in their respective offices. The

district committees are now to be reconstituted according to the revised constitution. The Mysore Iron and Steel Works made a grant of Rs. 2,500 for literacy and adult education work in the factory area and requested the Council for a grant. The Executive Committee has constituted Bhadravati factory area into a separate district under the direct administration of the State Council.

The Executive Committee reorganised the several expert Committees and has invited the following persons to be the secretaries of the committees:—

- | | |
|---|--|
| Dr. B. Kuppaswamy, M.A., D. Litt., (Kanada Committee) | |
| Mr. N. Bhadriah, (Publication Committee). | |
| Mr. G. V. Sastry, B.A. (Accounts Committee). | |
| Sri. M. R. Lakshamma, M.A., M.L.C., Editor, "Belaku". | |
| Mr. N. Bhadriah, (Vidyapeeth Committee). | |
| Mr. M. Yamunacharya, M.A., (General Education Committee). | |
| Mr. N. Bharatraj Singh } Folk Arts Com- | |
| Mr. O. K. Nambiar } mittee. | |

The appointment of the secretaries of the Urdu, Tamil, Telugu and Library expert committees will be done shortly.

Mr. N. C. Anniah, B.A., B.T., and Mr. R. Singra Iyengar, B.A., B.T., officers of the Education Department lent to the Council, continued to be the organising secretaries of the Council during the period. They toured the several districts of the State to organise the activities of the Council. After the appointment of the district organising secretaries, Mr. N. C. Anniah becomes the Literacy Officer and Mr. R. Singra Iyengar the Library Officer of the Council

LITERACY

The budget provided for starting 3,400 literacy classes with an approximate strength of 60,000 adults. **The actual number of classes opened in the various districts is 4530 with an admission of 89,896.** The distribution of the strength over the various districts is given in the Appendix A. Mandya district comes first with the highest number of classes. Many villages in this district have come forward to start more classes than one and have enlisted many volunteers other than teachers of primary schools for teaching work. The district committee has been able to recruit the right type of organising and supervising staff for literacy work from among educated men residing in the villages. The co-operation of the Education and Revenue Departments has been obtained in all parts of the State, and it has helped a great deal in strengthening literacy work in this district. Kolar, where not much progress was recorded during the last two years, has organised 506 classes during the current year, thanks to the new district committee that came into existence in the beginning of this year. The other districts are maintaining a uniform progress both in the number and quality of work. The taluks of Nagamangala and Chamarajnagar require special mention as areas putting forth special efforts for literacy.

The Mysore State Women's Conference is evincing keen interest in adult education work and has helped to organise the ladies' classes in Bangalore City. 14 of them are being conducted under its auspices.

An analysis of a small sample of classes completed during last year was undertaken by Mr. S. V. Srinivasa Rao to study the working of the literacy technique that has been adopted by the Council. The salient features revealed by the study have been described briefly in appendix B to this report.

SUPERVISION

Provision had been made to appoint full-time supervisors in each taluk for every group of 40 classes. It was not possible to recruit the required number of honest and enthusiastic young leaders of the village parts to undertake supervision of the classes in all taluks of the state. Hence the system of part-time supervision which was adopted during last year was continued in many places. The organising staff in the districts has now been strengthened by the appointment of full-time organising secretaries who have been directed to recruit the proper type of supervising staff. The Executive Committee is also considering a scheme to give regular and periodical training to its workers, so that their efficiency and interest may be maintained.

The chief difficulty in the running of the literacy classes has been, as in the previous years, the supply in time of literacy equipment to the classes in the villages. Purchase of slates in bulk, printing of text-books in lakhs of copies and the transport of these articles to the villages, many of which are far away from roads and railway stations, has taxed not a little of the energies and resources of our staff. For this year the problem has somehow been solved. The Executive Committee has resolved to purchase early a Printing Press for the Council to undertake these publications in bulk in future. The removal of control on paper may make it easier to supply our adults with paper and pencil as writing material from next year in the place of slates.

LIBRARIES

The number of libraries that are working at present is 643. Of these 124 were started during the current year. The Council proposed to open 500 libraries during this year with a total budget of Rs. 50,000. Government have been pleased to sanction the opening of 300 more libraries at an additional cost of Rs. 30,000. We are deeply grateful to Government and the Director of Public Instruction for their emphasis on this aspect of adult education, which, while helping to consolidate the literacy of the masses, will be a powerful means of disseminating culture and knowledge among the people.

An analysis of recent progress reports received from the librarians reveals that the total number of members using the library service is approximately 52,000, the average number per library being 87 composed of —

A. Just literates passing out of adult schools	...	16
B. Old boys of primary schools	...	20

C. Present boys of primary schools	18
D. Other literates	33

The average number of books supplied by the Council to a library when it is started is 95. The number of books issued to members in the last quarter is about 35,000, the average per month being 21 books per library. 1299 newspapers with a subscription value of Rs. 16,300 are being supplied to the Reading Rooms attached to the libraries. Library committees have been formed in all Library centres of which the Librarian, who receives a remuneration of Rs. 2 per month in the first year, is the secretary.

395 libraries have entered into the category of old libraries during the current year. Information regarding the scheme of maintenance of old libraries has just been sent to them. 25 libraries have already come forward with their grants seeking an equal contribution from the Council. The appointment of the organising secretaries in the districts and of the Library officer in the Central Office will no doubt help the completing of our programme and the more efficient organisation of the library system. The Department of Public Instruction has very kindly placed under the supervision of the Council, the existing rural libraries opened directly by Government.

Arrangements are being made to open four Central Libraries at Mysore, Bangalore, Shimoga and Hassan, which will supervise the rural libraries in their areas and run a circulating library for them. Three Librarians have already been recruited for this purpose and are being trained in the Central Office. A statement giving the present position of the libraries in the districts is given in the Appendix C.

GENERAL EDUCATION

The primary aim of the Council is, and will be, for many years, the eradication of illiteracy and the consolidation of literacy. But the Council cannot be blind to the importance of the General Education of the masses, through recreational measures, and with a vocational bias. Besides there is a vast scope for voluntary workers to do something for their less unfortunate brethren. A few members of Karnataka Sanghas and a few teachers of schools, here and there, are organising General Education programmes in the rural parts by themselves.

The General Education Committee has decided to organise the existing groups by placing at their disposal efficient visual and other aids which an organisation of our type

alone can keep and maintain, besides increasing the number of such groups in all parts of the State. To make the education programmes more fruitful, it has been proposed to arrange the General Education programmes in the form of discussion groups, and courses of lectures on several subjects. A training camp for lecturers desiring to participate in this organisation will be arranged during the ensuing summer holidays.

An important part of the General Education Department is the Folk Arts Committee which has undertaken to revive the interest of the people in various forms of folk art which are rapidly disappearing for want of proper patronage. One thousand rupees have been placed by the Executive Committee at the disposal of this Committee to make a survey of existing folk art in one or two districts in the State and organise Folk Art Festivals and Conferences in a few centres.

PEOPLE'S COLLEGES

Real continuation education can only be given through a long personal contact of the teacher and the taught. The Vidyapeeth or People's College, the name by which such institutions are known in England and on the Continent, is an experiment in this direction. A committee consisting of experts and of persons who have seen the working of such institutions in Denmark, was formed by the Executive Committee which after many meetings has produced the scheme which is enclosed with this report. The Committee has decided to start immediately its first Vidyapeeth on a piece of land situated 3 miles from Nanjangud on the Chamarajana road.

PUBLICATIONS

Besides the publications of the various text-books used in our Kannada and Urdu literacy classes, the department's chief publications are :—

- (1) "Belaku", the weekly journal for the use of the just literate in our classes.
- (2) Its periodical supplements for Literacy, Library and other departments.
- (3) The Adult Education Series for the "follow-up" book clubs
- (4) Special publications.

The improvement in the size and get-up of "Belaku" has been welcomed by all. This was made possible by a higher quota of

newsprint which we received from the Government of India. The Council has secured the services of Sri M. R. Lakshmana M.A., M. L. C., winner of the Prize for the best writer for the Adult Education Series for '42-43, as the Editor of the paper. Recently its office, was opened in the Library building and efforts are being made to run it on business lines. Six supplements of Belaku were published during the period at regular intervals.

The number of new publications in the Adult Education Series during the last six months is sixteen.

It is proposed to reach the number 100 before the end of the year.

The special publication undertaken by the Council is the people's Ramayana with the donation of Rs. 5,000 promised by Dharmaprakasa Sri L. S. Venkaji Rao. Work on this publication is proceeding and the manuscript is expected to be ready by April. It is indeed fortunate for the Council to receive a second donation of Rs. 1,000 for publication on a scientific subject—"Evolution and other cognate topics" by Mr. H. Narayana Rao. The donor and his collaborator Mr. K. P. Ramathiah have, besides kindly agreed to guide the writers and supervise the publications under this trust. The rapid expansion of the library movement and the paucity of the right type of books for use in rural libraries, have

necessitated the Publication Committee to undertake the publication of a special Rural Library Series and a monthly periodical "Pusthaka Prapancha". These publications will be entirely on a self-supporting basis and their accounting will be on business lines.

VISITS

Dr. T. C. M. Royan, Minister for Education, L. Siddappa, Esq., Minister for Public Works and M. A. Srinivasan, Esq., Minister for Agriculture visited the office of the Council while they were in Mysore and were greatly pleased with the progress made by the Council in various directions and promised full support for the work.

Prof. N. G. Ranga, Dr. Friedman and Sjt. Maganlal Desai, President of the Gujarat Vidyapeeth met the workers at the request of the Council and gave valuable suggestions in the working of the Adult Education Scheme.

PUBLICITY

The Council opened a stall in the Dasara Exhibition and arranged a display of its exhibits at the Hassan Cattle Fair, the Women's Conference, Bangalore, the Educational Conference, Kolar and the Students' Conference, Nanjangud. The Council arranged to send delegates to those conference and make propaganda for literacy.

T. Krishna Murthy,
General Secretary.

Delhi Adult Education Association

SUMMER SCHOOL FOR EDUCATIONAL WORKERS.

Introduction.

In response to demand both from Delhi and from outside a Summer School for Educational Workers was organised again this year by the Delhi Adult Education Association. Lectures and seminars were held in the Applied Science Block of the Delhi Polytechnic, Kashmere Gate, Delhi, from 8-15 to 11-15 a. m. every day during the period May 14th-25th, 1946.

This year arrangements were made to meet the needs of

- (a) those who primarily desired help in literacy and post-literacy work, and
- (b) those who wished to have a course with a more comprehensive educational scope (inclusive of adult education in the wider sense of the term). The

course was given in simple Urdu. Each lecture was followed by discussion.

Students.

This year 52 students joined the course; but only 42, with the prescribed attendance of 70% were awarded certificates. Of the total of 52 students 17 were teachers from Delhi Municipal Schools and were sent by the Education Department of the Delhi Municipality. 9 students selected by the Anglo Arabic Institution, Delhi, also attended while 7 came from G. L. K. U. Higher Secondary School, Delhi. Two priests of the Archdeaconery, Delhi were also present as students.

From outside Delhi 2 students—an inspector of schools from Holkar State, Indore, and a lady teacher from Ujjain—attended the course. Another student was a teacher from the Govt. Normal School, Najafgarh.

Most of the students came from the school teachers' community but there were about half-a-dozen students from local colleges as well.

Inauguration.

The Summer School was inaugurated by Professor M. Mujeeb of Jamia Millia Islamia on Tuesday the 14th May 1946 before a distinguished gathering.

With the co-operation of the Education Department of the Govt. of India a short display of educational films was arranged towards the end of the function.

Staff.

The following served on the staff of the school and delivered lectures and supervised seminar work and visits to centres.

Director : Ranjit M. Chetsingh, M. A., T. D., D. Ad. Ed.

Principal Parasram, M. A. Member of the International Society of Psycho-analysts and Member of the Indian Science Congress sub-committee on Psychology.

W. M. Ryburn, M. A., Author of *the Progressive School* ; *School Organisation* ; *Suggestions for the Teaching of English* ; *Educating for Democracy* etc. etc ;

R. C. Vidyarthi, Esqr., M. A., L. T. Queens College, Benares.

Shafiqur Rehman Qidwai, Head of the Department of Adult Education, Jamia Millia Islamia, Delhi.

Principal T. B. Sethi, M. A., B. T., Delhi.
—*Asst. Director of the Summer School.*

A. A. Mukhtar, Esqr., M. A. (Lecturer, A. A. College) General Secretary, Delhi Adult Education Association.

Mumtazud Din, Esqr., M. Sc., (Delhi Polytechnic), Joint Secretary, Delhi Adult Education Association.

—*Secretary of the Summer School.*

Hamid Ahmad Khan, Esqr. M. A., Lecturer, Delhi Polytechnic.

V. S. Mathur., Esqr., B. A., LL. B., Joint Secretary, Delhi Adult Education Association

Fazal Ilahi, Esqr. Adult Literacy Promoter and Organiser of the United Provinces Christian Council.

A. A. Abbasi, M. A., Lecturer, Delhi Polytechnic.

B. P. Srivastva, Esqr., M. Sc., LL. B., Lecturer in Physics, Delhi.

R. M. Chetsingh, M. A., T. D., D. Ad. Ed., Editor, *the Indian Journal of Adult Education* and Honorary General Secretary ; Indian Adult Education Association.

Saeed Ansari, M. A., Teacher's Training Institute, Jamia Millia.

Zahid Hussain, B. A., B. T., Hyderabad (Deccan).

The following subjects were dealt with :—

I. Literacy and Post-literacy work.

For this department of work, the services of a specialist Mr. Fazal Ilahi, Adult Literacy Promoter and Organiser of the United Provinces Christian Council, were secured. In his three lectures, he discussed the problem of literacy and the ways and means of promoting Post-literacy work. He gave demonstration in methods of teaching adults and suggested the requisite course of lectures for the purpose. He also made suggestions as to an appropriate list of books for study.

II. The development of Adult Education.

1. Adult Education in Great Britain—
R. M. Chetsingh.
2. Adult Education in Denmark—
R. M. Chetsingh.
3. Adult Education in Sweden—
A. A. Mukhtar.
4. Adult Education in India—
R. M. Chetsingh.
5. Adult Education in Hyderabad State—
Zahid Husain.
6. Trends in Workers' Education in Great Britain and U. S. S. R.—
Mumtazud Din,

III. Educational Psychology.

The following interesting lectures on Educational Psychology were delivered by W. M. Ryburn.

1. Instinctive Tendencies and Education.
2. Intelligence and its Training.
3. Creative Work.
4. Discipline and Citizenship.

IV. Psychology and the Adults' Problems.

1. The make up of the adult—Parasram.
2. Adjustments to environments and social rehabilitation—Parasram.
3. Psychology of adults—Saeed Ansari.
4. The Adults' reactions to education—
Saeed Ansari.

V. The Organisation of Adult Education.

1. Organisation of Adult Centres—
S. R. Qidwai.
2. The task and curriculum of Adult Education—S. R. Qidwai.
3. Administration of adult centres—
A. A. Mukhtar.

VI. Special Subjects in Adult Education.

1. Everyday Science—B. P. Srivastava.
2. Everyday Geography—
Bhagwant Kishore.
3. Everyday Civics—Mr. Mitra.
4. Everyday Economics—T. B. Sethi.
5. Tendencies in Modern Education—
Hamid Ali Khan.
6. Social Studies and Adult Education—
R. C. Vidyarthi.
7. The Relation of Basic Education to
Adult Education—R. C. Vidyarthi.
8. Museums and Adult Education—
A. A. Abbasi.
9. Trade Union Movement and Adult
Education—V. S. Mathur.

Visits.

Visits were arranged in the evenings to three important adult education centres in Delhi, so as to put students in touch with the actual working of the Centres. The Centres visited were :—

1. Anjuman Khidmat-e-Khalq, Anglo Arabic College, Delhi.
2. Talimi Markaz of Jamia Millia at Karol Bagh, Delhi.
3. Vidya Mandir, Chuna Mandi, Pahar Gunj, Delhi.

Convocation.

The consummation of the course came on the last day when the President of the Association Dr. Zakir Husain, Sheikhu Jamia, presided over the convocation. At the convocation Mr. R.M. Chetsingh in a short speech, referred to the activities of the Summer School. Certificates were awarded by Dr. Zakir Husain to all those who attended the School in 1945 and those who attended and qualified in 1946.

Class work and Social activities.

The students took keen interest in the lectures, asked questions and contributed to the discussion. They also took part in social activities. A group photograph was taken which is given in this Journal. On the last day, the 25th, a social function was organised by the students themselves at which refreshments were served.

Exhibition

An Exhibition of adult education posters and literature was organised by the Idara Talim o Taraqqi of Jamia Millia in a room of the same building for three days, 14th—17th May. The students visited the Exhibition before and after the lecture hours and made full enquiries regarding adult education methods and literature used by the Jamia Centre in spreading adult education.

After the award of certificates, Dr. Zakir Husain delivered an address. While congratulating the students who got the certificates, he said that no one should feel satisfied with a paper testimonial only. Those who had been awarded the certificates should go out in the field of action and prove themselves useful. He added that it was the responsibility of the educated class to enlighten and raise the ignorant and the fallen; otherwise they would rise in wrath one day and wreak terrible vengeance for the wrong done to them. The country, he said, was on the verge of a great upheaval and the students must needs come out with earnest efforts in the cause of education so as to pave the way to knowledge, intellectual freedom and harmonious citizenship.

Mumtazud Din.

NEWS FROM FAR AND NEAR

**EDUCATION FOR ALL.
INDIA REPRESENTED AT AUSTRALIAN
CONFERENCE.**

India is represented, at the international education conference now being held in Australia, by Professor K. G. Saiyidain,

and Miss Kapila Khandvala, Secretary of the Schools Committee, Municipal Corporation of Bombay, an official representative of the corporation.

Professor Saiyidain has grouped his lectures under interesting titles. They are

peace. (3) The educational ideology of Islam. (including the general question of religious education). (4) Education in India. (5), (6) and (7) What they can do to promote international understanding—(a) The U.N.E.S.C.O. (b) The school curriculum. (c) The teachers. (8) The shape of things to come in education.

Miss Khandvala's subjects are: "Educational Problems in India" and "Education in Relation to Social Problems". She will take part in a symposium, "Education for Peace", at the Union Hall, University of Sydney, where the other speakers will be Mr. Kees Boeke (Holland), Mr. S. H. Wood (England), Dr. Maria Zebrowska (Poland) and Miss Muriel A. Payne (England).

ELEVEN COUNTRIES REPRESENTED

Professor Saiyidain and Miss Khandvala are among 20 noted educationists from 11 countries who will deliver lectures at the conference. Sessions began on August 31, and will continue at intervals in the six States of the Australian Commonwealth until October 12.

England, Holland, United States of America, China, Czechoslovakia, Poland, France, New Zealand and South Africa have also sent delegates. The conference was made possible largely through the zeal of Australian educationists, who are anxious to promote better international understanding in the early post-war phase.

More than 20,000 men and women from all sections of the community have enrolled for courses at the conference, or plan to attend individual lectures. Enthusiasm is so great that in Sydney four different lecture halls will constantly be in use at one time. Much the same procedure will be necessary in other States.

The conference is being conducted by the New Education Fellowship, which seeks improvement for all countries so that every child, irrespective of race, creed or colour, may have opportunity for worthwhile education.

One of the interesting speakers at the conference will be Mr. Walter Page, member of the Australian Aborigines' Welfare Board, and himself an aborigine. He is to talk in Sydney on "Educational Problems as they Affect the Aborigine."

MADRAS

Mr. Daniel Thomas's Appeal

Addressing the Christian College Econo-

mics Association at Tambaram, Mr. Daniel Thomas, Minister for Local Administration said now that they were on the threshold of freedom, they should bestow greater attention to the development of the social and economic life of their country.

Mr. Daniel Thomas said that in olden days, the Village Panchayat had managed the affairs of the village. Later on they were converted into local boards and municipalities but their powers were restricted. The Congress Ministry, he said, was endeavouring to vest the Municipalities and Local Boards with more powers so that they might be in a position to achieve a better standard of administration.

Mr. Daniel Thomas referred to the conditions of slums in the City and said that they could be improved with a little more propaganda and education among the dwellers. He exhorted the students to devote some time in helping to eradicate illiteracy among the less fortunate people and thus do service to their fellowmen and country.

DRIVE IN U. P.

Plan For Conscription

LUCKNOW, Aug. 9.—Conscription of educated young men to fight the U.P. Government's battle against illiteracy is being considered by a committee appointed by the Government.

The committee was originally asked to prepare a scheme under which all young men of the province having academic qualifications from high school upwards could be conscripted for one year's compulsory educational or social service, including service in the proposed civic-guards organization. But the trend of opinion at the committee's first meeting seems to have been that the question of organizing civic guard service should be considered separately, while the committee should concentrate on the scheme for educational conscription.

The consensus of opinion at the meeting is also reported to have been that boys leaving high school are too young for the strenuous duties of civic guards, though they will be suitable as conscript teachers.

Women's Conscription

The committee has so far met only once. At subsequent sittings it will doubtless consider the various aspects of this big and daring experiment. It will also consider the question of compelling every educated woman in the province to give a few hours every day to teaching.

U.P. Drive on Ways of Tackling Problem

"The man in the village must be roused out of his present self; he must be made to realise the changes that have taken place in the social, political and economic conditions of the world around him, to understand his own place in the general scheme of things, to think and act for himself as a free agent," declared the Hon'ble Shri Sampurnanand, Minister of Education, in a broadcast from Lucknow on September 3, in the course of which he discussed the magnitude of the problem and indicated the lines on which an immediate attack on illiteracy and ignorance could be launched.

Some Facts and Figures

The Minister said that, apart from illiterate adults, there were 60 lakh persons of school-going age in the province to be roped in and that 12,000 schools and 60,000 teachers would be required to take them up to the primary standard. If a goal of 10 years were to be fixed for completely eliminating illiteracy and introducing free compulsory primary education, the expenditure in the very first year would amount to Rs. 32,40,000. Forty lakhs, he said, would be a safer estimate, and it was to be seen how the revenues of the Province could bear this heavy burden. If, in order to prevent people once educated from lapsing into illiteracy, the absolutely necessary step of providing libraries and reading-rooms on a large scale was also taken and even if only 200 libraries and 200 reading-rooms were to be started each year, the cost of their maintenance would mount up to Rs. 16 lakhs in three years. To these material impediments must be added the powerful forces of inertia, pessimism and cynicism that would not only non-co-operate with but actually oppose any attempt to introduce a radical change in the tenor of life. *The Minister declared that the co-operation of a large number of non-officials, individually and co-operatively, was essential.*

How to Tackle the Problem

Shri Sampurnanand pointed out that the Province could not afford pucca school-buildings; nor could it afford to wait until an army of 60,000 trained teachers was available. We must content ourselves with kutcha buildings with pucca floors built with free village labour, and make use of untrained men. Probably every village with a population of 1,000 could supply its own teacher, the minimum qualification being the Hindustani middle diploma. In order to improve the quality of teaching, Government were thinking of starting peripatetic training schools, sending out bat-

of trained men under the guidance of an experienced teacher to go round the country side and give lessons in the principles and practice of teaching to the untrained teachers from a group of these primary schools and then move on to a new locality. As regards the content of education, the principle of Basic Education had already been accepted in the Province, but teaching on these lines required effort, technical skill and understanding and if we insisted on having nothing but education of the pure basic type, we might have to wait for decades before we could think of eradicating illiteracy. The best way would be to go ahead, keeping the ideal steadily in view, affecting improvement here in quality, there in quantity, all tending in the same direction, till all our schools became really basic schools. In the meantime an attempt would be made to make even the ordinary school a better and brighter place which would give the child some scope for self-expression, develop his initiative and social instincts and broaden his sympathies.

Other factors in Education

Discussing the immense value of the radio and the cinema as essential contributory factors in education, the Minister said that it should not be difficult to equip every village school with an efficient radio set and send round good education films from one locality to another. This work would have to be taken in hand sooner rather than later. Revival of folk dances, folk music and the open air stage was another powerful instrument of education, particularly suitable for the country side.

Shri Sampurnanand added, however, that his intention was not to give a catalogue of various methods of educating the villager but to indicate the principal directions in which the Government's mind was working. "We shall welcome constructive criticism for we do not claim to be infallible."

Turning to the problem of adult education, he observed that eradication of illiteracy among adults was essential to make villagers appreciate the advantages of education for their children and enable them to assimilate instructions in improved methods of agriculture, animal husbandry and hygiene. With a little co-operation from the educated classes, including students, adult illiteracy could be liquidated in a few years. The Minister added that the measures Government had in view for granting self-government to villages would themselves be a part of their education.

In conclusion, Shri Sampurnanand appealed

villages and no work-could rank higher than taking up in a spirit of selfless service the task of educating our fellow-citizens in the village to enable them to take up their rightful place in the material and moral life of the country."

IN BOMBAY

Satisfactory Result

Satisfactory work is being done by Government-aided Voluntary Primary Schools and Adult Education Classes in spreading literacy among children and adults. There were in all 1,59,734 children under instruction in 4,801 Aided Primary Schools in the different districts of the Province. These schools are managed either by individual teachers or by Associations which receive financial help from the Government by way of capitation grants and bonuses which have recently been increased. Besides individual teachers, there are about 62 associations which are managing between 9 and 400 voluntary schools each. On March 31, 1946, the number of such Aided Schools in the different districts was as follows :

Bombay Suburban District 1 ; Thana 183 ; Kolaba 109 ; Nasik 229 ; Ratnagiri 466 ; West Khandesh 506 ; Poona 187 ; Satara 448 ; Ahmednagar 401 ; East Khandesh 357 ; Ahmed abad 93 ; Kaira 76 ; Panch Mahals 74 ; Surat 110 ; Broach 78 ; Dharwar 371 ; Belgaum 277 ; Bijapur 439 ; Kanara 198 ; Sholapur 198.

The Government repeats its appeal to individuals and associations to open primary schools in villages where there are no schools.

Literacy among adults is being spread by means of Adult Education Classes which are opened in different districts by the Bombay City Adult Education Committee. During the year ended on March 31, 1946, a total of 9665 adults including 478 women were made literate throughout the Province excluding Bombay City. The number of Adult Education Classes in the different districts on March 31, 1946, was as follows :

Thana 26 ; Nasik 5 ; Ratnagiri 3 ; Poona 16 ; Satara 52 ; Ahmednagar 138 ; Sholapur 29 ; East Khandesh 46 ; West Khandesh 20 ; Ahmedabad 4 ; Kaira 52 ; Panch Mahals 15 ; Surat 1 ; Broach 11 ; Dharwar 55 ; Belgaum 71 ; Bijapur 168 ; Kanara 21.

Poona, Aug. 7

Nine hundred adult education classes will be opened in Bombay City in December 1946, in pursuance of the Bombay Government's declaration to liquidate adult illiteracy in the Province within the next 10 years. Twenty students will be admitted in each class, which will have a four months course.

Subsequently similar classes will be opened in the bigger towns of the Province such as Ahmedabad, Poona, Sholapur, Surat and Hubli.

Mr. K. T. Mantri, Special Literacy Officer, called on Mr. B. G. Kher, the Premier of Bombay on Wednesday and discussed with him matters connected with the establishment of these classes in the City of Bombay.

BOOK REVIEWS

ADULT EDUCATION for DEMOCRACY by Harold C. Shearman.

Published by the Workers Educational Association, 38 A St. George's Drive, London, S. W. 1 pp. 95. Cloth, 3 sh, 6d. net.

This little book is one of the most valuable published in the last five years. Written of and for Britain it is helpful to all adult educationists.

The author starts with a statement of the case for adult education in chapters one and two. Then he deals with Principles of Organization and Wartime Experiments in two concise chapters and then goes on to discuss a Policy for Post-War Adult Education and the Place of the Workers Educational Association in it. Readers in India will find this section particularly helpful. We make no

apology for giving below large extracts dealing with different aspects of adult education which should appeal to our readers. Here is one about the Army Bureau of Current Affairs.

"The work of A.B.C.A. has broadened and developed from its first experimental beginnings, and it is not easy to summarise it briefly. The core of it is the discussion group under the leadership of a layman — an officer, not a tutor or educationist — working with a brief supplied weekly by the Bureau. The essence of A.B.C.A. is thus an adaptation of the Discussion Group method fostered by the B. B. C. — with the difference that the A. B. C. A. Group is compulsory, and the leader is not chosen by the members but is, in fact, their regimental officer, an important

element in the scheme being the contribution which it can make to military morale.

"A. B. C. A. hinges on the weekly pamphlet dealing with some current topic. Many of these pamphlets have been admirably written by first-rate authors; in some few a rather "jazz" technique has been deliberately adopted, which is at any rate proof of an experimental temper. Much has been done through Week-end schools, provided by Regional Committees, and latterly by taking over a Residential College, to provide the officers with at least an elementary background and the beginnings of a technique — particularly the latter.

"How far the experiment has succeeded cannot yet be told. It must be recognised, however, that some pitfalls were avoided. By entrusting the scheme to a civilian Director experienced in the Adult Education movement, the dangers of military control of opinion were somewhat lessened; and co-operation with the Regional Committees for Adult Education was also sound policy. Moreover A.B.C.A. has developed the pioneer work of the British Institute of Adult Education and other bodies in the use of Exhibitions as an aid to Adult Education, and has collected and circulated some admirable photographic material, as well as printing an excellent "Map Review" series."

In India people often recommend the adoption of the Danish Folk High Schools as a model for adult education. The following is therefore of particular interest to our readers;—

"The rural youth in Denmark turned to the Folk High Schools, which appealed to them with nothing less than a gospel of community education. The significance of their achievement which does not seem to have been sufficiently remarked — so confused is much of the discussion of Adult Education is that they attracted the young adult; and the question arises how they will be affected by the new development — proposed by Denmark as well as Britain — of continuation schools or "Country Colleges."

"What is not so generally realised is that the leadership in Adult Education in Scandinavia has been passing to newer forces. That the urban workers were not responsive has often been deplored by the leaders of the High Schools. It was with the foundation in 1924 of the Workers' Educational Association (A.O.F.) on lines suggested by English and Swedish experience, that the successful approach to them came. With its

residential high schools, its study circles, and lectures in town and country, its propaganda for more and better libraries, and its close links with similar movements in the other Scandinavian countries, the A.O.F. makes a powerful appeal to the progressive elements in the community. Even among the rural population there seems to have been some decline in recent years in the influence of the Grundtvig High Schools."

And the following about Sweden is also both informing and suggestive:—

"The folk high school movement in Sweden was the specific farmers' movement for adult education and has remained their domain. The education work of the temperance movement was organised nationally in 1901, whereas the workers' adult education did not achieve a national organisation till 1912. After the World War they worked separately. But the eclipse of the Liberal Party as a decisive movement in national politics eased the path of the temperance movement towards the educational organisations of the Labour Movement. They established mutually interchangeable lists of lecturers, and collaborated in other ways as well. Then the new deal of 1932-36 broke down the barriers between workers and farmers. The economic crisis did its share of that work by inducing unemployed working-class youth to seek the folk high schools. During 1936 the Workers' Educational Associations joined hands with the Educational Associations of the two major temperance organisations of Sweden, with the Educational Association of the Swedish Countryside and with the Federation of Swedish Farmers Youth in the "Collaborating Educational Associations of Sweden" which held their first annual joint meeting on January 17th, 1937. Finally the barriers between these movements for popular education and the adult education movements of the religious denominations broke down. The Christian Education Federation of Sweden joined the group in 1937, and the "Blue Ribbon Association of Sweden" has applied for admission.

"The centre of administration is the workers' Educational Association, which also forms a link with the extensive educational work of the Co-operative Union of Sweden. It may therefore be said that adult education in Sweden is a truly comprehensive national movement. The object is not to inculcate beliefs and opinions, no even 'hard facts'. The keynote is to be found in the method of approach. No unification, no 'Gleichschaltung', is either attempted or achieved. The

student is given the equipment with which he can form opinions of his own and test them.

"The subjects covered by adult education show, moreover, that politics do not monopolize adult education. Music, general history, ethics, philosophy, psychology, hygiene, nutrition, physical education, navigation, literature, the history of art, foreign languages, and special subjects natural to the different organisations compete with the political subjects proper in Swedish adult education." "Sweden is governed", Mr. Braatoy adds, "by people associated with Adult Education."

And finally here is something for those who have the responsibility for planning and guiding the development of adult education in India. Official circles in this country tend to become advocates of more and more fascist policies in Indian education. The dangers of uniformity and rigidity need to be impressed upon them. Mr. Shearman writes for Britain but what he says needs to be read marked and digested in India.

"The opportunities for Adult Education, then, must be varied and flexible. While the public education authorities should accept the responsibility of ensuring that all needs can best be met in different ways. They should not seek to officialise every conceivable educational agency, but should recognise that many will demand the right to form their own groups, sometimes, in a free country, pursuing their interests in very unorthodox directions.

They should realise that not all forms of educative social activity can be brought within even the most far flung net of official statistics. On the other hand, it should be a matter of deliberate policy to encourage self-government in Adult Education. Finally, the continued success of a democratic Association devoting its whole attention to Adult Education is of special value at a time like the present, when vast issues of social change and international reconstruction are looming ahead, and when we are entering on a period which may well baffle and perplex the most discerning. At such a time it may be tempting to set up a State agency for Adult Education central or local—and to claim that, with unrivalled resources, such an agency can meet all needs. It requires, perhaps, both faith and insight to realise that the health of democracy cannot be preserved by the most scientifically correct intellectual diet. It needs exercise as well as food; and there is no department of social life in which freedom to exercise his faculties in association with those with common interests is more important for the citizen than that of Adult Education."

There is a most valuable appendix dealing with the Present Provision for Adult Education in Britain.

We recommend this book to all Education offices and institutions. The earnest worker will find it a mine of information,

Ranjit M. Chetsingh.

THE INDIAN JOURNAL OF ADULT EDUCATION

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VOL. VII

No. 6

THE INDIAN JOURNAL
OF
ADULT EDUCATION

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of Baroda, Bihar, C. P., Delhi, Gwalior, Indore, Mysore,
N.W.F.P., Orissa, Punjab, Sind, U. P., etc.

NOVEMBER 1946

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

EDITOR :
RANJIT M. CHETSINGH
QUAKER CENTRE
24, Rajpur Road
DELHI

THE INDIAN JOURNAL OF ADULT EDUCATION

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Tutor's Diploma in Adult Education (U. C. Nottingham).

Associate Editor :

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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 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

*A talk broadcast from Delhi Station by
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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 Sammalans* 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.

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

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 $\frac{1}{3}$ % in the rates of honoraria be taken as reasonable, the expenditure would increase by 20 %.

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 Mande'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.

THE INDIAN JOURNAL OF ADULT EDUCATION

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