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THE INDIAN JOURNAL
OF
ADULT EDUCATION

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

JANUARY 1947

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

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THE INDIAN JOURNAL OF ADULT EDUCATION

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Greetings and congratulations to *The Indian Journal of Adult Education* on its entry on its fifth year of useful work...I look forward with confidence to the valuable assistance of the IJAE in this connection (post-war Developments) when the time for an advance arrives - *John Sargent*. Educational Adviser to the Government of India.

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**Messages to the Indian Journal of Adult Education
on entering its eighth year.**

From the Hon'ble C. Rajagopalachari, Member for Education,
Government of India, New Delhi.

"My best wishes to you in your great work."

C. Rajagopalachari,
Government of India,
New Delhi.

From Dr. Amaranath Jha, Vice-Chancellor, Allahabad University.

Senate House,
Allahabad, Dec. 14th, 1946.

"The Indian Journal of Adult Education has during its short existence done such valuable work that it has become indispensable for all those who are interested in the vital problem of adult education. The Journal can easily become even more useful if a larger number of persons subscribe to it and if all those who in any shape are associated with the movement will send periodical accounts of their activities. We wish we could issue the Journal in some of the major languages of the country and thereby reach a very much wider range of readers. But for this purpose funds are needed. I fervently trust that under the altered conditions in the country the Adult Education Movement will receive wide and generous support."

Amaranath Jha,
Vice-Chancellor.

Indian Journal of Adult Education

Vol. VIII

January 1947

No. 1

Editorial Notes.

1. Early in February of this year the Editor of *Indian Journal of Adult Education* will leave for England. He hopes to be able to visit educational centres not only in England but also in Scandinavia and perhaps America as well. From time to time we hope to be able to publish in the Journal his reports of the new developments in adult education work in these countries. We are sure our readers will give him their best wishes for a fruitful tour.

ALL INDIA EDUCATION ASSOCIATION CONFERENCE RESOLUTION.

Elsewhere in this issue we print an account of the Conference and a selection from the resolutions. There is one resolution in particular which deserves special mention. It is that which emphasizes the need for a "sufficient number of trained and full-time workers". In education as in any other social movement, it is the enthusiasm of volunteers which guarantees the life of the organisation, but enthusiasm must be fed and directed by experience and training. Every lasting movement knows that the full time worker is needed in order to give

permanence and stability. In a subsequent issue of the Journal we shall publish an article on the work of the Tutor-Organiser in England. This is a full time work which aims to co-ordinate and stimulate both the demand for knowledge and the supply of tutors; it is a necessity in some form or other if the work of adult education in India is to grow.

It is a corollary from this that such workers should be paid at a reasonable rate. In England such tutors are usually appointed to university staffs and are paid the equivalent of a senior lecturer's salary. The imperative need for India to recognise the true value of education and to accord the educational worker his rightful status and salary has been demonstrated by the recent Teachers' strike in Delhi. It is clear that an adult education worker, just as a teacher, must be paid not merely a living wage, but one which will relieve his mind of worry so that all his energies can be devoted to his work.

For these reasons we commend the A.I.A.E.A. resolution to the favourable consideration of all Education Departments.

Education should lead and guide man to clearness concerning himself, to peace with nature, and to unity with God; hence, it should lift him to knowledge of himself and of mankind, to knowledge of God and of nature, and to the pure and holy life to which such knowledge leads.

Froebel.

Presidential Address

AT THE ALL INDIA ADULT EDUCATION CONFERENCE (1946)

By K. G. SAIYIDAIN, EDUCATIONAL ADVISER TO RAMPUR STATE.

Friends,

I value greatly the privilege of presiding over this Conference, because it gives me a welcome opportunity to renew old contacts, to establish new ones and to suggest for your consideration and discussion certain ideas that strike me, personally, as relevant to the problem of Adult Education in India. It will perhaps be helpful if, by way of providing a background for our deliberations, we could go over what may be regarded as the area of common agreement amongst all intelligent workers in this field. It may not be intellectually "glamorous" to re-state a few obvious truths but it is useful to know where we stand and from where we are to start.

THE POLITICAL AND HUMAN JUSTIFICATION FOR A NEW APPROACH.

I am sure you will agree with me that there is now a fairly widespread realization of the desperate urgency of the existing situation. Politicians, administrators, social workers as well as educationists feel that no planning, no social and economic reconstruction will be possible unless Adult Education is provided not only on a larger scale but also quickly and in a generous measure. In the past, too, many far sighted individuals and groups did realise the *importance* of this work but the sheer magnitude of the problem — the education of about 350 millions! — was apt to convince them that it was not a "practical" or "feasible" proposition — these are useful words for they and their kind can always be used to camouflage lack of courage and imagination! But, during the last twenty or thirty years, the tempo of life and thought has been quickened enormously. We have seen with our own eyes the success of gigantic Five Year Plans in other countries; we have observed how, under the stress of war needs, co-ordinated and co-operative human effort can achieve miracles of production as well as destruction; we have become acutely conscious of the tremendous part that the modern media of mass communication like the Press, the Radio and the Cinema can play in the education (or mis-education!) of adults. Under these changed circumstances there is far less justification for facing this issue with folded hands and a sense of resignation and

we have no alternative today but to go ahead with vigorous schemes of educational expansion.

It is not, however, only the greater technical efficiency that we possess in organizing large scale enterprises — social, economic or educational — which has forced this issue to the front. There are also more significant and positive reasons which may be described as *political* and *human*. We are on the verge of great political changes which will determine, perhaps for centuries to come, the shape of things to come in our country. Even the bitter fratricidal conflicts that poison our national life will roll away — one hopes — sooner or later, like the threatening clouds of a nightmare, and we shall emerge into the clear day of reason and freedom and common sense. But, if I may repeat a truism, political freedom cannot, by itself, guarantee the "good life" for any community or people. We know only too well how many nations, which are politically free, are enslaved by other chains which bar the way to the good life, which is really the gracious fruit of high and noble and unselfish endeavour — which, alas, is not easily forthcoming. People cannot, in fact, retain even their political liberty unless they are prepared to pay the price for it in terms of that "eternal vigilance" which postulates proper civic and political education. If our objective is higher and we wish to use political freedom as a stepping-stone to social freedom and economic democracy, then obviously we need a much higher standard of education amongst the masses of the people. Otherwise, there is the ever present danger that the so called "freedom" may be exploited by intelligent but unscrupulous people for their own unworthy ends. This is what I would call the *political* justification for an immediate and large scale campaign of Adult Education.

The *human* justification follows directly from these considerations. The modern conscience is perhaps more acutely sensitive than ever in the past — I am speaking, of course, of the general tendency and not of great individuals whose spirit was finely attuned to great human values — of the bitter tragedy that a large majority of our fellow-men are literally *starving in a world of plenty*, both in the material and the cultural sense. In actual

fact there are ample material and cultural resources at the disposal of the modern man — *potentially*, they are unlimited! But the "masses" continue to lead poor, barren, unsatisfying lives, frustrated in mind and body, with access neither to economic security nor to cultural riches which are man's most valuable and essential heritage. The greatest single problem of the 20th century, in my opinion, is to retrieve them from this cruel impasse and to *enrich their lives with significance*. Modern conscience at its best — I hope I am not idealizing it unduly! — should not, and will not, be satisfied with regarding the poor peasant and the labourer and every one else engaged in humble, every day productive work as just good enough to do his job and entitled, at best, to protection from starvation or the rudiments of learning. He is a human being in his own right with a capacity to enter into the kingdom of the mind and the riches of the spirit — with eyes for pictures and ears for music and some appreciation and discernment for good literature and drama and art and other manifestations of beauty in life. He will *not* be denied access to these treasures which certain privileged classes have hitherto regarded as their special preserve. It is a far cry, indeed, from the traditional view which identifies Adult Education with the imparting of literacy. What a travesty of truth is that limited view! Mere literacy is often lost more quickly than it is acquired and it fails to make any impress on the life of the rather unwilling and bewildered adult grappling with the mysteries of the alphabet in his moments of fatigued leisure. In fact, there is a rather curious and *practically* important relationship between literacy and the broader concept of Adult Education that we are now beginning to regard as correct. Experience has taught us that, unless we can bring the total impact of an enriched Adult Education to bear on the life of the illiterate adult and widen his horizons of knowledge and appreciation, we cannot succeed even in our narrow objective of imparting literacy. That is the only way in which we can enlist his active co-operation in our effort. Surveying the present position as whole, it may well be claimed that, in the field of Adult Education, there is a marked *shift of emphasis* — from small scale to large scale effort, from narrow literacy — the desire that a dubious signature should take the place of an authentic thumb impression! — to a generously conceived *education* which is to include training for intelligent citizenship as well as cultural appreciation.

THE DEBIT AND CREDIT SIDE

I have taken a little of your valuable time in this assessment of tendencies because it gives us the background as well as the perspective of our problem. Let me remind you, however, that what I am talking about is *not* what is being *actually* done but what our best informed and mentally alert workers think *should* be done. It is only in a few centres of progressive educational effort that anything like this has been attempted — the Jamia at Delhi which has the vision of a Zakir Husain and the organizing ability and energy of a Shafiqur Rehman the Shanti Niketan at Bolpur which has broken out of its quiet, academic repose and tried to develop extramural activities and contacts; the Al-India Adult Education Association which has tried to keep aloft the banner of right ideas — often with Chetsingh as the only official standard — bearer! There have been a few sporadic attempts from time to time in various Provinces and States and there is the Report of the Central Advisory Board of Education which attempts, for the first time, to present a comprehensive, full-length survey of the position and gives an outline programme. This is practically all that we have on the *credit* side.

On the *debit* side we have, firstly, the stark fact that quantitatively speaking, hardly anything has been done. If some one were to prepare a literacy map of the world and colour the illiterate areas of the earth black India will, to our shame, look like a dark continent! This is a state of things which makes me feel both ashamed and indignant — ashamed that a country, which prides itself on one of the oldest cultural traditions in the world, should have come to this pass; indignant because we have been content to put up with this blot on our reputation for so long! Secondly, whatever work is being done lacks planning and co-ordination and is neither related to any coherent policy nor inspired by a generous vision of what Adult Education means and what it can achieve. Do you believe it is possible to secure the interest and enthusiasm or even the attendance of adults at what are hopefully called Adult Education Centres — usually dark and dismal rooms or disused sheds or dingy school buildings, without proper seating or lighting arrangements, without books and charts and other equipment, without any facilities for developing social and corporate activities? I am well aware of the value placed on simplicity and the nostalgia for "schools under trees" and, I admit, both

have their proper place. But I am not prepared to regard this depressing *milieu* as good enough for the education of the masses and, if austerity in this sense is such a good thing, why don't the preachers practice it for a change; I am not asking, mind you, for luxurious premises but I do stipulate that these centres should be neat and artistic, where adults will come spontaneously to read or talk or discuss or meet common friends or practice their hobbies, because it is the best place in the locality for the purpose.

THE FINANCIAL BOGEY.

Does that sound too ambitious? Will it be argued that our 'poor' country cannot afford to provide educational facilities of such magnitude? May I suggest, in answer, that there is only one kind of poverty that is incurable, *the poverty of the spirit*? All others can be tackled if we are seriously inclined to do so. It is a trite remark but it will bear repetition that this 'poor' country was actually able to spend millions on a war that was none of her making. Is there any reason, in the nature of things, why an equal measure of effort should not be possible in the cause of education, which is ultimately the cause of peace and humanity? I believe it is wrong to look upon great problems of national reconstruction from the view-point of the narrow minded financier: "We have a budget of so many millions and, on this 'lavish' scale, Adult Education alone would cost so much—so it is ruled out as an impracticable proposition." To my mind, the proper approach is not whether we can afford a good educational system or a sound health policy but *whether we can afford to do without them*. If it is agreed that no country can afford to remain predominantly unhealthy and ignorant and culturally impoverished, then it is the business of the Government the Finance Department and the Planners of National Economy to find the money and, if this involves large scale industrialization or modernization of agriculture or tapping new sources, or attempting better distribution of wealth, let us by all means go ahead with such schemes and not hold up urgent national enterprises on the ground that money is not available. I think there is a great deal of truth in an old Indian proverb "Money is the dirt of the hand"—let us not make it the arbiter of our cultural destiny!

THE RECORD OF OTHER COUNTRIES.

What I am advocating is not something Utopian which has not been tried any-

where in the world. Perhaps you might be interested to hear something of what other countries have done or are trying to do in this field. In U.S.A. and U.S.S.R. which differ basically in their political and economic structure, there is a keen appreciation of the value of such education, and widespread cultural facilities have been provided for the people in Schools and Colleges, Clubs and Institutes, Music and Drama and Discussion groups and many other agencies for raising the level of popular culture and efficiency. The "Folk Schools" of Denmark, which have won a deservedly high reputation, have brought culture down from its "ivory tower" and presented it as an offering to the common people working on their farm or in their factories and workshops. "What is most important", remarks an Inspector who visited these schools "is not the amount of knowledge the students acquire but the fact that they are mentally and emotionally roused. They may forget a good deal of the instruction; but they leave the schools different people, having learnt to hear, to see, to think and to use their powers"—no mean achievements, these! Great Britain, has just been through the most terrible war in human history, from which she has emerged battered and financially bleeding but *not* broken in spirit! In 1944, she placed on the Statute Book,—as you are no doubt aware—a new Education Act which will increase her already generous education budget by about one hundred million pounds. It provides, amongst other things, for a rich, generous and varied system of Adult Education to ensure that all her citizens will have at their disposal a good deal of what national culture has to offer and the marvels of modern technique can convey. I should like to refer particularly to the scheme for the establishment of People's Colleges (or County Colleges as they are called) where all young persons above the age of 15 or 16 will be required to attend either two or three half days a week or (in rural areas) for a whole term continuously. These colleges will provide "further education", including physical, practical and vocational training, to develop their various aptitudes and capacities and prepare them for the more exacting responsibilities of modern citizenship. I visited one such institution a few days ago at Bottisham, near Cambridge, where an English educationist of great insight and vision, Henry Morris, has established a number of colleges in order to cater for the educational and cultural needs of the surrounding villages. The college is housed in an

attractively planned and well equipped building and provides a large variety of activities—social, academic, practical and artistic—which are welcomed and utilized by the local communities to enrich their individual and collective life. You can find an enthusiastic account of the college at Impington in Joad's delightfully readable book, *About Education*, a few lines of which are well worth quoting :

“A whole wing is reserved for adults, complete with kitchen, canteens, common rooms, games rooms, lecture room, committee room, and Library. . . Here the life of the village is centred; here the various clubs, the domestic and musical societies hold their meetings, here the debating society conducts its discussions. . . The college is, in fact, a hive of activity where you can eat, drink, dance, make merry and fall in love, as well as learn, attend lectures, talk, and practice the art and crafts of cookery, metal work, wood work, painting, music. I wish I had the descriptive power to convey the comforts and grace of the environment in which these various activities take place. I can only emphasize the general impression of light and air and space, of graceful and harmonious lines, of rich and tasteful furnishings, of walls hung with the prints of some of the great pictures of the world. . .”

It is not only through the new institutions like Peoples' Colleges or the Service of Youth contemplated in the Education Act, that a cultural campaign is to be undertaken. There are many other official and non-official agencies, with ample resources, which are engaged in tackling different aspects of this problem e.g. the Workers' Educational Association, the British Council whose function is to present British culture to other peoples and also to interpret it to the Britisher, and the Arts Council which has been striving with vigour and imagination to bring better music and drama and pictures within the ken and the imagination of the common people. If all these things are necessary in a country like England where there is practically 100% literacy and the availability of educational and cultural resources is incomparably greater, how much more urgent is the need to provide suitable cultural facilities for Indian villages where peoples lead lives, which are often mentally and materially sub-human?

THE TASK OF THE ASSOCIATION.

I do not wish, however, to take your time in painting a gloomy picture of the contemporary scene. Nor should we fall into the temptation of concentrating too much on the discussion and analysis of the programme to be followed. A good deal of thought has been given to it already and the Post War Plan of the Advisory Board gives us a fairly comprehensive idea of what is to be done. In any case, no fool-proof programme can be perfected on paper; it is ultimately in the crucible of action that programmes are not only tested but completed. Action generates its own dynamic which not only distinguishes between the good and the bad, the practicable and the impracticable but also provides new points of view and new goals. Perhaps, in a locality we may start in a modest way by providing only facilities for social contact or a discussion group or a literacy centre or a Sports Club. But, if our psychological approach is right and the workers are sincere and sensible, we will find many new and fruitful avenues opening out before us. I have seen this happen over and over again in my experience and I have no doubt your experience will confirm the truth of this position. Therefore, so far as I can visualize the functions of this Association, there are *two* things it should do. It should mobilize public opinion and political influence to ensure that an immediate attack is made on the Adult Education front on a nation wide scale and the all Provinces and States do actually launch carefully thought out programmes. Secondly, it should provide what I might call *Technical leadership*, i. e., offer sound advice on any issues that may be referred to it by official and non-official organizations engaged in work and it should conduct small scale experiments in new ideas by way of demonstration, e.g., by establishing a People's College, organizing special training course for leaders, taking up community welfare work and so on. I know how meagre are the resources at the disposal of this Association at present. It is, therefore, imperative that all its well wishers should make a strong effort to place it on a sound financial and administrative footing. With this objective in view, an approach has been made already to the Education Department of the Government of India and I have reason to believe that the matter is "under sympathetic consideration". But that is not enough; private individuals, charitable organizations and Trusts should realize that an Association like

this dedicated to service, has a perfectly valid claim on their wealth which they hold, in the ultimate analysis, not as an irresponsible private possession but as a social trust and, in this age of a dawning civic conscience their possession of it can only be tolerated if they have the understanding and the decency to use it for public good. I hope the Association will take the necessary steps to bring its needs and programme of work to the notice of relevant bodies and that they will respond to the situation adequately and intelligently.

THE ROLE OF THE MASS MEDIA OF COMMUNICATION

While I do not propose to discuss the programme of Adult Education, there is one aspect which I should like to bring to your notice because it has not, in my opinion, received due attention—namely, the part that agencies of propaganda like the film, the radio and the press can play in this field. This point was brought home to me strongly when I was recently working on a UNESCO Commission dealing with the "media of mass communication". I do not wish to recapitulate the interesting discussions we had but only to elucidate the peculiar position of these agencies in India. In many advanced countries, they are already powerful agencies and the concern of enlightened and progressive opinion is to improve the quality of their programmes and output. In our country they are still in their infancy and, therefore, we have the twofold problem of expansion and development as well as proper orientation. This is in some ways, an advantage, because, in countries like America and Great Britain, powerful vested interests have secured a vicious hold on them and it is no easy matter even for their national Governments to dislodge them. In India, while the general tendencies and set up is the same, the evil has not taken very deep roots yet. We have no powerful Hollywood, no competing commercial Radio Stations, no unholy Press combines like the Hearst or Beaverbrook chains of papers. It is, therefore, more easily possible for a wide awake National Government to adopt a policy which will stop these powerful agencies from passing completely into the grip of people who have no social conscience or sense of social responsibility and whose only criterion of success is the "box-office". In the world of the future "the man with the money bags" should not have the authority to determine what mental

and cultural fare is to be offered to its citizens. But this can only be done if the people as well as the Government have the intelligence to visualize all these agencies as integral parts of a single, coherent educational pattern so that Schools, Colleges, Adult Education Centres, Journals and Newspapers, Films, Plays, Radio Programmes may all pull in the same direction—the direction of cultural enrichment and international good will—instead of working at cross purposes and nullifying the good results that might have otherwise ensued. In some ways, these agencies of mass communication work much more quickly and effectively than ordinary educational institutions and, in a country like ours where there is so much to be done, we cannot afford to ignore these powerful instruments of visual and auditory education. I would plead for a careful study of the whole problem with the object of integrating them properly into our educational structure.

WHAT IS TO TRIUMPH—HUMANITY OR BEASTLINESS?

May I, in conclusion, address a few words to you about a problem which is not normally reckoned as forming a part of Adult Education work but which is so important, so desperately urgent that it overshadows all other problems in India. If it is not tackled in a courageous and imaginative manner, no other problem has the remotest chance of being satisfactorily dealt with—I refer, of course to the problem of communal understanding and good will. What has happened recently in the way of communal frenzy in the different parts of the country is a source of shame, almost of despair to all who work in the field of education and who have watched helplessly, the decencies and civilized ways of life crumbling to pieces before their eyes. As Dr. Zakir Husain put it aptly in his recent address at Delhi, it is not today a question of which party wins or loses but whether beastliness is to be allowed to triumph over humanity. One of our primary and urgent concerns in all programmes of Adult Education should be to rebuild the shattered and bleeding fabric of these human values and to instil into *all* our fellow countrymen a genuine appreciation of decency, tolerance, freedom and respect for human life. I cannot discuss here all the manifold ways in which this may be attempted; we must all cherish a common objective but think out

(Continued on Page 20)

WOMEN AND ADULT EDUCATION* (Pt. I)

By MISS M. N. SEETHAMMA

The Psychological Background

The illiterate woman of to-day has little of her share of 'Life'. I mean by 'Life', the niceties and graces—a fairly full stomach, some rest, some kindness and a feeling that her life has some meaning and purpose. She just floats about on varying and diverse currents leaving it to the kindness of chance to shape her life. She is lost in poverty and all the attendant evils. Her helplessness is surprising. She lets herself be a victim of of things. She makes no effort to get over her difficulties. The most surprising thing for a social worker when she comes into contact with these women is their thoughtlessness and the absence of desire for a better life. It is this awakening of thought and a love of life that is our first and main task. We have to make it clear to her, that, with a little more will on her part, her poverty can be mitigated, the dirt and filth surrounding her life can be washed away and her time can be better used and made more pleasant

In bringing about this change, we have to make clear, at the outset, the 'ideal' to which these women have to be changed.

Woman is first and foremost a mother and her education, should aim at making her an efficient mother. Her natural qualities of love and gentleness should be protected and developed. Education should give her a will and an ideal to understand herself, her mission and the world better.

The move towards this goal has been started on a small scale in Mysore. We have started with the teaching of the three R's to illiterate women. We have laid down a scheme of making a woman literate within 6 months. This scheme consists of completing three texts—one chart wherein they learn the alphabets, one primer, and one Reader. At the end of the course they are able to read simple books and are able to write a bit. A special weekly called 'Belaku', is published for these new literates. After the 6 months we have "follow-on" courses for three months. Special books written in simple style and on useful topics are published by the Council and these are issued to the new literates.

The attempt of the State has been only to put through the above scheme and it has not as yet made provision for the other things which are necessary to make the illiterate woman, the good and enlightened woman which we have described in the previous paragraphs. But this wider move should come in the interest of literacy propaganda itself. A class which just aims to teach the three R's does not attract people, and if by herculean effort the class is opened it does not last long.

The people are so poor, ignorant and tired that reading and writing have no value for them. "Are we going to become teachers and get fat salaries? Have we the desire to become teachers?" These are the first questions the illiterate puts to us. They do not and cannot understand that education is only developing the faculty of reason for its application to fight life's battles.

Modern education has not created enough faith in the people as a thing of value worth pursuing. The unemployment problem, the barrier it has created between the educated and the uneducated and so many other problems it has created in home and marriage have made people look at askance at modern educational methods. The dissatisfaction is much more so regarding the education of woman. Domestic disharmony and trouble follow wherever the woman is employed: where she is not, she feels the uselessness of her hard earned college education, the delay and the difficulty of getting an educated girl married and where married, the conflict and the discontent in the family life; all these have made people lose hope in education. The educated mothers who fought for their own freedom and, in the matter of their marriage, the right to choose their partner, shout from the housetops that they would get their daughters married before they are sixteen.

This is the reaction to education among the 3% literate when the rest are hardly on the threshold of emancipation. We find among the illiterates even worse conditions, poverty and its attendant evils — undernourishment and frequent illness are a great obstacle in the spread of literacy. People are so worn out by the struggle for existence that we feel it is

*A paper read at the Fourth all India Adult Education Conference, December 1946. The second part of this paper will be published in our March issue—ED.

cruel to ask them to take one more burden—that of reading.

It was very painful to me when I had to see 6 to 7 people in bed suffering from malaria. And it was also touching when they tried to respond to us amidst their shivers and fever.

The condition of the children is much worse. They all suffer from one disease or another—fever, sore-eyes, rickets, spleen and diarrhoea. They get least attention. The mothers are helpless and they have resigned themselves to these things. Either they leave them somewhere and go about or have them on their lap and try to work and if we are there we beg them to read a little.

Still, in spite of many wars and "isms" people desire the slavery of others. There is a section of people who say that if we start educating the illiterate they will become more disobedient, disrespectful and quarrelsome. They say that the servant problem would become more acute and that they themselves will have to do the 'menial' work. For the same reason a few factory owners did not permit us to open literacy classes in their factories. They said that they did not want strikes.

All these factors have combined to make the spread of literacy a very difficult task. We have to find new and very subtle ways of fighting these evils. The movement has to become wider and more comprehensive for its own existence and increase.

I feel that the methods observed so far, for the propaganda of particular reforms will not be very successful in the spread of literacy. Propaganda through paper and pamphlets, from platforms and housetops is of little avail here. I feel that an appeal through the mind will not be a success here. It is the heart that has to be touched. We have to bring the change unseen,

Unfortunately, we seem to be least equipped for bringing about a change of this kind. Modern education has made us individualists of a lower type—selfish and arrogant. And modern civilization has made us quick and militant minded. We want to do things quick, on the spot, and that on orders.

The spread of literacy requires just the opposite qualities. Humanity and the oneness of humanity is the first ideal to be visualized. I say that it is the first thing because it is the only thing that can give the necessary rapport between the worker and the mass and it is the only thing that

can give the necessary patience, humility and forbearance that literacy work demands. We have to give a thing that people are not anxious to have and that, not by force, not by argument for, the mass has no mind, but by touching the hearts. If for nothing else, at least for this, we want spiritual values, qualities of the heart and soul.

THE SELECTION & TRAINING OF WORKERS

That is the psychological background for tackling the problem of illiteracy. Of particular methods, I give here a few that we have found successful in our experience.

First, I take the workers whom we have to send out to the illiterates. At present there is a feeling that only those educated in the 3 Rs. and M As, the College going or the "College gone", can do things, but they are not the best for the field work of literacy. Of those that have come out of the College, few can devote their entire time to this work. They have their own struggle for existence—either a job or a home to be looked after.

Besides, they have not the necessary patience and humility to go about in filth and dirt, sit amidst the least attractive women, be one with them and teach them things. They themselves have to be educated, regarding the true values of life, before they can become workers. But, they can help literacy propaganda without sacrificing their interests. I shall come to this question later on.

We find the best literacy field worker in quarters least expected. Luckily or unluckily, we have in India plenty of helpless widows, deserted wives and poor mothers who would like to supplement their husbands' meagre incomes. In my experience I have found that they are the best type of literacy workers. Resignation to fate has given them immense patience, strength and humility and these make them the best literacy workers. They can feel one with the illiterate and put up with them easily. What is needed is to collect and organise these women. By doing this, we should be killing two birds with one stone. The problem of these helpless women will have been solved, their lives would be made more useful and the national problem would be helped.

We can bring these women out for service under certain conditions. The problem once again is the fear of their going astray. Their people are afraid to send them out, lest they should go to the bad. What we organizers have to do is to assure them that

literacy work has no such danger. Here, one thing has to be stressed. Literacy work among women should be entirely in the hands of women. It is but reasonable to to fear that these young and helpless women might be exploited if sent alone to the outside world. They do need some protection and guidance. I have to say that it should be entirely in the hands of women for in Mysore it had been argued that it should be a joint work of men and women. The leaders, the secretaries and the organizers who are educated and know their stand can work jointly with men, in the spread of literacy. But the actual work, the contact with the lady workers and students, the supervision and the organizing work should be in the hands of ladies. There is a strong protest from both students and workers against the interference of men. This has hurt many men. But yet, in the interest of larger things we have to give in to these. If the whole show is a ladies' affair, these women both workers and students come out to work.

The next step is organising these ladies for the actual work, to give them training in educating the adult. Officially the training of volunteers is supposed to last for two or three days. During this period we explain our method. We are following the word method—that is we take the easiest alphabet, coin words out of them and teach both the alphabet and words at the same time. Then we give tips as to the approach, attitude and so on. The approach is friendly, gentle and kind. The attitude is service to God and nation. The sentiment that is appealed to is the karma theory "Let us give, god will give us at least in the next birth a little of happiness", and this has been our favourite drive.

ORGANIZING THE WORKERS.

Apart from this, there are certain other things which we have to know and have to do to organise these volunteers. This is the task of organisers or the secretary.

The secretary must become the guide, friend and philosopher of these volunteers. She must bear in mind that they have been helpless and voiceless women slaving for somebody's home. They will have many tales of woe. She must give them a patient hearing and help them as much as possible. She must try to build a useful life for them. To give a few examples—these women call on the secretary any time. They have to finish their work at home, then

come out for work. The secretary must cater to their hours. She cannot have a particular office hour. Then, she must be inspiring them for service by mixing and going with them now and then. She must have at least in the beginning close contact with them. What I have done is to have a volunteers' meeting in my house once a month. Then, I, the supervisors and the volunteers meet and have a very frank talk about the work.

There is a lot of scope for dishonesty and irregularity in the work. The volunteer might take women who are already literates and say that they are illiterates and so try to get her pay. Or she might just teach the illiterates how to sign and present them as literates or the volunteers might start quarrelling about our students. Often there will be shifting of students from one class to another as a result of the manoeuvres of the volunteers.

These things, particularly in the beginning have to be guarded against, and just for this I have the monthly meetings. This is a Greek Court of Law wherein everybody can air their opinion, grievances and complaints without fear and without the danger of rancour, for in the next meeting the complaint of rancour will come up and I take the person to task.

Thus the eternal training of volunteers goes on.

But this training goes with other things too. To win the love and trust of these volunteers the secretary must think of ways and means of helping them. For instance, some volunteers came to me with the complaint that all their money was taken away by their people. To save a few chips for them, I started what they call 'Chit' the saving of small amounts every month by a group of people, the needy taking the collected sum by turns at the beginning of every month until the term is closed. Such a saving has been of immense help to many. Many have fulfilled their desires by their own effort in this way. I can mention as an instance one girl who saved up a hundred rupees for her marriage.

Care should be taken about the atmosphere of these monthly meetings. The volunteers must be made to feel that they are doing something worthwhile. Their self-respect must be awakened and respected. During these meetings I distribute their pay, the necessary materials for their classes and at the end I give a little tiffin or fruit.

[End of Part I]

What's Your Opinion ?

Should students be conscripted for adult education ?

(We have much pleasure in printing below a comment we have received on the letter we published in our issue of November 1946 in which the writer, "Q", strongly opposed such conscription. Further comments from our readers will be welcomed and should be addressed to the Editor.)

From :—

Mrs. Lilavati Munshi.

To

The Editor of the I. J. A. E.

Dear Sir,

I thank you very much for the letter under which you sent me a press-cutting on the subject of conscription. It seems that the writer of the article has not understood what the problem is and how it is suggested it should be tackled.

The conscription of students for a given period to do educational work arose from the following facts :

(1) India is only 14% literate as against 100% in western countries. At the present rate it will take more than 100 years to reach the western standard.

(2) The Sargent Committee which was appointed by the Government of India drew up a scheme according to which the problem can be tackled within 40 years. If the scheme is adopted Rs. 313 million per year will have to be found. This figure given in the report is based upon the pre-war level. It may be 600 millions now and after ten years if costs still rise it may be Rs. 1,000/- millions. Looking at the poverty of our country and its future financial position so far as it can be seen the raising of this amount seems to be impossible.

(3) Assuming that the money is found, 40 years is too long a period and even that period is dependant upon the supply of teachers who can be attracted on a voluntary basis.

(4) The teachers' salary is so inadequate that I doubt it very much whether a large number of people will be attracted to take it up as a profession voluntarily.

(5) As there are war emergencies this is an educational emergency and in an emergency we have to take drastic remedies. If in war conscription can be resorted to for the safety of the country although it involves perhaps loss of limbs and life, there is greater reason for conscription to be adopted for educational purposes where is no danger to life or limb and as a result of which the whole nation may be raised to the level of 100% standard of literacy in a few years' time.

(6) The students of the present generation are burning with patriotism and a large number of them will take up this matter very enthusiastically because it will give them a chance to do something for the country. In the absence of any programme for harnessing their energy to the national service their energies are wasted in different directions that yield no result. This will enable them to go to the villages, will give them the opportunity of meeting the people and knowing many problems of the country at first hand, and instead of being theoretical they will get a practical knowledge of the problems that face us to-day. It will enable them to handle the human material and give them great experience which will be very useful for them in their future careers.

(7) The Universities are turning out thousands of matriculates every year and the post-war unemployment problem in two or three years will be very great. This will give them readymade employment with a promise either of continuing the career or of being relieved at the end of the period. During this time they can think of the new career and they will be able to adjust themselves to the new environments.

There may be a little hardship to a few of them but in view of the big gain to the nation it has to be undergone.

What, then, is the sum of this argument ? That our first want is the expansion of individual life. We need to see and know something of ourselves, and to learn to feed ourselves spiritually. To be dependent, is hardly to live.

F. W. Newman.

SOCIAL SETTLEMENTS.*

By Dr. MOHAN SINHA MEHTA.

The title of this talk perhaps needs a little explanation. The term "Settlement" is understood differently by different people. It has one meaning for lawyers and quite another for land revenue administrators. Then we speak of Criminal Tribes Settlements. My talk does not deal with any of these matters.

For understanding its relation with Adult Education, it is necessary to know the origin, growth and philosophy of the Settlement idea. The conditions of misery, vice, squalor and poverty produced by the Industrial Revolution in England deeply moved idealists like Carlyle, Ruskin and Charles Booth. The rich and the cultured section of society had no idea of the misery and the depravity of the working class. In the single community there existed two nations, the rich and the poor. They lived far apart from each other. The distance between the two classes was a grave social danger. A former Archbishop of York described it thus, "Our conscience felt the rebuke of the contrast between the wealth of inheritance and opportunity stored up in Oxford, and the poverty of the life lived amid the mean streets and monotonous labour of East London." The separateness of the poor and the rich had reached a point at which mutual ignorance and repudiation of responsibilities threatened to become fixed in English thought. This contrast constituted a challenge to the culture and the conscience of the wealthy and the educated class of English society.

Rev. Canon Samuel Augustus Barnett, an English Clergyman working in Whitechapel, (London's East End) was the first Warden of Toynbee Hall, the first Settlement started in London. It was named after Arnold Toynbee who had died in April 1883. He was a martyr for this gospel of living for the poor and *with* the poor. Canon Barnett, himself an old student of Oxford, went back to his University to seek relief from the spiritual agony which tormented his soul. His appeal stirred the hearts of Oxford men whose response led to the birth of the Settlement idea. Toynbee Hall was conceived at a meeting held in Sydney Ball's rooms at Oxford, on 17th November 1883. His fervent practical idealism infected many men of that University. The institution of

Settlements owes its origin to the combined inspiration of the Church and the Universities.

The main object of the Settlements was to bridge the gulf separating the rich few from the mass of the poor. In Barnett's own words "Enquiries into social conditions lead generally to one conclusion. That little can be done *for* which is not done *with* the people." Poverty makes the poor content to inhabit uninhabitable houses, poverty makes them careless of cleanliness, and heedless of anything beyond the enjoyment of a moment's excitement. Such poverty of life can best be removed by contact with those who possess the means of higher life. The distance between the classes made friendships and understanding impossible. Therefore residence among the poor was suggested as the simple way in which Oxford men could best serve their generation. What was required of those who went to live in the slums of East End was the spirit of learning not teaching, the spirit of comradeship not patronage. Neighbourliness as an emotional experience furnished both the means and the end of the new ideal. The Settlement embodied a revolt on the part of the University men against the Victorian spirit of condescension of their class, and the cruelty and the cynicism which exploited the workingman.

The isolated seed which was laid in the East End of London sixtythree years ago has produced a rich crop. Settlements have grown not only in numbers but in the variety and wealth of their services. It is now a world-wide movement. In London alone there are perhaps twenty Settlements, including the Oxford House and the Cambridge House. Every large industrial town has an active Settlement.

The first Settlement in the United States was established in New York in 1888 by Stanton Coit. By 1915 there were 550 Settlement in America, Hull House and Chicago Commons being the most famous among them. The first Settlement of Canada was born at Toronto in 1901. By 1921 that country had 15 Settlements. Madam De Pressense started the first Austrian Settlement in 1918 at Vienna with Dr. Remier as President. Germany had its first Settlement at Hamburg through Walther Classen's efforts in 1890. Dr. Seigmund-Schultze founded the

* A talk broadcast on 8-12-46 and reproduced by permission of the Station Director. All India Radio, Delhi.

first Settlement in Berlin in 1911. "People's House" was the first Dutch Settlement started in 1891 at Amsterdam. The "Student Settlement" of Copenhagen was the first Settlement started in Denmark in 1911. Japan saw the beginning of the Settlement work in 1921.

In our country the University Settlement for women at Bombay owed its origin to a few British Missionary ladies who were inspired with the work of Toynbee Hall and other London Settlements. However, strictly speaking, it is not a Settlement, but a Residential Hostel for social workers under training. The Nagpada Neighbourhood House of Bombay though not a Residential Settlement fulfils the Settlement ideal in many ways. It was established in 1927 by the American Marathi Mission with Dr. Clifford Manshardt as the Director. Nagpada is the veritable "East End" of Bombay with all the evils of vice, poverty and overcrowding. Quite a number of tenements accommodate as many 20 persons in a single room. Very near is the notorious 'Chore' Bazar and the district containing thousands of prostitutes. Before the establishment of the Neighbourhood House, Nagpada had the highest infant mortality in Bombay.

The Friends' Settlement in Hoshangabad in the Central Provinces was established by Hilda Cashmore in 1935. It serves the rural area and has centres at Rasulia and Jamai. Bangalore has a Settlement presumably supported by the Mysore University. The fine work of Anusuya Ben for the labourers at Ahmedabad is worthy of notice. It is a splendid example of the Settlement spirit.

The Settlement movement has spread throughout the civilised world. It satisfies three fundamental needs—the need for scientific research of the social problem, the need for a wider life through education, and the need for social leadership. The scope of its work is varied and comprehensive. It has escaped the rigidity and orthodoxy of organisation.

The activities of Settlements cover a very extensive field of social service. The basic objective, namely, fellowship through friendship, finds expression in a variety of forms. They include clubs for men and women, boys and girls, infant welfare centres, training in mother craft, hobbies, recreation and camps, play centres, medical relief, health, health visits, employment bureaux, vigilance work, study of housing and factory conditions, collection of data on social questions leading to training and research in welfare work.

Originally Settlements were primarily

residential. Later, non-residential Settlements also grew up. Although these latter are a departure from the basic idea of residence of the well-to-do among the poor and the humble, the range of social work of non-residential Settlements has been indeed valuable and extensive. The Nagpada Neighbourhood House (Bombay) served during the year 1945 as many as 4,23,493 people in a variety of ways. Their medical services reached more than 27,000 women and children. Hundreds of Adult education classes are organised under its auspices.

Adult Education found a very prominent place in the programme of many Settlements in the west. In fact, from the emphasis laid on this activity they came to be known as Educational Settlements. Their progress later led to the establishment in England of the Educational Settlements Association which fosters and co-ordinates the work of Educational Settlements. About two dozen such Settlements are doing excellent work in the cause of Adult Education in Britain. As long ago as 1930 there were in Toynbee Hall alone over 600 regular students of study circles, University courses, and tutorial classes. Educational Settlements provide working class people with facilities for the study of such cultural subjects as fine arts, Greek and Latin, International relations and advanced science. The syllabus of Mary Ward Settlement (also called the Peoples' College) covers a wide range of studies in literature, drama, history and economics, art and science directed by some of the most learned professors of London.

I went into residence for a month at Toynbee Hall and also visited a number of Settlements in London, other parts of England and at the capitals of several European countries. I met prominent Settlement leaders of Europe and America at the Second International Settlements Congress held at Paris in 1926. These contacts produced in me feelings of profound admiration for the most valuable service to society rendered by the Settlements.

So much lip loyalty is given to the cause of Adult Education, but its need and purpose are not yet widely and fully understood in our country. It is tragic that it should be considered synonymous with adult literacy. The Educational Settlements of England and the Folk High Schools of rural Denmark should be our inspiration for raising the moral, cultural and material standards of our common man.

It is true the Settlement was the by-product of industrialisation, and our country is still largely agricultural. But the disparity and the distance between the rich and the poor is not a peculiarly Western evil. Indian society also groans under its weight. It is indeed a national danger and blocks all progress. So long as the mass of our fellowmen remain sunk in poverty and ignorance, the wealth, culture and the achievements of the few, will, by the sharpness of the contrast, only be an occasion of our shame and degradation. This is a challenge to our University men and wealthy people. Old fashioned charity will not do. It only degrades both the giver and the receiver. Society hungers for the Settlement ideal of sharing the good things of life by "living with the folks". The great truth behind the idea is of universal need and application. Its appeal is essentially spiritual.

It is certainly not foreign to our genius or tradition. The Ashrams of the Rishis and the Maths of ancient India obliterated the distinctions of caste, creed or wealth. The search for truth and the service of mankind was their basic philosophy. Gokhale and Gandhi have lived upto this ideal in our own times.

In Canon Barnett's words "It is wiser to throw the leaves which are for the healing of the waters into the stream from which all drink, rather than to use them in sweetening cups of water, however generously given." Let our Indian Settlements be the Watch Tower from which the "Settlers" will look and see the social horizon, the rising of the winds of industrial unrest, the coming of the storms of rebellion against society, the gathering of the mists that choke spiritual faith and life.

From Other Lands.

AUSTRALIA:

The next few years will see a considerable extension of adult education work in Australia and some of the islands round about.

The establishment of People's Colleges in Great Britain has given a new direction to the thoughts of Australians and while they cannot see their way to establishing similar colleges in the next few years, nevertheless, they are hoping that there will be a considerable expansion in the activities of the Australian Workers' Education Association which has many branches in town and country.

With regard to the inhabitants of Papua, New Guinea and some other Pacific isles, the present Federal Minister for External Territories, Mr. Ward, has shown a humane understanding of their social and cultural needs and favours plans for their progressive education. The education of the aboriginal and coloured population of the islands has been almost entirely neglected except for the work of missionaries which, although in places it reaches a high level (e. g. 100% literacy is its achievement in the Gilbert Islands), has the defect of being uncoordinated. This is quite different from the system in those Pacific islands which are under U.S.A. administration where education is based mainly on government-owned institutions. The new Education Fellowship Con-

ference in Australia has helped Australian teachers to recognise their responsibilities and opportunities in this respect.

GREAT BRITAIN.

In all countries examinations present a problem or rather, two problems, one academic and the other social and of these two perhaps the second is the more important. In Great Britain the School Certificate has been of importance to students not only as an academic test of greater or less validity, but also because, coming at the end of the school course of many, their success or failure in it has determined whether they would be given a fair start in commerce, industry, etc. Very often a prospective employer's first question has been whether a candidate has his School Certificate. Consequently, what was originally intended only to be a school test has now become a sine qua non for employment.

Recently, however, reforms of the examination system have been proposed which may alter this for the better. The decision has been taken that the grammar school, or academic, course shall be thought of as extending from 11 to 18 and shall culminate in two examinations designed to satisfy two separate needs. One will be a test of general education through papers set on four subjects suitable to candidates not younger than 16½. It will be a qualifying test,

and will, it is hoped, admit those who pass to all Universities, and all learned and semi-learned professions.

The other will be a competitive test by which scholarships will be awarded in various subjects, much as they are now, but it will only be taken by those who have passed the previous test. Students are thereby debarred from devoting more than one year to close specialisation. One of the blunders in English education has been to try to make one examination serve a double purpose, with the result too frequently of making a double failure, and this blunder is not to be repeated.

The fate of the School Certificate, hitherto taken at 16, hangs in the balance. It will be of no use to those who take the full academic course, and it is thought that business men and employers will be much more satisfied by a competent and objective school record such as it is proposed to keep for each pupil, since such a record will be more informative than any examination certificate. Freedom from external examination will render variety and adaptation to individual needs much more practicable, and such experiment is needed in technical, and above

all in modern curricula. Many hold, not without good reason, that there are subjects which will never be properly taught so long as they are under the shadow of the conventional examination room: some even think that the use of the English language is one such subject.

But there are others who have grown up with the School Certificate and are unwilling to part with what they know so well. The Ministry of Education is doubtless showing wisdom in letting it continue for the present, though the official opinion is hardly concealed that this examination of the 16 year-old has done its work and is ripe for suppression.

The new system is not yet fully worked out, but these are its ideals, the maintenance of all that is good from the past, the setting and keeping of a high intellectual standard, and the provision of courses in great variety to meet new needs, even though these courses may seem unconventional and unprecedented. In a spirit of hope and of freedom Britain is moving on to its great endeavour to create in the next quarter-of-a-century something worthy to be called an educated democracy.

NEWS from FAR and NEAR

THE FOURTH ALL INDIA ADULT EDUCATION CONFERENCE, TRIVANDRUM.

29th—31st December, 1946

(We are grateful to Mr. R.K. Balbir, B.A., LL.B. Executive Secretary of the A.I.A.E.A. for the following account of the Conference.—ED.)

The Conference.

The 4th All India Adult Education Conference arranged by the Indian Adult Education Association assembled on the morning of the 29th December at 9 a. m. Dr. Amaranath Jha, President of the Association was in the chair. Messages of good wishes from, among others, the Education Ministers of the Govt. of India and of the Madras Govt. and from the Vice-Chancellor of Calcutta University were read to a crowded house. Among those present at the opening were Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the Madras University, Mr. Ashfaque Husain, Deputy Educational Adviser to the Govt. of India, Sir Rustam Masani and many delegates sent by the various Provincial & State Governments, Universities and Associations. The Presid-

ent then announced that owing to failure to secure a seat in the plane from Delhi Mr. K. G. Saiyidain had been prevented from coming to discharge the functions of the President of the Conference. In his absence Mr. F.G. Pearce, Inspector General of Education, Gwalior, very kindly consented to act as substitute for Mr. Saiyidain.

Discussion.

Mr. Ghulam Mohd. of the Mysore State Adult Education Council was then called upon to read his paper on the comprehensive work done by the Council. He explained, how after years of experiment, the aim of the Council widened from just the literacy of the 7 million adults in Mysore to that of providing adequate facilities for their all round and life-long education. Arising out of the lively discussion which followed this paper, subjects like the role of Universities in and conscription of students for adult education were also considered. Among others, Sir Lakshmanaswamy Mudaliar briefly explained the part that students can play in furthering the adult education movement.

The Presidential Address of Mr. Saiyidain* was read by Mr. Pearce. Later, Mr. K.T. Mantri, of the Bombay City Adult Education Committee read a paper on "Speeding Up Literacy in India—Bombay's Experiments". His ideas about adult education classes in urban areas were of particular interest. Mr. H. B. Richardson of Indore gave a brief and interesting account of some adult education experiments being carried on in certain rural areas in Indore. Mr. G. Ramaswamy of Coimbatore read a paper on "Labour and Adult Education." He stressed the special importance of Visual Instruction for educating the cinema-minded labourer.

Mr. R. M. Chetsingh suggestively discussed "The Future of Organised Adult Education". He Particularly emphasised the imperative need for adequately trained full-time personnel. Of considerable interest were his suggestions, about organisation of adult education activities e. g. Library, reading room, wall papers charts and other visual aids including screened lessons Discussion Groups, Forums and Seminars, Week-end and Summer Schools, etc.

Among futher topics considered by the Conference were those presented by Messrs. Anniah of Mysore on "Adult Education Literature", G. Harisarvottam Rao and Hari Sanker Pillai on "Libraries and Adult Education", Vilva Roy on the "Promotion of Literacy in Rural Areas" and Rev. J. W. Rasalam on "Problem of Adult Education in Kerala". In the absence of Mr. G., Ramachand and Miss Secthamma, the subjects of "Handicrafts and Adult Education" were discussed using material supplied by them as a basis. Each paper and topic was followed by valuable discussion. In all, the Conference held five sessions and finally come to a close at 9.45 a. m. on December 31st 1946. Some of the important resolutions passed by the Adult Education Conference are given below:—

SOME RESOLUTIONS

OUR NEED: GOVT. RESPONSIBILITY.

"In view of the democratic constitution that is being evolved for India, and of the immediate need of educating the illiterate masses in the full content of citizenship and the imperative need of developing in

them the ability to think, appraise and judge for themselves, all governments in India should discharge their primary responsibility in this matter by immediately formulating comprehensive schemes of adult education and working them out with devotion so that illiteracy and ignorance may be abolished from the land in as short a time as possible"

PRIMARY EDUCATION ALONE INSUFFICIENT. "This Conference notes with satisfaction that compulsion is being introduced in the primary stage by many states and provinces in India. But it is the considered opinion of this Conference that immense and difficult as the task may be, no government should imagine that this step will ensure universal literacy and good citizenship unless at the same time it puts into effect an efficient plan of literacy and training in citizenship for the illiterates and post primary literates among its adult population."

WHOLE-TIME PAID PERSONNEL.

The Conference is of the opinion that the importance, immensity and urgency of the problem of Adult Education in India demand that any comprehensive scheme of Adult Education in all its aspects can be worked effectively only by a sufficient number of trained and devoted full-time workers in the different linguistic areas under the direction and guidance of a central institute of Adult Education. Therefore this Conference urges upon the governments of all provinces, states and the centrally-administered areas to institute Adult Education Sections as an integral part of their Education Departments.

WELFARE EDUCATION & THE UNIVERSITIES. "This Conference is of the opinion that Universities and similar other organisations should consider the introduction of welfare education as a compulsory subject including a practical course in adult education for the first degree course in all Universities.

The Exhibition. Along with the Conference an adult education exhibition stall was also organised. The exhibits included post-literacy booklets, charts and other literature supplied by the Jamia Millia Islamia of Delhi, Christian Literature Society Madras, the Bombay City Adult Education Committee, The Kerala Christian Council and the Mysore State Adult Education Council.

Conclusion. Discussion was conducted in a business like manner, and the problems discussed by the Conference were mostly those faced by persons actually engaged in educational experiment in different parts of the

* Mr. Saiyidain's Presidential Address is published elsewhere in this issue of the Journal.

† Readers will recall that Bombay Ten Year Plan for liquidating illiteracy from the adult population of Bombay City was published in the Nov. issue of the Journal.

country. We are only too conscious of the shortcomings, but we believe it was a fairly successful conference; and we are deeply indebted to all friends who made this possible.

BOMBAY.

Bombay City Adult Education Committee is launching a new scheme of literature for new-literates. They are appealing for authors who can write simply on subjects of interest to the masses and are offering from Rs. 50/- to Rs. 100 for each script accepted. The copyright of any texts will be the property of the Committee. The books are to be of 24 to 32 pages demi-size and may include illustrations. Further enquiries should be made of the Special Literacy Officer, Yusuf Building, Churchgate Street, Fort, Bombay.

DELHI.

ADULT EDUCATION WORKERS' CONFERENCE

Under the auspices of the Delhi Adult Education Association, a conference of local adult education workers was held on December 15th, 1946 with Mr. R. M. Chetsingh in the chair. Representatives of all the important educational centres in Delhi — 15 of them — were present. Mr. Shafiq-ur-Rehman Qidwai, Head of the Department of Adult Education, Jamia Milia, stressed the need for the co-ordination of adult education centres in Delhi. Dr. N. S. Junankar, Education Officer, Education Department, Govt. of India, delivered a short address on the use of Libraries, Films, Museums and Radio in adult education.

During the general discussion problems of the various centres in Delhi were put forward by their representatives. Amongst these were problems concerning the shortage of active and qualified workers; accommodation for students and lack of funds in some centres. Many useful suggestions to overcome the difficulties were put forward and the Delhi Adult Education Association Committee was asked to give them careful consideration.

The conference was highly successful, especially in the way in which it enabled adult education workers from different centres in Delhi to learn from one another's experience. The chairman in his concluding remarks expressed the hope that such opportunities for educational workers to meet each other would be more frequent in the near future.

DR. PRASAD'S APPEAL TO STUDENTS.

When the tenth conference of the All India Students' Conference met in Delhi at the end

of December. Dr. Rajendra, Prasad in his address, appealed to all students to help in the struggle to win the country to literacy. Dealing with the tasks which would have to be tackled after freedom had been attained, Dr. Prasad said:

"You are aware that our people are steeped in poverty, illiteracy and other social evils. We have to remove all these evils. Only then India can become great and hold her head high in the world. You have not only to learn your text books, but to gain experience of life, so that when the time comes, you may be able to face all the obstacles that come in your way". A

JAIPUR.

COMPREHENSIVE SCHEME SANCTIONED.

The Government of Jaipur have sanctioned a comprehensive scheme for the introduction of adult education in the State. 100 adult schools for imparting literacy to both males and females will be opened in rural areas annually by the Government until the State is gradually covered with a network of such educational institutions. A special course for adults will be drawn up. The standard of the curriculum will be up to the end of the lower primary stage in reading, writing and arithmetic. In addition to the three R's, elementary general knowledge will be taught with special emphasis on hygiene, sanitation etc. and the broad principles underlying rural development. The course of instruction will be of 6 months' duration, July to December and January to June, the number of working days in each course being at least 150. For the present the schools will be established with part-time teachers who will be paid Rs. 4/- and Rs. 6/- for each male and female adult made literate respectively. The teachers will undergo a brief course of training in the methods of teaching adults lasting for about a month. In addition to opening regular schools for adults it is necessary to enlist public cooperation in the great task of liquidating adult illiteracy. Students and teachers of schools and different organisations working for the good of the people and other voluntary workers will be invited to assist in this work. Adults who do creditable work will be suitably rewarded by e. g. the award of certificates of merit, preference in matters of employment or promotion, and payment of case bonus. It has been provided that 100 libraries and reading rooms should be opened annually by the Government to supplement the same number of adult schools.

MADRAS.**THE INDIAN WOMEN'S CIVIC CORPS.**

This Corps which was originally organised to train housewives in air raid precautions has now been established as a permanent body and promotes among other things, adult literacy, and subjects of peculiar interest to women e. g. house decoration and economy, care of pre-school children crafts, simple cottage industries and physical education. Members are also taught how to use wheat in food preparation, welfare of soldiers' families and are given advice on how to obtain their ration cards.

UNITED PROVINCES.

From Mrs. Parker of Allahabad we have news of an experimental centre having been started at Jahangirpur by the U. P. Christian Council in October. At present the house of Mr. Baldeo, the organizer, is being used as a centre, but plans are under way to rent a larger building where the School and the library may be housed. The programme is a varied one consisting of popular lectures (with, it is hoped, lantern slide illustrations), handicrafts, recreation, and schooling not only for adults but for children as well. Once the Centre is well established it is to be used for training workers from other areas.

The U. P. C. C. is also publishing a series of simple primers on Child and Baby Care, Sanitation, Animal Care and also on Bible Stories for newly-literates.

MYSORE.

(We are indebted to the Mysore State Adult Education Council for the following account of their work.)

When Mysore started adult education six years ago, its objective was to teach reading and writing and to its seven million people. With the growth of the movement its scope has widened and the literacy aimed at is now 'literacy of whole personality' or in the words of Wood and Abbott 'the use of reading and writing' pursued as a 'bye-product of satisfying activities'.

Consequently the Adult Education Council has made plans to give effect to the two-fold aspect of education, (a) that it should be universal (b) that it should be lifelong.

LITERACY AND FOLLOW-UP COURSES :

Literacy for this purpose has been defined as the ability to read and comprehend a newspaper article and write a letter. This

ability is gained in a period of five months with the aid of special text-books written from the adult point of view. Books and writing materials are supplied to the pupils free of cost. As the classes are almost all of them night schools, oil charges for light are paid separately. Teachers are paid remuneration on the basis of results at the end of the course. The literacy course is followed by a course for which a special series of People's Books are being written. Adults in the age group 12 to 40 number 2.9 millions, of whom 1.6 are women. All of them will be literate in 10 years' time according to the present plan.

LIBRARY AND GENERAL EDUCATION :

The rural library organisation tries to ensure that every village with a population of 500 or more has a library with a reading room; the number of libraries at present is 1560. They are member libraries of District Central Library from which they receive new books. A library journal called 'Pustaka Paapancha' guides the libraries in their choice of books.

The library centres are, in addition, centres of general education imparted by word of mouth and by visual aids. In addition, the age-old traditional methods of popular education, like the Puranas, reading, Kirthana have been revived and harnessed to this purpose. The Folk Arts like the Miracle plays, Marionette and rural forms of entertainment are encouraged.

A scheme of Vidyapeeths or People's Colleges on the model of the Danish Folk Schools is being taken up and one such institution about 20 miles from Mysore will start its work in the middle of January.

Experts have been thinking of the Kannada script with a view to lessening the burden on the adult learner and to saving time in gaining literacy. Another committee of experts has been working at a Basic Word list to help the writers of the People's Series.

The organisation entrusted with the adult education work in the State is non-official in character and has an elected President, Vice-President and Secretary. The Government has deputed officers of the Education Department to serve on the Council and carry out the work. It draws grants from the Government and local bodies. The public has also come forward with donations for specific activities and 'Trusts' have been formed to finance publications like the 'Popular Ramayana' and 'Science of Life Series'.

BOOK REVIEWS

"THE KINGDOM OF THE MIND" by ALBERT MANSBRIDGE

On first glancing through the essays in this book,* the reader may be surprised that religion and not adult education seems to fill the thoughts of a man who is known for his work for adult education above all other things. Such surprise should soon be resolved when one considers the sources of adult education in England. In that country both religious and political endeavour, sometimes separately, sometimes jointly, invigorated adult education. In the middle decades of the century the consciousness on the part of the vast, virile working class of their unsatisfactory position coincided with the desire of many agents to give such education as would directly or indirectly help the workers to an explicit realization of their needs and how to fulfil them. At no time was this service conceived in narrowly political terms and one has only to review the history of the movement during the century to realize the vastly different motives with which educationists approached the task; the primarily technical Mechanic's Institute the religious adult schools aiming mainly at literacy, Brougham's Society for the Diffusion of Useful Knowledge which had the dual purpose of providing both vocational and non-vocational education; the Peoples' College, the University Extension Movements and the W.E.A.

The demand for adult education at this time arose from two facts: first the incomprehensibility of one element in the experience of the working class; secondly the realisation that to understand it meant to control it. That one experience was the Industrial Revolution; it is that which is the key to the educational development of the country in this century.

Driven or drawn into towns which had expanded so rapidly that the living quarters of the poor were entirely without amenities, the working man's indignation demanded first expression and then reform. To the horrifying description of working class houses in London as given in "Sketches by Boz", in "Alton Locke" and in Engel's "Conditions of the Working Class in England in 1848", the progress of the Cholera Plague of the 1830's and the revelations of the Manchester Statistical Society consequential

upon the Plague, add their own grim testimony. The dissatisfaction which was bred in these surroundings was harnessed to the campaign for the 1832 Bill, but, once it was passed, a deep feeling of frustration and resentment followed in sharp reaction when the working class came to realize that they had been duped.

It is then that we can see how closely education and working class movements were linked. Ludlow's letter to Maurice from Paris in 1848 shows clearly that he felt the need for the Socialism of the period to be 'educated'. Later he took his Christian Socialism into the Trades Union and Co-operative movements while Maurice carried it into the Working Men's College. At the end of the nineteenth century we find both the Trades Union and the Co-operative movement coming into the vanguard of adult education. Moreover, the philosophy of the times, the power which, along with religion, carried forward the movement for the improvement of social conditions, was Utilitarianism led by James Mill who so firmly believed in education that "he felt as if all would be gained if the whole population were taught to read, if all sorts of opinions were allowed to be addressed to them by word and in writing and if by means of the suffrage they could nominate a legislature to give effect to the opinions they adopted". (Note the close association of education and political power).

This lengthy review of the development of adult education in England has served its purpose if it has shown how in the environment of the nineteenth century physical conditions, politics, philosophy and religion all worked together to give cause and fire to the popular cry for education. So much explanation has seemed necessary to account for the two phenomena of the period, the presence of individuals the larger part of whose enthusiasm was spent in educating themselves and others (such as Thomas Cooper, Shoemaker of Leicester), and the presence, in addition of large numbers of men who were willing to be educated.

It is with the memory of such individual earnestness and mass willingness for adult education that one must come to Mansbridge's book, for Albert Mansbridge and the early members of the W.E.A. were of this stock. The temper of English adult educa-

*"The Kingdom of the Mind" by Albert Mansbridge, Meridian Press.

tion has changed since their day and one is inclined to wonder sometimes whether the movement is not too much dependent upon the impetus of those earlier days; whether now that politically the goal of working class enfranchisement has been reached, the workers do not lack the incentive to set themselves to school again.

Albert Mansbridge's ideal of education owes much to his religious affiliations, although from the declarations of later leaders of the adult education movement, one notes that religious values are no longer in the forefront. Mansbridge's achievement was to bring into a workable union the Universities and the working class organisations, particularly Co-operative Societies and the Trades Unions. More realistic than James Mill (in the passage quoted earlier) he realized that mere literacy would put the working class as much at the mercy of the demagogue as illiteracy.

"It is certain that the essential knowledge of the 'three R's' operates as a double edged tool. Whilst it opens up the beautiful and the true, it also opens up the cheap and changing opinions of a tuned press which it itself creates."

Consequently, he sought on the one hand to persuade the working class organisations that they must educate their members and, on the other, to persuade the universities that they must provide such education.

The universities rose to the occasion and so did the working men. In appraising the work of Tutorial Classes which Mansbridge created, it will be convenient to consider it under separate headings:—

1. *The tuition.* From the first Mansbridge aimed at a high standard and persuaded the universities to send their best teachers, at the same time insisting that adult education tutors should be paid sufficiently well to be relieved of all financial worry:—

"Tutors must be paid a wage that will enable them to continue the work with content, and a larger wage than has often been paid to junior lecturers in universities. The working people who helped to devise the scheme said that a man should earn £400 per annum if he took five classes, and Oxford at least pays this amount."

It is not only the working men who stand to gain from bringing the university into the

market place, but the tutors also as they find that the reactions of adult students cause them to see their subject from a fresh angle and Mansbridge quotes Prof. Pollard as saying that contact with working class student was forcing historians to study the lives of ordinary people.

2. *Standard of work:* The heart of the movement has always been in the nucleus of students who are willing to subject themselves to the discipline of rigorous study. In the eighteen fifties we come across a Peoples' College in Sheffield where, at 6 o'clock in the morning, with snow on the ground outside and a newly lit fire inside, working men would gather to study Latin and Greek. Sixty years later Mansbridge can still write of men walking five or six miles to classes. That this is not empty enthusiasm is seen when we read that:—

"The essays written in eight classes were examined at the close of the first year, at Oxford, and twenty five per cent of them were declared to be of a standard similar to those essays written by students who gain first class honours in the final schools of modern history."

Not only were these workmen able to give time and energy to study, but in addition, spent long hours in teaching others and Mansbridge mentions cases of worker-tutors of this kind going 12 miles to classes.

It must be remembered that these men were not full time students but had to do at least eight or more hours a day manual work before they were free to study.

3. *The mixed clientele:* One feature of adult education classes has been the mixing of men and women and, especially in towns, the wide variety of occupations represented. Town councillors, brass or steel workers, coal miners, school teachers, almost any and every trade and profession has its representative.

4. *The impartiality of the teaching:* There are in England, two approaches to adult education. On the one hand there is the National Council of Labour Colleges which asserts that since all teaching is biased they will frankly avow theirs to have a Marxist bent. On the other is the majority of the adult educational organisations which, perhaps owing to their strong university affiliations, aim at a presentation of the subject which is as impartial as the tutor can manage, leaving it open to the student to come down on one side or the other as his reasoning

leads him. "The fear of politics", says Mansbridge, "is not wholly dissipated, but it is true that the students have everywhere pursued their studies in the spirit of education and have left the advocacy of their creed or party for other times and other places."

5. *The influence of adult education* The political effect of all this educational work has been to make working class action not only more informed and constructive and less violent, but also, in many cases to give the

student ideals which he might otherwise not have achieved. Throughout Mansbridge's addresses there runs the note of spiritual endeavour. His aim was to create the conditions in which the demand of Lord Roseberry could be fulfilled when he said, "We require honourable, incorruptible, strenuous men". He strove to help men not only into fuller knowledge, but also into that humility of spirit which is the constant theme of his later addresses and which must go with it if knowledge is to be turned into wisdom.

PRESIDENTIAL ADDRESS (Continued from Page 6)

different means for attaining it in the light of our special circumstances. But there is one idea — the germ of an idea — that has always been nibbling at the back of my mind and I should like to place it before you for what it is worth. I would like to see built up in every village and city and town, in every school and college and University, Peace Brigades, consisting of members of all local communities who would pledge themselves to resist with all their power—if necessary, to lay down their lives in the attempt mass-frenzy and communal madness whenever and wherever it raises its head. What Pandit Jawaharlal Nehru said courageously in Bihar needs to be repeated on behalf of hundreds of thousands of individuals and groups: "If you want to kill a Muslim, you will have to kill me first and then do so over my dead body". If these Peace Brigades — all members dressed alike and pledged to Unity — seriously proclaimed to an infuriated mob "If you want to kill any Hindu or Muslim or Sikh you will have to kill us first and then do so over our dead bodies" — if they said so and really meant it, I cannot believe that even a madmob will dare attack them indiscriminately. But if they did do so once or twice, I can think of no more enviable or glorious or useful sacrifice — the blood of such martyrs may well become the seed of a new Church of human unity and decency. These values are at least not less important in life

than political wranglings and tactical success. For what will it avail us if we gain Akhand Hindustan or Pakistan or the whole world for that matter, if we lose our soul in that process? May we not perchance discover, when it is too late, that we have paid too high a price for our 'success' and that in the very moment of our triumph, it tastes like dead ashes in our mouth. If an appeal from this (or any) platform can be of use, I would appeal earnestly to all political leaders, to all teachers and parents to all teachers and parents, to all young men and women who inhabit this great land which is today plunged in shame and mourning at the misdeeds of its own children — to realize whither we are going and to cry halt to this madness. It is not merely a question of a few hundred or a few thousand innocent people being murdered; it is a permanent poisoning of human relations; it is a murder of decency and kindness and neighbourly virtues; it is a denial of culture and civilization. We who teach and educate and fight for a better life cannot tolerate this state of affairs and it is our duty and our privilege to throw ourselves on the side of decency in this unholy conflict. Let no one dare to stand aloof from this struggle for, in the words of the Holy Quran; "Beware of the catastrophe which, when it befalls, will not be confined to those who have specially transgressed (but will sweep all into its train)".

The entire object of true education is to make people not merely do the right things, but enjoy the right things; not merely industrious, but to love industry—not merely learned, but to love knowledge—not merely pure, but to love purity, not merely just, but to hunger and thirst after justice.

Ruskin.

THE INDIAN JOURNAL OF ADULT EDUCATION

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The Secretary,
24, Rajpur Road, Delhi.

VOL. VIII

No. 2

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OF
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MARCH 1947

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

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THE INDIAN JOURNAL OF ADULT EDUCATION

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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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Editorial Notes.

INDUSTRIAL LABOUR AND ADULT EDUCATION.

In this issue we are publishing two articles on adult education through Trades Unions. It is hardly necessary for us to remind our readers that we are approaching this problem from a purely educational point of view and that the Journal is not concerned with the political aspects of Trades Unionism. We accept articles and comments on their merits and irrespective of the affiliations of the writers with particular unions.

We believe that this is an important subject as India is undoubtedly on the threshold of a rapid industrial expansion and industrial labour offers, in many respects, one of the most promising fields for adult education. Moreover, observers are agreed on the need to build up an independent and thinking working class. Finally, experience in other countries has shown how much the movement for adult education benefits where such a class exists.

Further articles and news on this subject will be published from time to time. At the same time, we must not forget that for many years yet, adult education in India will have a predominantly rural bias so that our immediate task is to explore the differences of approach which the difference of environ-

ment demands as well as to decide upon what is common to the two.

DELHI SUMMER SCHOOL, 1947.

The Delhi Adult Education Association is proposing to hold its third Summer School for training adult education workers during the first two weeks of May. As before, there will be lectures on the theory of adult education (general and adult psychology, literacy methods, organisation of education centres etc.), opportunities for discussion and for visiting adult education centres in Delhi itself. The aim will be to give the worker training suitable to the environment, rural or urban, in which he has to work. All lectures will be in the vernacular. At the end of the course diplomas will be awarded to students whose work has been satisfactory.

Education departments, institutions and individuals who are concerned to secure training for adult education workers should apply immediately to:—

The Secretary,
D. A. E. A. Summer School,
24, Rajpur Road,
Delhi.

The organisers also invite applications from lady workers.

If any man thinketh that he is wise among you in this age, let him become a fool that he may become wise.—I Cor. iii. 18.

Adult Education In India : The Future.

By Mrs. DORIS E. CHETSINGH, B.A.

The importance of adult education is being recognised increasingly the world over. The burden of knowledge with the advance of civilisation tends to become heavier and heavier with each decade. The old idea, that a few individuals could symbolise in their own persons the total achievement of human intelligence in the field of culture and scientific advance, is now reluctantly yielding place to the certain knowledge that we are all learners, and that we are destined to remain learners to the end of our days. Individuals there will be here and there who will have greater success in keeping pace with the progress of knowledge. Nevertheless conditions make it necessary that we all remain learners and students. This recognition is the keenest in some of the most advanced countries of the world. Whether you think of the scientifically advanced countries such as the U.S.A. or of culturally advanced countries such as the Scandanavian democracies, or whether you think of the peoples of a country like England, where there has been perhaps more than elsewhere a balanced social and industrial development, the importance of adult education is being increasingly recognised. Instruments are being forged in all these countries to give the mature and growing adult facilities not only for learning about the developments in specialised branches of knowledge but facilities for evolving new techniques in order to get familiar with new tendencies in social and scientific development and to adjust himself to their changing demands.

In India during the last eight or ten years, there has been a great deal of talk about adult education, and yet it is the one subject about which Educationists and Administrators and even the small tribe of Social Thinkers have least equipped themselves to speak. To make a bad situation worse, adult education continues to be confused with literacy in this country. This confusion has clouded the real problem of adult education. We do want men and women who are able to read and write; but we want men not robots. Modern science could produce inanimate dummies which could decipher and write. What India needs and what the world needs, is reading, thinking, discriminating individuals who understand their social obligations in the changing state of circumstances in which

they find themselves today. And India is going through a period of unprecedented transition. Let me quote from and an address of Sir Radhakrishnan. Speaking to Allahabad University graduates, he said: "We live at a time when history is being re-made. There is unrest in every sphere of life. There are contradictions in aim, confusion of thought in every line. In religion we preach the highest philosophy and we are victims of the worst superstition. We quote Plato and Sankara and believe in charms and amulets and offer sacrifices for passing examinations and winning prizes. The growth of national consciousness is retarded by communal separatism".

When people talk of adult education in India, the tendency to think of the past asserts itself very strongly. Psychologists know that harking back to the past is an indication of the unwilling recognition by the mind that the new situation facing it is proving too baffling for it. The more our leaders hark back to the past, the more we may take it they find themselves utterly insufficient for the tasks for the future of which they are dimly aware. India is now in the process of finding a new synthesis. She is passing from the stage of mediæval agricultural civilisation and culture to urban modes. She has yet to evolve new cultural tendencies and new values in civilisation which will be adequate to the new atomic age. She has yet to forge new ideals. This does not mean that our old Indian ideals have to be thrown over-board. Ideals are the spiritual and social response of human beings living in community to the state of natural, physical and economic surroundings in which they find themselves. As these surroundings change, as these surroundings are mastered or modified, so the content of the old ideals has to be changed. So long as our response transcends the mere animal response, in other words so long as the spiritual quality of our response is sustained, our ideals will continue to be creative and will express themselves in changing and variegated patterns of social behaviour.

Now all these considerations are important in our endeavour to chalk out a programme for adult education. We must not imagine that the old *Kala Shapama* are enough for our day. Fortunately, there are signs that

people in positions of authority and direction are beginning to recognise this. That fearless thinker C. Rajagopalachari, who mans the portfolio of Education in our Interim Government, in the course of a message to the All India Adult Education Association's Conference, which is to take place at Trivandrum on the 29th and 30th, says: "I have no doubt that some day we shall discover the secret of giving the right and necessary education to our teeming millions without having to go through the tedious process of teaching them to read and write. I believe it will be nearer to a religious movement than any educational technique in the present-day meaning of this phrase." Now this is most welcome, as an indication of the new outlook which must possess all our leaders if the problem of adult education in India is to be solved.

What then are the steps to be taken in the years ahead of us if adult education is to become a living movement and a driving social force. Tonight I can only indicate a few of the necessary steps which must be taken if we are to advance towards a solution. In the first place, those who hold influence and power must realise that in this field of education even more than in other fields bold and systematic experimentation is to be encouraged. Capable men and women with the necessary academic and practical experience of educational and social work must think and plan and arrange personally to participate in controlled experiments in adult education. This means that we must all realise that a solution of our problem of ignorance and provision for continuing education for our adult population cannot be laid down or discovered in a day.

The second step is the recognition or setting up of responsible bodies for adult education. These should have the task of making experiments and for working out plans which will be suitable for large areas in India and perhaps for the country as a whole. Thirdly the place of the radio in adult education is to be an important place. We cannot find sufficient teachers in India to teach all our young people. And because of this scarcity the education of adult millions is often spoken of as a lost cause. Is it not possible for Government to consider the establishment of small range Transmission Stations? This could be undertaken by private agencies, perhaps on a commercial basis. If Government were to lay down rules and requirements for a minimum amount of educational work and set up bodies for supervising the quality of their

total output, there is no reason why such short range stations should not increase in number and in utility. This would also involve the making available of cheap small range radio sets. Work of this type has been done in other parts of the world as the third talk in this series reminded us. Even today in the United States of America, several educational institutions have their own transmitting stations and run their own programmes.

But the radio by itself can never be enough. Discussion Groups must be arranged and provision made for them to be supervised by trained adult education workers. Lessons and Talks could be given by experts in a suggestive or provocative way and local discussion groups could be arranged around these Listening Centres. Then there is the Cinema. 16 m.m. projectors and films should be made available in large numbers. Suitable groups of villagers could have mobile cinema equipment with a generator that could be conveyed on a bullock from village to village. The operator could charge the battery during his visit and keep the radio set working. Such a step would also offer new avenues of employment for the provision and servicing of projectors. The shooting and the distribution of the films would offer new avenues of service and would encourage the creative spirit, which we need sorely at this time of our social and political development.

But for all this, a Central Co-ordinating Agency is necessary. It is the view of most people who have had experience of adult education work in India or abroad that it is best to have a central co-ordinating agency which is largely free from Government control and dictation. It may be feasible that a Central Council of Adult Education along the lines of the Council for Technical Education in India can be set up by the Government of India. Bodies like the Indian Adult Education Association even perhaps the Hindustani Taleemi Sangh, may be able to supply the nucleus of experience needed for the effective functioning of such a Council. A Central body should plan and attend to the production of visual education material particularly of screened lessons which can be shown by means of the Cinema in remote villages. Educational cinemas would show pictures of love and other normal human interests and then in the course of doing so, also project on to the screen reading matter connected with the stories depicted by their films.

Such a body would also see that a norm is set up for Peoples' Libraries. We have yet to learn in this country that the library and the museum are necessary means of public education. Libraries are meant not merely to house and lend books and museums not merely to preserve curios in glass cases. Both are meant to be living means of acquaintaining people with current tendencies in literature, science and culture. Those who have benefitted from functions arranged at places like the Horniman Museum in South London as I have benefitted, will know what a rich field there is before the librarian in India. It is today a practically untouched field at any rate where rural areas are concerned.

Apart from a Central Body, each Province must have a Provincial Adult Education Board. These Adult Education Boards should set up institutions and conduct or cause to be conducted controlled experiments in their regions after carefully working out a ten year plan. These experiments should cover different types of adult education such as have been mentioned, for instance, in the course of this series of talks. Each Province must have a special Adult Education Officer of the standing of a Deputy Director of Public Instruction. When this happens, then we can hope for progress in adult education and when there is a living adult education movement, we can know that the democratic future of our country will be sure. He must work with the Provincial Board which should be composed of a majority of non-official educationists and social workers and thinkers and not in bureaucratic aloofness.

I should like to emphasise that literacy need not be the starting point of adult

education. The demand for literacy must be inspired and nourished in India by humanistic, economic and political motives as it was in the England of the Chartists. The simple educational maxim which is taught daily in every Normal School and Teachers Training College that 'the best time for teaching a thing is the moment when the need of it is felt' is daily ignored (and ignored at what cost!) by professional, educational administrators and by those who draw up plans for adult education with a view to making political capital out of them. I would urge upon those who have authority today in provincial areas not to fritter away energy and money resources by projecting futile 2 to 3 week Literacy campaigns and leaving it at that.

My last words must be about the need for training whole-time Adult Education Workers. Adult Education in the complex social setting of India will never become a reality unless it secures the services — in addition to those of part-time voluntary (though not necessarily unpaid) workers — of men and women who are giving their entire time and thought and creative faculties to the education of adults. For this purpose, it is imperative that Training Institutes working in the regional languages of the land be set up. The training should be of a high order and should develop the trainees' capacity for leadership and initiative in the varied aspects of the people's life. Money should not be impossible to find. Countries which find money for destruction and bombs can also find money for training its citizens to acquire knowledge of and insight into our changing social milieu if only it can believe in adult education as a means of developing the mind and intelligence of that wonderful species — the common man.

Education through Trades Unions in England

By JOSEPH I. ROPER, M.A.*

The British Trade Union Movement has not created a really effective system of adult education related to its purposes and problems. The Unions have shown a lack of clear views on the subject: they have developed no agreed philosophy and made no sustained effort to solve the problem of trade union education. Nevertheless, interest in education has been a feature of British Trade Unionism throughout most

of its history. Educational experiments of various kinds have been made from time to time and with the growth of new trade Union responsibilities interest is reviving in the problems of the trade union education.

There are three fundamental needs to be met by trade union education. They arise from the associative character and the social relations of modern trade unions.

*Mr. J. I. Roper is a W. E. A. tutor in England and has himself made very promising experiments in connection with category No. 3 of trade union education among the Iron and Steel Trades Unions.

1. To nurture understanding of the social forces and social possibilities of the society in which trade unionism has to act.

2. To promote understanding of the trade union world with its special issues of law, organisation, and industrial and political methods unique to the trade unions.

3. To promote understanding of the special economic environment in which each particular trade union has to operate. This need grows as bargaining techniques penetrate into deeper levels of industrial control.

In Britain we have not integrated our efforts to serve in a balanced way these three essential needs, but there have been experiments and some very real achievements. We have met best of all the first category of needs. In the Workers' Educational Association (and in the National Council of Labour Colleges if propagandist education is not a contradiction in terms) classes of trade union students have studied Social History, Economics and Political Science. The trade unions are affiliated to the District and Central Councils of the W. E. A. that organise these classes in association with the Universities or the local Education Authorities. Many leaders and rank-and-file trade unionists have found their way to intellectual developments, to social understanding, and more effective trade union service, by means of such tutorial classes. The weakness in this field is that the trade unions have left the initiative to their individual members and have not sufficiently encouraged them to undertake serious study of the social sciences.

The second need for specialised work on trade union problems has been only partly met although there is great activity in this field at the present time. There is a Workers' Educational Trade Union Committee comprised of a large number of Unions that have shown a special interest in education, together with representatives of the W. E. A. There is a national committee and district committees throughout the country. The W. E. T. U. C. committees organise summer schools, week-end schools, and many special conferences and lectures, and the Unions encourage the attendance of students by means of scholarships and grants. There has been no attempt to restrict the subjects of study to the category of trade union problems and all kinds of current affairs have been discussed. There is, however,

a tendency to relate this machinery more particularly to the study of general trade union problems, and recent schools have tended to follow these lines. The growing official personnel of the trade unions under the pressure of new and complex duties feel the need for some intensive study of their own special field of work. Advanced courses adapted to the needs of trade union officials are now being developed in the Universities, but a wider service is needed to help the great number of local officials, committee members, and rank-and-file activists who wish to develop their personal efficiency and the role of the trade unions in modern industry.

The third aspect of trade union education is an almost unexplored field in Britain. In the long run it is likely to be the most important for rank-and-file trade union education will be obliged to find its starting point in the immediate environment of the worker. It would be possible in Britain for a trade union sufficiently interested to arrange for classes for its members in the history, economics, and trade union problems of its own industry. It would be done in W.E.A. tutorial classes provided the standards of teaching and of students' effort were at the proper level. In fact it has rarely been done and a valuable starting point for trade union education has been neglected. Careful mental habits can be developed by the worker through a study of material near to his daily experience. His mind can be broadened by being guided from his own narrow industrial experience to the wider relations of his own industry and then outwards as far as is necessary for social understanding and deepening social feeling. Trade unions today interweave with all kinds of social institutions and their influence can bear on all kinds of social purposes so that by using the immediate environment of the worker as the starting point it could lead to many sided social study and a broad training.

Trade union education therefore, seems to require initiative at various levels. There is the education of the popular leaders who must be trained to accept large responsibilities and to develop the power of the trade unions as active industrial agencies. But wise leaders need an understanding body behind them so that rank-and-file education is not less needed. Only by promoting educational activity at such various levels can the trade unions manage the difficult but creative tasks which they must fulfil in the modern world.

Trade Union Movement and Adult Education

By VEERENDRA SWARUP MATHUR, B.A., LL.B.

The Trade Union Movement in this country has paid very little attention to the education of its members. This attitude has been mainly due to the wrong conception of the aim and purpose of the trade union activity. The trade union workers of this country drew their inspiration from the tradition of "righteous indignation" of the pioneers of the movement in Europe. They are therefore more inclined towards agitation and spectacular activities. Painstaking constructive work is described by such enthusiasts as "reformist activity". Although there are several objective factors also, the above attitude on the part of Indian trade unionists has to a great extent contributed to the present weakness of the movement.

It must be understood that the function of a trade union is to protect and promote the immediate interests of the workingclass. To make the worker conscious of his rights and to enable him to discharge his duties properly by giving him adequate education and information should be thought of as an important activity contributing to the welfare of the worker. Obviously the trade unions alone can be expected to take a lead in such activities. When Indian trade-unionists start copying the traditions of the pioneers of European movement they forget that there was a tremendous amount of painstaking work which contributed to the strength and solidarity of the working class there.

Apart from the attitude of the trade unionists, the other factor which has prevented trade unions from undertaking educational activities has been the extreme poverty of the unions. A large majority of the unions do not collect sufficient subscriptions even to hire a room or pay their officers. Most of them have their offices at the residence of one of the active "honorary" members of the Union, who works elsewhere to support himself and devotes only part of his spare time to union work. There are however very few educated young men who take interest in trade union activities. Their own domestic worries and the economic struggle for existence leaves them hardly any time or energy. It is in addition, not uncommon to find one person looking after a number of unions in his spare time. In such circumstances one could hardly seriously complain of lack of welfare or educational activities on the part of Trade Unions. The organisational weakness and the dependence on "outsiders" is mainly due to the ignorance

and illiteracy of the workers. If the trade union movement is to be strong serious efforts should be made to educate the membership. Trade union leaders should spring from the ranks of workers themselves. The class solidarity of which trade union leaders talk so much can only come from class consciousness, and education is its prerequisite. The importance of education to the Trade Union Movement is therefore clear.

The question is what shape the educational activities should take. In a country with more than eighty per cent illiteracy the first thing that suggests itself is a contribution towards removing it. But making eighty per cent of the vast population of four hundred millions literate is a stupendous task and should more appropriately be left to the state. Education is however possible even without literacy, and my own feeling is that efforts for making people literate would not succeed very much unless we are able to convince the ordinary worker of the utility of being literate. His own experience all around him is that literacy is of no use. Even those who had to undergo compulsory primary education are fast relapsing back into illiteracy as their literacy has given them no advantages either financial or otherwise. It is difficult to assure any financial advantages but I feel we should concentrate first on the already literate so as to help them use their literacy for their own education and information. Education should be given, both to the literate and to the illiterate by talks and by interesting and instructive magic lantern shows. These educational activities alone can make the illiterate realise what he is missing in life and if he is assured that literacy can be acquired within a short period, he might be inclined to put some efforts into it. But in no case can literacy work be started in the beginning.

About the education of the already literate the main difficulty is that suitable "follow up" literature is not available. A serious effort will have to be made by the Adult Education Movement to produce such literature. Concretely I would suggest that the Trade Union Movement should be helped in running what are known as "Workers' Clubs". The object of the workers' clubs will be to provide (1) information, (2) recreation, (3) entertainment, and (4) education. All these things are badly needed by the workers. Experience has convinced trade-union workers that clubs can lay down a solid foundation for the labour movement.

Women and Adult Education (Part 2)

By Miss M. N. SEETHAMMA

ORGANIZING THE STUDENTS,

The next step in building up the literacy class is the class proper and the collecting of students. To begin with it is good to try to get the help of charitable institutions like mother and child-welfare centres, samajas and so on. In places like these, we get baits to attract the students. For instance, our first 7 classes were opened in the milk centres with the help of the nurses. The nurses refuse to give milk to the mothers if they refuse to attend the literacy class. This forces the mothers to the literacy classes.

In this way the torch of our literacy propaganda was first lighted. At the request of the volunteers, the students themselves started canvassing for classes in their own localities. This sort of person-to-person propaganda has helped a great deal in opening classes. At present we have 63 classes, scattered all over the city. There is propaganda on the side of the volunteers too. The volunteer who has found a little help and relief through literacy work advises her suffering sisters to take up similar work. Thus there are recruits for literacy work and this informal propaganda is lasting and real. It reaches every nook and corner better than any other method.

This is only breaking the ice. The next step is attracting the students. The illiterate responds best to the call of religion. Our literacy classes open with a Sarswathi Puja. We arrange the Puja with a programme of Bharata reading, recitations, dances distributions of prasad and a talk in the place we intend opening the class and invite all the women of the locality. In our talks we make an appeal to the women to join our classes. We tell them the need for women's education by pointing out how the home is the first school for children, how we have to clear ourselves of the accusation that we are a stumbling block to national progress and emphasising what is our share in the national uplift. We also tell them how reading and writing would make them more independent just as the man who can talk is better than the dumb man in expressing himself. We also tell them how they can make good use of their time by reading purans, Bharata, lives of good and great women and increase their knowledge of the world by reading newspapers.

But more important than these, we stress the need of their trying to think for them-

selves and understand things. We tell them that they must learn to think how to do their duty better, and thereby get greater peace and happiness.

One important point about arranging these meetings is the atmosphere. It should be informal, homely and pleasant. It should touch the heart of the people. Only informal meetings are successful regarding literacy among women. It should take the shape of the old gatherings of women wherein they used to meet for hair dressing, sewing embroidery, singing, dancing and so on. People should meet in the house of the most humane and friendly leader of the locality and learn the three R's. An official air makes the task look big and frightens both the students and the volunteers,

MAINTAINING CLASSES.

The work for the spread of literacy does not end with the training of volunteers and organising classes through pujas. There is yet another problem of keeping the classes opened intact. The teaching of just the three R's is a dull business. The students are enthusiastic only in the beginning. Once the difficult part, particularly the writing comes the students drop out of the classes. It has been noticed that the students learn reading more easily than writing. I was surprised to find that many of our women who are used to drawing designs "Rangoli" in front of the houses, are not capable of writing letters involving curves and circles. They easily learn to read. But, writing and particularly dictation they find very difficult and from this point of view the course of literacy must be extended.

The main reason for a class breaking up is this strain of learning to write. Over and above this there are some causes like sickness either of the student or any one at home, child birth and quarrels among the students. The last feature is very common, and the inferiority and superiority of caste feeling easily breaks a class up. It is strange and surprising to see how superiority and inferiority of feelings of castes rank high among the lower castes themselves. These are stronger than the feeling of distinction between the brahmins and the non-brahmins. The kuruba refuses to come to a sub-caste's house. Similarly a Moratha refuses to come a Kshatriya's house. They think that it is below their dignity to go to the other's house and that their men won't allow it.

After starting the classes, we have the problem of keeping them intact. It has been found successful to supplement these classes with a handicraft class for this purpose. This helps us to make our movement a cultural revival too. We must try in and through literacy to revive many of our old crafts and traditions and make the illiterate women more self-conscious, useful and self-sufficient. The illiterate woman is a stranger to household economy. She is not of the creative type. She does not think of stitching her torn saree or blouse in time. She does not think of being clean and thereby escaping disease.

It is good to introduce sewing, cutting, charka, button making, weaving, basket making, mat making and similar cottage industries. In some classes there is a demand for fine arts like embroidery, crochet, flower making, music, and so on. In some other places there already exists an industry and there is a demand for literacy. While they work they like to hear something of the outside world. So they work and read by turns.

This teaching of the three R's along with a handicraft is a good scheme. In making poor women more self-sufficient and where it is a source of earning, we can help them with a market or give better and new designs of articles and methods to make them. In fact many literacy volunteers have helped their students by selling the articles they had manufactured. Why! even making good masala, masalgrains pappadams are good by-industries for literacy classes.

Along with these industries, lecturers, Bharatha readings, folksongs and dances and other things are necessary to make and keep literacy class intact and to make the movement more comprehensive and thereby fruitful. Saraswathi Pujas and the programme with it that was mentioned previously should be there at least once a month to keep the literacy classes alive. Along with three R's the illiterate woman should learn to be more clean, more skilful, more self-sufficient, good and kind. To make her more intelligently absorbed in her duty would be the most useful and lasting result of a literacy movement and this should be the aim. We must create a mentality to live well. The rest will follow.

With this in view, we should arrange talks on personal and public hygiene, mother-craft and other topics that would broaden her outlook and enable her to understand better the world and the purpose of life. We must also aim at making her life more pleasant by providing entertainment and recreations.

It is here that the school and college girls can help the literacy movement. They can visit the literacy classes on Saturdays, Sundays and other holidays and give entertainments in the ways of songs, plays, talks, recitations and so on. They can also help propangada and if possible they can do a little towards the 'make your home literate' move by each one teaching one person at least. More than all, the contact will help both the parties to get a balanced view of life.

To sum up, a literacy class should be made as attractive and as useful as possible for its success. It should be a wide movement to educate the illiterate woman into being gentle, homely, hardy, efficient and selfless.

FINANCE

A few words about the financial aspect of the movement. For every ten student trained we pay rupees five per month, per volunteer. We allow her to have three such classes with a view to enable her to have a living of rupees fifteen. Such classes run for six months. For the follow—on clubs of three months, we pay each volunteer rupees five for every ten students per three months. The supervisors are supposed to get Rs. 10/- for every ten classes, although we have not been paid at this scale. But we must be paid at this scale to get the worker's best attention.

Over and above these it is good to give liberally for adult education programmes. A good, useful and pleasant programme needs some 'airs'. We should provide money for this.

In connection with finance, I have rather humorous but at the same time painful complaint to make. The auditor has been a nightmare and has damped our enthusiasm. A few items like prasadam, tea for a person showing interest in literacy and so on do not find a place in the auditor's accounts, but propaganda of the type I have mentioned involves such things. It needs lot of pleasing and attentive actions. Looking to the honesty of the workers we must make provisions for these items.

This is the little experience of 'women and literacy' that I have. There is lot to be done and it can be done with a good heart and in a quiet way. The end and aim of literacy propangada would be to have, in every locality a reading room—more after a the type of small samaj, where God fearing, good and kind women group together to spend a pleasant useful and friendly time.

THE END

FACTORY CLASSES IN BOMBAY.

(The editors are very grateful to the special literacy officer of the Bombay Adult Education Committee for allowing them to give publicity to the committee's scheme of adult education in factories. News of similar schemes tried elsewhere will be greatly welcomed.)

1. Under the scheme any number of classes are maintained for the employees in the premises of a mill, a factory, a workshop or a similar concern.

2. The literacy course extends over a period of four months at the end of which a literacy test is held and certificates given to those who satisfy the test.

3. The exact time of holding the classes will depend upon the number of shifts in a concern.

(I) *The of holding classes in one-shift concerns.*

4. Those mills and workshops that work only one shift will maintain one or more classes according to their needs and the time of holding the classes would be any hour during the working period of the concern. In case the nature of the work does not permit a break in its continuity, the classes may be held (i) about an hour before the commencement of the daily work or (ii) at the commencement of the afternoon session.

5. In case the above arrangement for holding classes is not practicable, the classes may be held at the end of the day's work. It may be noted that this arrangement should be resorted to only when others are impracticable as this is the most unsuitable time for learning, the labourer being exhausted and anxious, to get home as early possible. But in the absence of a better arrangement under the existing conditions we have to adopt it.

6. About 25 adults should be enrolled per class per session of four months. The classes will be held for about an hour on every working day except Sundays and other holidays observed by the concern.

7. The approximate cost for one class of this type for a four months' course is Rs. 100 for recurring expenses and Rs. 135 for non recurring.

(II) *Time for holding classes in two-shift concerns.*

8. Two sets of classes can be arranged. Classes before the commencement of the

night-shift and those immediately after the break of the day shift. The former will meet for about an hour before night-shift commences and the latter for about an hour after the close of the day-shift. The workmen who work in the night-shift will thus have to come about an hour earlier and the day-shift men will have to sit so much time later on all working days.

9. In case of type II classes one teacher can conduct two consecutive classes and thus manage about 50 workers.

10. The approximate cost of this double class for a four months' course is Rs. 140 recurring expenses, Rs. 175 non-recurring.

11. The Committee generally expects that a company's employee or employees suitably qualified for teaching and managing a class or classes will be able to take up the work better than an outsider. However, if such a person is not available from the Company's staff, the Bombay City Adult Education Committee will supply a teacher or teachers from its list.

12. Each class and its teacher will remain under the direction of the Committee's Officers and the teacher will have to submit weekly reports of progress to the Committee's office on prescribed forms.

13. The whole amount of cost mentioned in paras. 7 and 10 above is ordinarily to be remitted to the Committee's office by cheque. But if for any reason the company concerned thinks that it will be convenient for them to pay the teacher direct from month to month the Committee has no objection. But the residue must be remitted to the Committee's office.

14. It must be noted that the success of the scheme depends on (i) the regular attendance of the employees (ii) the regular, honest and efficient work of the teacher and (iii) the prospects which the employees can see after they become literate.

15. The officers of the company will have to see that the employees attend and the teacher works regularly. The

educational supervision and guidance is the business of the Committee's officers which they will give whenever they find it necessary.

16. Regarding the prospects for the new-literate employee, it will be helpful if the company makes it clear that the employee if and when he becomes literate, will receive special consideration from the management while confirming him in the existing job or promoting him to a higher one, other requirements being equal.

17. With a view to enabling the new literates to continue the habit of reading and to enrich his mind by useful knowledge further education is to be provided for some months more. A separate scheme for this further or post-literacy education is prepared and is being given a trial in some mills at present, with satisfactory results.

18. If a circular on the following lines is issued to the workers before they are asked to join the literacy classes the management will be giving them considerable inducement to avail themselves of the educational facilities:—

"It is needless to stress the importance of the ability to read and write. Our management have included literacy education as one of the very important activities of our Welfare department under the guidance of _____ . Special classes have been run for the benefit of our illiterate employees some of whom have now become literate. The management, however, feel that considering the large number of illiterate men and women working in our mills,

more intensive efforts should be made in order to speed up the liquidation of illiteracy from among our employees. In consultation and co-operation with the Special Literacy Officer of the Bombay City Adult Education Committee the management proposes to run some classes in our mills as a permanent activity. Classes for different languages will be held from _____

_____ . The workers will not have to pay anything by way of fees and will be provided with books, slates etc. free. The management have decided to give preference to those who are able to read and write, whenever the question of promotions, confirmation or new appointments is to be considered in future.

(To the Heads of Department) The Heads of different departments are requested to explain the advantages to the illiterate employees under them and persuade them to join the classes in a large number. They are further requested to make separate lists of those workers who are willing to join the proposed classes. The management also expects each head to take keen interest in the education of the employees under him, to make inquiries about their attendance and progress from time to time and to encourage them to make continuous efforts to learn the arts of reading and writing as early as possible.

Sd/—

For the Management.

The necessary alterations in the draft may be made by the Managements concerned, to suit their own concern.

Grow old along with me !
 The best is yet to be ,
 The last of life, for which the first was made ;
 Our times are in His hand
 Who saith, "A whole I planned,
 "Youth shows but half ; trust God : see all nor be afraid !"

Browning.

What's Your Opinion ?

Should Students be conscripted for Adult Education ?

From:—

Dewan Bahadur K. S. Ramaswami Sastri.

To

The Editor of the I. J. A. E.

Dear Sir,

My answer to the question is 'Yes' and 'No'. This may seem to be a veritable Chinese puzzle. Let me explain myself.

Should students be conscripted for adult education? Yes. The late Sir N. Statham, Director of Public Instruction at Madras, thought that if there were universal compulsory free primary education, cent per cent literacy would be achieved soon among the youth and that the adults of the present generation would die out in a short time. Dead men do not tell tales, says the proverb. It does not matter if dead men are literate or illiterate. But unfortunately the problem is not so simple as that. The illiterate adult acts as a drag on the boys and girls who soon after achieving literacy lapse into illiteracy. Further, the illiterate adults are voters and if we do not educate our masters the results will be serious to all. It must also be remembered that a chain is only as strong as its weakest link and that our cultural contribution to the thought and well being of the world will be hampered by the prevalence of illiteracy in our motherland. Further, universal literacy and education alone will make us a great modern nation and the liquidation of illiteracy will lead to the liquidation of communal discords.

India's population is 400 millions and her percentage of literacy is 10%. If students are not to be conscripted and if trained and paid teachers are to be employed to achieve adult literacy, we may have to wait for a century to get the work done. We cannot afford to wait.

Why are people afraid of the word "Conscription"? They are not afraid of it in regard to the army which is needed to ward off enemies without. But they seem to be afraid of it in connection with the army needed to ward off the enemy within the gate!

No student is to be conscripted for years. Six month's work by him is enough. It will do good to him also, because the work is a mission of love and is twice blest: it blesseth him that gives and him that takes. It will quicken his sympathies, it will be an antidote to his egotism (which is generally engendered by the modern purely intellectual education); it will give him an intimate knowledge of Indian conditions; and it will supplement bookishness by practice.

The argument that conscription breeds dishonesty and creates a new 'profession' "that of having been made literate" may be a smart one but has no force. There is only honest service in the work and no dishonesty whatever. Becoming literate is a source of national power and is, in no sense, a 'profession'.

It is not correct to suggest that conscription will make the student teachers other than "cheerful, friendly and enthusiastic". Students are by nature idealistic and enthusiastic and love to do such work. I did such work when I was a student and I loved it and loved my illiterate brothers and did the work in a missionary spirit. The analogy of a mine or a factory is neither here nor there. There will be no disappointment, no dullness, no frustration.

The suggestion that if students are conscripted, such conscription will prevent a rise in the salaries of teachers has no merits. There is room for all; there is work for all. National welfare is the primary consideration.

That the conscripted students will be a fluctuating body is another weak argument. The work is simple and done soon. A fluctuating body can do it as well as a permanent body.

Should students be conscripted for adult education? No, if they are not to be trained for the work. Even an ordinarily trained teacher who can deal with youth is no good for it. The illiterate adult is a shy and sensitive creature; he is a tired individual and has to be tackled after a day's work. He knows many facts in life and is not a mere raw crude boy or girl. But a brief training will do. A few lessons about adult psychology and about the right technique of imparting literacy to adults will be enough. We ran in Madras a few training centres and we found a month's training to be quite enough. Quite recently the University of Madras has begun work on these lines and is organising a department of Extra Mural Studies and proposes to give training to adult education workers. Anthropology has come in as an optional subject for the Degree Examinations and I believe that Sociology also will come in in its wake.

Thus I stand for the conscription of trained students in their thousands and tens of thousands to achieve complete adult literacy within five years. Nay, I want India to have cent per cent literacy by 1952. I am an old man in a hurry and I cannot, and will not, wait.

INDIAN ADULT EDUCATION ASSOCIATION.

Report of the Honorary General Secretary

Presented to the

FOURTH ALL INDIA ADULT EDUCATION CONFERENCE

Trivandrum, 29th—31st December 1946,

The General Secretary's last report was presented at the end of December 1944 in Cawnpore. A brief account of the principal happenings since then is given below.

It is a matter of great satisfaction that the Association has gained the genuine interest of His Highness The Maharaja of Indore and His Highness The Maharaja Bhup Bahadur of Cooch Behar, who kindly agreed to become the Patrons of the Association. In view of the keen interest of Rajyabhushan Rajyaratna Rai Bahadur Colonel Hiralal of Indore in the work of the Association, the Executive Committee unanimously recommended and the Council approved his election as a Patron of the Association.

In the middle of 1945, the Honorary Treasurer was called upon to go to San Francisco Conference as a part of his official duties and at one time it was feared that on his return from there, he might not be posted to India. But we were glad to have him back in December 1945. During his absence overseas the Honorary General Secretary carried on the Treasurer's duties as well as his own and a sum of money, though not quite sufficient for the needs of the Association, was raised by soliciting donations and by increasing the income from membership fees.

The office of the Association continues to be housed at the residence of the Honorary General Secretary who fortunately was able to move recently to a more commodious building at a central place near Old Delhi.

Field work in South India: The Association organised group meetings, camps, and demonstration conferences in important towns and cities, so as to raise the enthusiasm of the public, particularly the rural workers. New adult education ventures were organised and advice was offered for the re-organisation of existing ones on proper lines.

The manifold activities of the Association included encouragement for the revival of indigenous educational programmes in temples, mosques and churches with the help of local educational and religious leaders; certain training courses mainly for rural workers were also provided.

Information and Consultation: The Association has acted as a clearing house of

information and has answered queries and given advice in regard to the starting and carrying on of adult education work in different parts of the country. Responsible workers in Indian States and under some Provincial Governments have, from time to time, sought opportunities for personal consultation with officers of the Association. Among those whose requests in this connection were attended to were the different institutional members of the Association and the Education Departments of Alwar, Baroda, Belgaum, Bharatpur, Bhavnagar, Bhopal, Gwalior, Jind, Kashmir, Kutch, Indore, the Punjab States and others. Further, valuable contacts were maintained with the Provincial Governments promoting Adult Education work and with Adult Education Organisations in Ceylon, U.K., Latin America, the U.S.A., and other countries.

Collaboration with the Hindustani Talimi Sangh: In early 1945, the Sangh appointed an Adult Education Sub-committee with Mr. G. Ramachandran as Convenor. The Honorary General Secretary of the Association was requested by the Sangh to serve as a member of the Committee and this appointment was accepted by him. The findings of the Sub-committee were printed in the Indian Journal of Adult Education in its issue for October 1945.

Delhi Summer School For Educational Workers: In Delhi, Summer Schools for Educational Workers were organised in May of the years 1945 and 1946 by the Delhi Adult Education Association. An account of the results accomplished was published in the Indian Journal of Adult Education in its issue for June 1945 and July-September 1946 respectively.

Service in The Coalfields: Last summer the Honorary General Secretary was invited by the Government of India as an expert to visit Raniganj and Jharia coal-fields and draw up a scheme of Adult Education for the Coal-fields, which could be taken up by the Advisory Committee for welfare work under the Miners' Welfare Fund.

U.N.E.S.C.O.: The Honorary General Secretary was invited by the UNESCO to write a paper on behalf of India on Funda-

mental Education, covering the fields of Adult Education and primary education. This paper was incorporated by UNESCO, which met in Paris recently.

Radio Talks: The Association was able to arrange for a series of Broadcast Talks on Adult Education. Two of these were published in the November issue of the Indian Journal of Adult Education.

Literature: Paper situation in the country had hindered the development of suitable literature and it is gratifying to note that, with the gradual easing of the situation, more suitable Adult Education literature is being published. Several Institutional members of the Association have published in different regional languages, series of booklets in graded characters, specially written for adults. The subjects include Literature, Biographical sketches, History, Geography, Civics, Politics, and Economics, Occupations, Arithmetic, General Knowledge, Health and Hygiene. The Association has offered guidance and advice to other organisations intending to produce similar graded literature for adults.

The Indian Journal of Adult Education: The journal continues to render singular service and is now running into its seventh year of usefulness. As usual, it continues to be provided free to all members of the Association and thereby helps to keep workers in this field posted with modern trends in Adult Education, thought, theory and practice.

Suggested Plans for the Immediate Future: In the light of the experience gained during the last several years, it is now proposed to strengthen the Central Office to enable it:—

- (a) to act more effectively as a clearing house of information for the country ;
- (b) to initiate some projects of research and to arrange for the publication

of especially prepared or selected literature for different grades of adult education work;

- (c) to encourage planned experimentation with different types of adult education and to make the results generally available ;
- (d) to start regular training courses for Adult Education tutors ;
- (e) to make provision for some Correspondence Courses calculated to provide facilities for continuation education and study in certain subjects as is done in Australia, Britain and elsewhere.

Fellowships: It will be necessary to offer, (in the beginning perhaps only 1 or 2) Fellowships to younger university men of promise who will undertake experimentation and research in adult education problems and methods under the intimate supervision of competent senior educationalists and social workers.

Increasing Demands: Already the demands from different parts of the country for information about the type of literature available, about the standards to be enforced, about different methods to be followed and about different types of adult education work to be undertaken have grown considerably. So far, all the work that has been done from the Central Office, has been done on a purely honorary basis. If the projects for the immediate future outlined above, are to be efficiently executed, supervised and directed, as they should be, the work of the Association must necessarily increase further. It is, therefore, essential to secure some wholtime help for the Central Office of the Association under the direction of the Honorary General Secretary.

Ranjit M. Chetsingh.

In the morning sow thy seed, and in the evening withhold not thine hand ; for thou knowest not not which shall prosper, whether this or that, or whether they shall be alike good.—Eccles. xi. 6.

From Other Lands.

GREAT BRITAIN:

FIRCROFT RE-OPENS.

After being closed for five war years, Fircroft re-opened as a residential college for working men on 5th October, 1946. On that date we were still waiting to go back to the college buildings which were being used as a Remand Home for young people.

Fircroft started in some army huts in the garden of a neighbouring college and this limited the number of students to fourteen.

Among the students there were three young Danes—a baker, a weaver, and a schoolteacher, a farm worker from New Zealand, three British coalminers from Yorkshire and Durham, two former members of R.A.F. air-crews, two ex-army men, a social worker, a retail trader and an electrician.

The new warden, Leslie Stephens, M.A. of Oxford University and London School of Economics, has been lecturer in Social Administration and, before that, was Parliamentary Candidate and Factory Inspector and had spent five years in industry and commerce.

Wulstan Lee, the previous warden, continues his connection with Fircroft as a visiting lecturer. Miss Mary Pumphrey is continuing her old course in Logic. Wilfred Leighton is continuing as tutor in History. Norman Booth has come to Fircroft from Bristol University. He was a student at Fircroft in 1924-5 and later obtained a B. Litt. at Oxford.

In December, 1946, the Remand Home left Fircroft and the second term started on 11th January (with some eighteen students) in the old buildings.

Fircroft continues to offer courses in Economics and Social Studies, History, Political Philosophy, Central and Local Government, and English Literature. The students have already formed a Literary Society and are in the process of forming a Political Society. One of the best efforts of the first postwar term was the production of a College Magazine.

The Old Fircrofters' Guild had its first post-war reunion at Easter, 1946, with some seventy old students gathered together for a week-end conference. Among speakers were George Cadbury, the Chairman and joint founder of Fircroft (in 1909), Mrs. Margaret Harvey, wife of the second warden, and Marius Skar, who was at Fircroft in

1913 and is now Principal of one of the Danish Folk High Schools.

All friends of Fircroft are delighted that the college is now open again and are hoping that, in the years ahead, it will continue to help workers to lead fuller lives and to take up responsibilities in our political and social life. At least we feel that it is an indication of the good work done in the past that three old Fircrofters are members of present Parliament. One of them, Arthur Moyle, is Parliamentary Private Secretary to the Prime Minister, Mr. Attlee. There are also a large number of City Councillors in London, Birmingham and other Provincial towns who are former students of Fircroft.

Greetings from all members of the staff and students at Fircroft to our friends in India. We wish you every success in establishing a stable and progressive Indian Government and in the great task of strengthening the social and economic life of your great country.

AUSTRALIA:

MANIFESTO FROM THE CONFERENCE OF THE NEW EDUCATION FELLOWSHIP.

The conference of educators from many different countries which was held in Australia in 1946 has published a manifesto in which it brings educational thinking into line with the other movements which are steadily creating a world outlook.

"Education," they say, "should build in the hearts of young and old a loyalty to a world order. While devotion to one's nation continues to be legitimate and desirable, such devotion must now be reconciled with this larger loyalty. Thus the traditional conception of national sovereignty should be replaced by a conception of international authority—an authority to which every individual nation, in all crucial issues of world peace and security, is subordinate."

This is the second of the "minimum world-wide objectives for international education". The third deals with the elimination of illiteracy throughout the world:

"Full support should be given to all steps taken by the world order to raise and enrich the educational attainments of every section of the

world. In accordance with the purposes stated above, the ultimate aim should be to provide an international education authority empowered to abolish illiteracy in all countries as agreed upon democratically by all members of the world order."

The manifesto then goes on to outline a plan of action through which these aims may be achieved. Two are of particular interest. There is first, the suggestion of "an international education budget commensurate with the enormous task of rais-

ing educational levels throughout the world". The authority which should be charged with this duty is, the Conference proposes, U. N. E. S. C. O. Secondly, it recommends that there should be an international classification of pedagogical terminology as well as of the degrees and diplomas issued by all the educational institutions throughout the world. It suggests that the exchange of students and graduates between countries would be facilitated by mutual recognition of matriculation standards.

The Indian signatories of the manifesto are Kapila Khandvala and K. G. Saiyidain.

NEWS from FAR and NEAR

BENGAL:

The Bengal Ministry has sponsored a Five Year plan for developing general and technical education throughout the Province. Among the new schemes mentioned is one for a revised programme of adult education. This covers both literacy and post literacy work the first by opening mass literacy centres all over the province and the second by means of public lecturers and practical instruction.

BOMBAY:

THE TEN YEAR PLAN.

At a meeting of the Bombay Municipal Corporation, Mr. S.K. Patil suggested that the carrying out of the City's Ten Year Plan for liquidating illiteracy should be put into the hands of an expert advisory committee of the Corporation on which Government representatives should sit. In addition he foresaw, he said, that the plan would be more expensive than had been expected as the teachers' remuneration would have to be more tempting.

PARENTS AND EDUCATION PLAN.

The great need for instilling an appreciation of adult education into parents is brought home by the reports of the position in Bombay where, although it is four years since primary education was made universally compulsory in the city, a considerable number of children do not attend the municipal schools (according to one Bombay newspaper) and it has not been found practicable to resort to legal punishment. The chief reason is the low income level of most working class parents

who prefer to put their children to work so that they can quite early contribute to the family income.

MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION.

Mr. B. G. Kher, Prime Minister of Bombay, in his address of welcome to the members of the Central Advisory Board of Education which met in Bombay in January, surveyed the task before educationists in India. His concluding remarks emphasized the need to the regard literacy only as a means to full education and not as an end in itself:—

"The eradication of illiteracy is a paramount need; but to be merely literate is no target to set, for a literate person may be no more able to form sound opinions than an illiterate person unless he knows what to read and how to assimilate knowledge. I believe that truth is attainable only by the faculty of being able to criticize and appraise not only untruths but half-truths—and that is not a process that comes in a day."

BOMBAY'S LITERACY WEEK.

The first week of February was celebrated by the Bombay City Education committee as a Literacy week when the committee hoped to raise 1,500,000 rupees to supplement the government grant and also to gain the public's interest for its Ten Year Plan. Unfortunately, disturbed conditions in the city prevented this, nevertheless, the sum of Rs. 70,000 which was realized was Rs. 20,000 more than the 1946 Literacy Week brought in.

Tuesday, being a public holiday, was chosen as the main Literacy Day and some 15,000 volunteers went on to the streets with literature and collecting boxes. Public meetings were held and films of various kinds were shown in different parts of the town. In addition, Miss Indumati Sheth, Parliamentary Secretary to the Bombay Government, gave a broadcast talk on "Women's Role in the Literacy Movement."

This session the committee has opened 900 literacy classes and 200 post literacy classes.

DELHI :

It is learned that the administrative departments of the Government of India have been approached for approval of various schemes in Delhi among which is one for adult education.

MYSORE :

The Education Department's work in adult education was reported to the Central Advisory Board which met in Bombay in January. The report reads as follows :—

A five year scheme by which 250 basic schools are to be established is under the consideration of the Government of Mysore. A special officer who was deputed to study the working of basic schools at Wardha and other places has returned and steps are being taken to start in February a basic training centre at Krishinarajapuram near Bangalore. Government have also sanctioned a grant for starting a training class at Gurukula Ashram at Kengeri ten miles from Bangalore for teachers of basic schools.

These facts are explained by the Government of Mysore in a report on the action taken by Government on resolutions passed by the Central Advisory Board of Education at its last meeting. Dr. T. C. M. Royan, Minister for Education, will present this report to the meeting of the Central Advisory Board in Bombay on January 8 and subsequent days.

ADULT EDUCATION

Adult education is in the charge of a non-official body called the Mysore State Education Council, under which 4,530 literacy classes were conducted and 89,896 persons made literate bringing the total number of literates made since 1941-42 to 156,000. 1,260 libraries with a membership of 1,28,520 were started. The weekly paper in Kannada for the benefit of adults during and after the literacy course continued publication. A

residential institution in the country side has been established where picked students from the literacy classes are given an advanced course of rural education including improved agricultural methods and cottage industries. The post-war scheme of the Department which is under consideration provides for the working of 6,000 literacy classes for men and 600 for women every year during the next five years with the target of making 90,000 men literate and 6,000 women literate every year. The scheme also includes the opening of 3,000 libraries for adults, 10 Peoples Colleges called Vidyapathis for the education of leaders of rural society and provides other arrangements for the efficient conduct of the work contemplated. The estimated cost is a recurring expenditure of Rs. 8,70,000 in the first year rising to Rs. 9,00,000 in the fifth year. A sum of Rs. 5 lakhs has been provided during the current year for the social and economic amelioration of the Depressed classes. Ten special officers belonging to these classes have been appointed in the districts to work as Liaison officers between local officers and the pupils of the community in matters connected with education, health, and sanitation, housing and bringing all the facilities, building sites, etc.

UNITED PROVINCES.

RURAL COURSES FOR SOLDIERS.

In order that the Indian soldier could lead a happier and fuller life after demobilisation and use to his best advantage the army discipline and team spirit in the promotion of his economic interests, a scheme known as Vocational Training of Indian Soldiers in Agriculture and Co-operation was started in June 1944 at nine army regimental centres in U.P. This training was conducted under the supervision of senior inspectors of the Agriculture and the Co-operative Department. But in order that the training could be quite extensive and homely to the army personnel, the U. P. Govt. started several army instructors' courses throughout the province for the service men. The course in Co-operation was styled the Short Term Course in Co-operation and was conducted at Lucknow in regimental centres for a period of 3 months for each term by two competent senior Inspectors of the Department.

The number of army instructors trained in this course so far is 102.

The syllabus of this course includes theory, meaning and principles of co-operation, a brief description of the development of the

Co-operative movement in India and abroad specially England, Denmark, Germany, Russia and Italy; the organisation and working of the various types of co-operative societies; important sections of the Co-operative Act, rules and byelaws, Elementary civics and Rural Economics and Book-Keeping and accounts of Co-operative societies. Besides theoretical training the programme of the class includes visits to different types of co-operative societies for a practical insight into their working, e.g., Multipurpose societies, industrial societies, milk, ghee, cane development and marketing societies and unions etc. In addition to these, demonstration through slides is also arranged. The class itself is turned into a co-operative society and meetings and debates are frequently held. Every attempt is made to make the course interesting, lively and intensive.

The agricultural course was held at the Agricultural College, Cawnpore and included training in pest control, use of implements, manures, fertilisers, irrigation, animal husbandry, fruit and vegetable growing and dairying. These courses were mostly six

months in length and 339 trinees passed through them.

At Lucknow special training courses were held in Fruit Orchardng i.e. soils, pruning, grading. All courses included practical work.

Finally, there was a course in bee keeping at Jeolikote.

U.P. CHRISTIAN COUNCIL LITERACY WEEK.

We hear from Mrs. Parker of Allahabad that the U.P.C.C. drew up plans for a Literacy Week in January. Monday, January 20th. was Slogan Day when young people went round the bastis in procession fixing over each house one star for each literate member of the family and a coloured circle for each semi-literate member. Friday was Readers' Mela Day with prizes for the best readers in each of four grades. On the other days of the week, various aspects of health education were emphasized by competitions and prizes.

The idea through it all was to have pertinent reading matter each day to show how reading helps in all of life.

BOOK REVIEWS

"RED BRICK UNIVERSITY" by BRUCE TRUSCOT *

"Red Brick University" ranks, along with Flexner's "Universities; American, English and German", as one of the most important surveys of the position and work of the University in the modern world. The book is concerned specifically with English provincial universities (reference is made to the older universities under the comprehensive title of 'Oxbridge' but they are not his chief preoccupation). He subjects them to a thorough examination, the aim of which is to emphasize the academic status which they have already won for themselves against heavy odds and to suggest methods by which this status may be improved.

First, we must state the ideal of the university as Truscot defines it and then measure Red Brick by it.

"A university", he says, "is a corporation or society which devotes itself to a search for knowledge for the sake of its intrinsic value."

Two major theses are implied in this definition:—

(a) that the aim of university is to search for knowledge and

(b) that a university is a *corporation or society*.

First, in defining a university as aiming primarily at the search for knowledge for its own sake, Truscot dogmatically opposes the view which dominated Newman and which is, perhaps, uppermost in the minds of most undergraduates i.e. that a university is an organisation for the teaching of knowledge. Much of Truscot's criticism of modern universities turns on this point. The secondary school boy going up to Red Brick University too easily assumes that the difference between school and university lies only in the greater variety of the subjects and the higher standard of the instruction.

From Truscot's point of view, the prime obligation upon a university is that of *research* and to that he sees most universities devoting a lamentably small proportion of their energies. In evidence he quotes "a tabulated record of publications (in learned journals) covering a session some years before the war. It includes text books and also reprints and re-editions published years before....."

* Red Brick University by Bruce Truscot, Faber 10sh. 6d.

Number in Faculty	No. reporting no research at all	No. of books published	Average	No. of articles published	Average
20	10 (50 %)	Professors 3	3/20	20	1
80	56 (70 %)	Lecturers 10	1/8	35	7/16

"Twenty professors who in their twenty-two weeks of vacation produce a single article each and three books between them! Eighty lecturers, each the proud author of an eighth of a book and less than half an article!"

The remedy is, he suggests, to make research obligatory upon all professors and senior lecturers. Their appointment or promotion should be not only upon the work they have to their credit but upon the plans they can show for research during the next ten years; the appointment should be reviewed at stated times and the extent to which their performance equals their promise should be a major consideration for the reviewing committee.

His claim that *research* should be the controlling factor in any university is the more acceptable as his conception of research is wide:—

"First, it will comprise all original work of a scholarly kind.....It will, of course, include the presentation of facts or ideas either in a new light or (as a rule) in such a way as to bring them within the reach of those from whom they would otherwise be excluded. It can further be extended to keeping abreast of contemporary investigation and thought in one's own field and to critical receptiveness to new ideas in that field.....Finally, it takes in not only the pursuit of all these activities oneself, but the encouraging, stimulating and training of others to pursue them, and participation in the activities of bodies devoted to their furtherance."

The final clauses indicate Truscot's acceptance of teaching as one of the functions of a university; teaching not as the passing over of a prescribed block of knowledge, but as the co-operative endeavour of staff

and students. Thus he emphasizes the second element of his definition of a university, i.e., that it should be a 'corporation or society':—

"He (i.e., the fresher) comes up, believing that the university is a superior kind of school, and.....all the outward and visible signs support that belief. We have to show him that, despite all appearances, the university is not an institution but a society; that professors and lectures are not his masters, but more experienced fellow-members of the society; that he is the owner and should therefore be the organizer of his own time for good or (if he prefers it) for evil. The sooner he realizes this, the easier it will be to inspire him with the love of initiative and adventure which is one of the essentials of the scholar."

Such is the ideal from which Truscot views the life of the modern English provincial university. His main concern is to consider how Red Brick can be encouraged to achieve the status which is its due and, first, he sees much that is encouraging. Red Brick, he says, was established late, meagrely endowed, badly housed, cumbered with an unwieldy administrative machine (his comparison of how the Chairs in Red Brick and in Oxbridge are filled is highly instructive) and, perhaps most important, viewed by both students, schools and parents as a 'second best'. Nevertheless it has won its spurs in the academic world both through its students ("While Oxbridge continued to win distinctions with its brilliant rich, Red Brick made a name out of nothing through the exertions of its brilliant poor.") and its staff:—

"As the greatest pioneers of the new university began to create schools of distinction, it was impossible to ignore these universities any longer.....Few people realize what outstanding

scholars have worked in modern universities and have been glad and happy to spend their whole lives in them."

In fact, he claims that not infrequently lectures have escaped from the genial ease of Oxbridge to the more exacting demands of Red Brick to save their souls.

On the other hand he points to several necessary reforms, external and internal. First, he suggests that a more equitable distribution of an enlarged University Grant would enable the younger and poorer universities to build those hostels which would enable them to insist upon all their students passing a part of their university life "in residence". The lack of properly organised residential life is one of the most glaring differences between the newer and the older universities and one which makes it so difficult for the fresher (often a 'day student') to appreciate the nature of a university as a 'corporate society'. Other purposes to which a larger grant should be devoted are the awarding of more open scholarships, the further strengthening of those schools in which each university obviously is pre-eminent, and the interchange of students and staff with other universities.

The internal improvements which he suggests are first, a correction of the tendency to narrowly specialised teaching, not by the inclusion of a wider range of "subjects to be taken" but by a broader approach to those already prescribed. Secondly, he advocates as a very necessary reform the more adequate supervision of the Pass student. The Honours man, being allotted to one school, has, so to speak one master, but the Pass man,

belonging to several schools is no-one's responsibility. On the subject of lectures and examinations he has useful comments to make although the present reviewer cannot help regarding as surprisingly barbaric his approval of the present "race-against-the-clock" examination system of judging a candidate's fitness for a degree on the ground that "success in coping with an ordeal is a good test of character". One notable characteristic of the book is his plea for a clearer recognition of the place of religion in university life. Nor does he forget the employment of graduates and recommends an extension of the work of the University Appointments Board.

All sides of university life are reviewed and a section of particular interest to readers of this Journal is his comment on the extramural work of a university although one must regret that it is so cursory. Briefly, he sees the university acting as the intellectual centre of the city to which citizens would come to hear an impartial elucidation of world affairs etc. given in public lectures by the staff. He also recognizes the great value both to the staff and to the working man of extramural work such as that carried on under the Tutorial Classes Committees and similar organisations.

This book is valuable for the scope of activities which it covers and for its thoughtful comments on them. It is characteristic of the author that he should have carefully weighed the demands made by the N.U.S. at its congresses in the course of his considerations. It is a book which all who are interested in the aims, achievements and future of university whether in England or in India would do well to study.

There is a great tendency in the scholaastic world to underrate the value and potency of self-education; which commences on leaving school and endures all through life.

Lord Armstrong.

THE INDIAN JOURNAL OF ADULT EDUCATION

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

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On the approved list of the Governments of Baroda, Bihar, C.P., Delhi, Gwalior, Indore, Mysore
N.W.F.P., Orissa, Sind, Punjab, U.P. and others.

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*. Educational Adviser, Rampur State.

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THE INDIAN JOURNAL
OF
ADULT EDUCATION

Approved for use by educationists and institutions by the Government
of Baroda, Bihar, C. P., Delhi, Gwalior, Indore, Mysore,
N. W. F. P., Orissa, Punjab, Sind, U. P., etc.

MAY 1947

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

Browning

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RANJIT M. CHETSINGH
QUAKER CENTRE
24, Rajpur Road
DELHI

THE INDIAN JOURNAL OF ADULT EDUCATION

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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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If not, join now and help further the cause of Adult Education in this country.

Members receive, free of charge, a copy of this journal every two months, besides such other literature as may be published for the purpose from time to time.

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An announcement

Members of the Indian Adult Education Association who have not so far paid their subscription for 1947 are requested to remit it at once to the Executive Secretary, I. A. E. A., 24 Rajpur Road, Delhi.

Editorial Notes.

1. We must apologise for the Journal not reaching our readers until much later than the normal time. Unfortunately the tension in Delhi has affected our printers just as much as it has affected other concerns and for some time the Press has been running at less than normal speed. Whilst we, naturally, cannot be certain that the same trouble will not recur, we assure our readers that we will do everything in our power to bring the Journal out to time.

2. Owing to the delay in publishing the Journal, we are able to give a brief account of the Third Summer School for training adult education workers which was held in Delhi from May 1st to May 14th. Despite disturbed conditions in the city, 67 students

enrolled for the course and 55 were awarded diplomas. The full report will be published in our next issue.

3. Readers will remember that during the summer of 1946, Mr. Ranjit M. Chetsingh the Editor of this Journal, made a tour of the coalfields of Bengal and Behar at the request of the Labour Department of the Government of India. His purpose was to report on the use which could be made of the Welfare Grant for Adult Education among miners. With the permission of the Labour Department we shall publish this report in the Journal; the first instalment will appear in our next issue. This is the first time that this report has been published.

A Scheme for Universal Literacy and Adult Education

by P. D. KULKARNI

It is rather unfortunate that a scheme for adult education in India has to start with literacy campaign because now it has been recognized all over the world that Education does not necessarily involve the knowledge of alphabets, nor does literacy by itself mean or necessarily lead to Education. But because in the modern world letters are the chief means of education it becomes necessary to start with literacy and to take care that it does lead to Advanced Adult Education.

IDEALS

- i) To create persons who are vocationally more useful.
- ii) To prepare citizens who are socially more conscious, creative and co-operative.
- iii) To develop wholesome personalities through whole education.

AIMS & OBJECTS OF THE SCHEME

- i) To wipe out illiteracy within a maximum period of ten years;
- ii) To prevent wastage of Education by preventing literates from lapsing into illiteracy;
- iii) To prevent any illiteracy in future by introducing free universal and compulsory primary education.

THE TASK BEFORE THE BOMBAY PROVINCE

According to the 1941 census the percentage of literacy in Bombay Province is 19.5. Thus the number of illiterates from the age of 14 to 50 works out at 9,420,000. To attain 80% literacy it will take 10 years according to Mr. S. R. Bhagwat of the Provincial Board of Adult Education. Starting with 2 lacs of illiterates in the first year the

2 SCHEME FOR UNIVERSAL LITERACY AND ADULT EDUCATION.

target should rise to 4 lacs in the second year, 6 lacs in the third and 8 lacs in the fourth and 10 lacs each in the 5th, 6th, 7th and 8th years and finally 7 and 5 in the last two years. Thus completing the quota of 72 lacs to achieve 80% literacy.

It is envisaged that to achieve quicker and better results the scheme should in fact take the form of a drive or campaign. The campaign is to be taken up in four stages as follows:—

- 1) Pre-literacy campaign
- 2) Literacy Campaign Proper
- 3) Post-literacy campaign
- 4) Advanced Adult Education Movement

PRE-LITERACY CAMPAIGN (1st stage)

The Pre-literacy campaign should precede the actual literacy campaign to create the necessary atmosphere by 'selling the idea' of wiping off illiteracy. It can be revived to raise the pitch of the movement from time to time. It should be organized at lesser intervals of say six months or a year in the beginning and should recur at longer intervals in the later stages.

The campaign to be effective will have to use the following four methods:

- A) Attraction
- B) Persuasion
- C) Pressure
- D) 'Reform by Ridicule'

Each of these can be followed through one, more or all of the means given below:—

- a) Visual means
consisting of Pictures, Posters,
Films, Exhibitions.
- b) Auditory
means Lectures, Forums,
Radios, Experiences
of the literates.
- c) General
means consisting of Anti-thumb impression
drive, Literates' pro-
cession with placards,
'Down with illiteracy'
societies, Individual
approach through Em-
ployers, Trade Union
Leaders, Students,
Doctors, Ward Leaders,
etc.

No legislation has been found possible or perhaps even desirable in any country to wipe off illiteracy. Attraction and Persuasion, therefore, are the only methods which

have been deemed desirable effective. Of course, some sort of pressure from the employers, lawyers, doctors, and other professionals on whom the masses have to depend for many types of services is possible and maximum advantage should be taken of this. Mr. F. L. Brayne who has done constructive rural work in the Punjab has used, and on finding it useful has advocated, one more method and that is 'Reform by Ridicule'. Whether it is in the conversation with the illiterate or in a picture or lecture for him this method can be effectively followed if used with imagination and intelligent restraint.

Amongst the means suggested the 'Anti-thumb-impression Drive', 'Down with Illiteracy' Societies, talks by the literates on the advantages of literacy, the processions of the educated with placards of appeal are expected to prove very effective in attracting and persuading illiterates to wipe off illiteracy seriously and enthusiastically.

All those who are not covered or influenced by these mass methods should be individually approached and persuaded. When a worker goes to the factory or any other work-place, when a member goes to the Union, when an illiterate person goes to a Welfare Centre he should be approached by the Literacy Officers and if necessary some sort of pressure also may be brought to bear on him to see that he sheds the cyst of illiteracy as soon as possible.

The pre-literacy campaign as a whole should be more dynamic, more extensive and intensive and what is more important, should be more intelligent and imaginative than our political election drives are.

This campaign must be accompanied by a thoroughly free, universal and compulsory primary education, so that no more illiterates are added to the population and no child below 14 leaves education half-way. Special Attendance Officers should be appointed to see that all educable children in the city, town or village on their records do attend the school.

With this much prelude the ground is made ready for launching the literacy campaign proper.

2. LITERACY CAMPAIGN (2nd Stage)

The population to be made literate, as has been already mentioned, is so large, that the problem of getting so many teachers is almost staggering. In no country—Russia, China or Phillipines—has it been possible to

complete this task without some kind of voluntary help from the public in terms of men and money and material. Therefore, it has been visualized that the following agencies—both government and public—should be prevailed upon to offer their services for this task.

Students, like the students of Russia and China will have to be the spearhead and the mainstay of this campaign. Students from High-School to Graduation stage can be made use of for this purpose. In one vacation immediately after the Middle-School stage they should be given an intensive training in the methods of teaching adults. It should be made obligatory for them to utilize one or two vacations in making a fixed number of persons literate. They should, however, be free to offer their services in as many vacations as possible. There should be recognition in terms of publicity or other kinds of reward—preferably non-monetary—for those who make more persons literate than the fixed quota.

It should also be made compulsory for the employers, trade unions and Departments of Labour Welfare, Rural Reconstruction, and Education to appoint Literacy Officers and Teachers who could be trained in the Central Office of the Provincial Organization. The employers and the unions, however, should meet the cost of the training of the staff and of educating their own employees and members respectively. To avoid duplicating and over-lapping of the work of the employers and the unions and the Departments of Labor Welfare and Education they should either divide their work on the basis of the number of workers or their respective functions at different stages of the scheme.

It would be better if the trade unions undertake the pre-literacy campaign, The employers, literacy and the Department of Labour Welfare and Education Post-literacy work.

The Social Service Agencies may be asked to raise funds from the public for this purpose and if this is not proportionate to the task undertaken by them they may be given (upto a maximum) of Rs. 2/- per illiterate made literate to make good the deficit.

The local bodies may keep a literacy and should direct the illiterates to the appropriate agencies for education. The government and all kinds of employers industrial, commercial and private should make a minimum standard of education compulsory for fresh employment. This can be accompanied by

declaring a time-limit say of six months maximum for the already employed illiterates to become literates.

The help of the Domestic Servants' unions, wherever they exist, should be sought to see that they, with the help of the private employers liquidate illiteracy amongst their members. The Factory Inspectors and the Registrar of the Trade Unions can make it a point to see whether employers and Unions are doing all they can to solve this important problem. As far as possible no legislation should be introduced to cover this. It is enough if the Inspectors and the Registrar use their good offices to influence the employers and unions.

Co-operation of suitable persons can be sought to become volunteer teachers who can be paid Re. 1/- for every person made literate. Teachers on vacation and students of B. T. courses can be used for this purpose. They would not need a long training to teach the adults. At the most those teachers who are accustomed to teach children and youths should be given a few talks on 'How to Teach an Adult' or, better still they can be given adequately and specially prepared hand-books which can be distributed to them before they actually start teaching.

Members of the Women's Associations, lady-students and in certain cases even middle-school girls can be requested to teach the women illiterates. Middle-School children, of course, are likely to be useful only for their own mothers, sisters and other female relatives.

METHODS : It has now been recognized that to teach an adult is fundamentally different from teaching a child. That plasticity and freshness of mind which is characteristic of children are usually lacking in adults. They are also not likely to submit to any rigid class-room discipline. Therefore, the atmosphere of an adult class should be informal and the approach of the teacher, friendly. The adult is not likely to be interested in cramming the alphabets. His knowledge of life is more varied, his conversational vocabulary much richer. In various countries experiments have been tried to devise methods which would help the adult to learn quickly and permanently.

Laubach's books 'India shall be Literate' and 'Towards a Literate World' are the most valuable works on this subject and therefore, can be used as text-books in the training of teachers. But a combination of the key-word

4 SCHEME FOR UNIVERSAL LITERACY AND ADULT EDUCATION.

method, story and song method and the picture-word-letter method are likely to be most useful for teaching Indian languages. On the whole for the adult the analytical method (from sentence to words and words to letters) has been found to be more useful. The Central Office of the Provincial Organization will, however, conduct experiments and carry out research on these methods and perfect these methods or devise new ones. The experiences of all the teachers should be taken into consideration before arriving at or introducing a new system.

Equipment for classes is another matter that should receive close attention. The whole set can be standardized. Pictorial charts on ordinary papers in small size, specially written twenty-page Primers, medium-sized slates and pencils are the irreducible minimum that must be distributed one each to the students. Black-boards, magic lanterns are not indispensable for the earlier stages. They can be shared in common by classes running in the same building or at the same centre. The charts, the Primers and the slates, of course, can be repeatedly used for two or three batches.

STANDARD OF LITERACY: When a person is able to read newspapers, letters, etc., when he can write letters in correct and simple language and when he can at least count his wages and account for them, he should be supposed to have attained the standard. There can be an informal examination to judge this and if successful he should be awarded a certificate of literacy which he will have to produce at his place of work. It has been found by experience that by Laubach's methods it takes hardly two weeks for a person to learn the script and recognize the alphabets. Therefore, ordinarily it should not take more than three months to reach the above mentioned standard at the rate of six hours' study a week. Reward in terms of recognition and publicity is bound to prove a good incentive for the illiterates. The names of the holders of certificates of Literacy should be put on Notice-boards or on Walls and Newspapers, etc.

3. POST-LITERACY CAMPAIGN: (3rd stage) This stage of the campaign should be most carefully planned. The greatest danger is that time, money and energy spent on literacy might be wasted if a proper follow-up is not maintained to see that the fresh literate uses this newly acquired knowledge and does not relapse into illiteracy.

Therefore, proper literature should be prepared, printed and circulated, and Literacy Officers should see that the fresh literates take advantage of such literature to make their learning permanent and perfect.

The District Offices of the Provincial Organization should run a weekly newspaper which should be printed in simple and clear language, printed in bold type and accompanied by eloquent pictures. Subjects like Health, Sanitation, Agriculture, Industries, Recreation, News-reviews, etc., should be included as regular features. The Rural Districts will have to have papers specially pertaining to rural subjects which would appeal to their minds and broaden their outlook. Besides this paper there should be 'Readers' properly graded in language, knowledge and thought. This work, again, will have to be done by the Research & Publication Dept. of the Provincial Organization.

Religious, moral, vocational, cultural and economic subjects can form the basis of the lessons in the 'Readers'. Folk songs and folk-stories ought to be collected and printed in the form of booklets for the post-literates. Their values cannot be exaggerated.

4. Advanced Adult Education (4th stage): It is really at this stage that Adult Education in other countries begins. This type of education in foreign countries is meant for all, even graduates, professionals and specialists. Because it deals with aspects of life which the specialist might not have learnt about in his usual course of studies. This is the all round education for the 'whole man'.

But in India we will have to have two stages in this, one is for those who are just literates and have taken to technical vocations earlier in life, and the other for the so called 'educated' people on the western lines. Because our education in India has hardly any relation with life, the Adult Education Scheme takes on the responsibility of making people vocationally more efficient, so cially more cooperative and culturally more creative.

This education can be imparted by all the means given below. But it will include subjects like civics, domestic economy, social economics, vocational economics, political science, world affairs, sex, marriage, parenthood, family and society. It is expected that these subjects should make the person play his rightful role as a worker, as a citizen, as a member of a family and that of a society.

Study circles, Ward forums, city councils, Panel Discussions, Demonstrative Museums, Educative Films, Parents' classes and Mothers' classes are some of the methods which would encourage an advanced attainment of knowledge of the above mentioned subjects on practical grounds. It is through such associations that whole-some personality is developed and organic relation of education to life is sought.

This total process, however, need not be undertaken wholly by government but government can provide a nucleus by inviting and helping voluntary private bodies to organize, conduct and spread Adult Education.

Finances :— The most crucial question concerning any scheme is its financial aspect. In the past it has been found that the Government of Bombay has spent the most per head on every illiterate made literate (Re. 1/1/6). With the higher level of prices prevailing and the necessity of providing for Advanced Adult Education the expenses should be worked out on the basis of Rs. 2/- per head. that is for 72 lacs (80% literacy) Government should budget Rs. 144/- lacs ten years or for 94,20,000 (100% literacy) it should provide for Rs. 2 crores spread over a period of ten years. Out of this amount 1/4th, that is about Rs. 50 lacs can be easily collected from the public in ten years, that is Rs. 5 lacs every year. The rest, Rs. 175/- lacs can be pooled together from the local Government bodies, the Departments of Rural Reconstruction, Labour Welfare, Co-operative, Education, Public Health and the Employers. The Central Government also can be asked to share the burden.

THE STRUCTURE OF THE PROVINCIAL ORGANIZATION :

It is envisaged that the whole Province be divided into three distinct linguistic zones—the Maharashtra, the Gujerat and the Karnatak.

The Central Office shall be under a Director of Adult Education with head-quarters in Bombay, who will mainly do the directive and the co-ordinating work. There shall be four divisions in the Central Office :—

- 1) Direction, co-ordination,
- 2) Research and experiment,
- 3) Training and supervision,
- 4) Publications and Information.

In the Research and Experiment Division there shall be three Research Scholars in the three languages with at least two assistants each in the beginning.

In the Training Section there will be three Education Officers who will train the Divisional and District staff. The Training Section shall also be responsible for the supervision of the work of the teachers and their classes.

The Information and Publication Section shall publish all the pictorial material required for pre-literacy campaign, literacy Primers and charts and the post-literacy Readers, story books etc., with the help of the Research Section. It shall also provide information to all concerned regarding Adult Education.

Three persons experienced in Educational Journalism should be in charge of the Publications Section and two persons having journalistic and secretarial experience shall be in charge of the Information Section. The Divisional zones shall be divided into districts and sub-divided into talukas having Adult Education Officers in each of them.

Each Division shall have a Divisional Director or Zonal Director who will form committees in co-operation with the representatives of other Government Departments co-operating in the scheme, the employers' representatives, the union representatives and those of local bodies.

The Taluka teachers can be trained at the Divisional Centre. The Divisional Director shall have the directive and determinative authority and supervisory function.

He shall hold a meeting of the District Officers (D. O.'s) once a quarter and the Taluka Officers (T. O.'s) will meet the District Officers every month. The D. O.'s and T. O.'s will have to go on tour for at least 10 days each month.

All these officers except the T. O.'s should be persons having post graduate training in Education, or Social Sciences.

Experienced teachers can be appointed as Taluka Officers.

A committee similar to that at the Divisional Centre should be formed at every District place.

Each trained teacher and school or college student should be persuaded to organize and conduct at least one class of 30 adults. They will be spread throughout the Province more and more intensively every year. The school and college students from each District will be directed after training in the vacation period to different villages. As far as possible

the students will be sent to their home villages, Home Talukas, or Home Districts.

There should be one library each at every centre. The libraries should be in a descending order in the number and standard of books from the Central Office to the Taluka Offices. Each Taluka Office should have one or more circulating libraries to move round the villages. The round should be completed in a fortnight at the latest.

THE DIFFERENT MEANS OF EDUCATION ARE AS FOLLOWS :

1. **The Written word :** Books, Magazines, Pamphlets, Booklets, Newspapers, Reading Rooms and Libraries.
2. **The Spoken word :** Class-room talks, Forums, Lectures, Councils, Panel dis-

cussions, Study Circles, Debates, Radio etc.

3. Visual Education :

Cinema, Exhibitions, Museums, Demonstrations, Magic Lantern, Pictorial Journalism.

4. Cultural Activities :

Music, Folk songs, Drama, Fine Arts.

These means can be used at different stages with different effects. The spoken words and visual education can better be used in the pre-literacy stage, whereas the written word can be used in all the three subsequent stages. The cultural means have their own importance and offer creative joy in life if active participation is encouraged rather than mere passive observation as in cities

Note on Immediate Mass Education

BY AURAL & VISUAL METHODS

(Readers of our March issue of this year will remember that Mrs. Doris E. Chetsingh in "Adult Education in India: The Future" considered the possibility of private companies developing short range broadcasting stations and mass production of radio receiving sets. We have received from a private commercial firm the following note which we are glad to print as it indicates the practicability of the scheme.—Ed.)

Immediate mass education of our Adult millions and the young is possible if Aural and Visual methods of Education are adopted.

A network of 20 to 25 small-range transmitters will be required to broadcast in all the regional languages simultaneously. Certain Provinces may have to work 3 or 4 Transmitters at the same time using the same programmes but in the different regional languages of the area. A start could be made with Delhi Province and in the light of experience gained, broadcasting could be introduced into other Provinces.

Foreign firms with 51% capital and technical staff could be invited to work the Transmitting Stations without any charge to Government, but under Government control. Commercial Broadcasting Stations are run in America and Australia. In return for permission to open Commercial Broadcasting, a firm in Australia which has vast experience in this field, is willing to undertake this work for us and allot 2 hours a day for Educational Programme.

All India Radio at present broadcasts a Village Programme, but low-priced radio sets have not yet been provided in the villages. Simultaneously with Transmitting Stations, there will have to be organised production of a vast number of low-priced Medium range-Radio sets. It will make an appreciable difference in price if the present duty of 60% is waived on all Medium-range Radio sets. There would be no loss in the present revenue involved, as Medium-range Radio sets are not imported at present in larger quantities.

These Educational Sets should be free of Licence fee. The existing Licence fee on Short-wave radio sets could be enhanced to set off any possible loss in Customs Duty on spare parts used in the repair of Short-wave sets.

There should be no Servicing charge for an Educational set. If the set goes out of order it should be replaced free of charge. Charges need only be recovered if the valves are fused. There should be a Servicing and

Maintenance Organisation in every decent sized town, to ensure that the continuity of listening in, is not interrupted. With the Head of every Local Village Administration, there would be a spare set provided against breakdowns.

With Wireless, would go Sound-on-film 16 m.m. Projectors. Each 5 villages should be served by a Cinema squad which will visit every village once a week and maintain the Batteries which work the Radio sets Cinema equipment, viz. 16. m.m. Projector and the Generator to work the Projector, should be compact so as to permit of them being conveyed from village to village on a pack-donkey or a bullock.

For purposes of Administration, both the Cinema and Wireless Service, should operate under one Authority. There would be better co-ordination, and it would be economical for management and maintenance.

The production of the films will be another important aspect of the Scheme. All productions will have to be carried out under very strict supervision, and in Presidency

Towns. All films will be shot for 35 m.m. projectors and, while printing, the positives will be reduced to 16 m.m. The sound track will have to be in the language of the region.

A large supply of raw film will be necessary and under organised procurement, it should not be difficult to obtain. Besides abundant supply of raw film, a vast number of Projectors and Generators and other Cinema equipment would also be necessary. Enquiries made over the last six months suggest that it would be possible to meet all these requirements. The Supply and Service Organisation calls for first rate efficiency.

The Scheme to achieve the desired results within a period of 12 months would require a dynamic drive. It should be worked on Commercial lines under Government patronage but free from Nepotism, Communalism and Red tape

P. S. It is reckoned that one valve sets can be produced for Rs. 50/- and three valve sets for Rs. 100/- if the present 60% duty is waived on educational sets. (There would be no charge for servicing these sets.)

What the Punjabi Villager Reads *

By PARAS RAM M.A., F. C. COLLEGE, LAHORE.

A study of the reading interests of a people can be an interesting piece of research for various reasons. In the first place it reveals the manner in which they spend their leisure hours and what people do in their off-time is what they really are. Pursuits followed in leisure hours show the spontaneous directions of our interests, attitudes and purposes. Hence a study of the reading habits of a people serves as a measuring rod for assessing their mental and particularly their emotional maturity. Secondly, books reveal the ideal man that their readers wish to become. Our hidden yearnings to be what we are not take concrete shape in the form of the heroes and heroines of the novels and stories we read with interest and gusto. In this way the reading habits of a people embody their moral ideals and the moral values which are striving for expression. Thirdly, books can become an effective means of cultivating certain ideals and a certain refinement of emotions. Now that we are

talking of planning, important steps will have to be taken to transform the habits of work and reflection of masses of people. The average man will have to rise to a new concept of himself and of his relation with his fellowmen. He will have to take seriously his changed relation to the state. All this implies a tremendous change in his outlook. Books can play an important part in preparing him for the change. This can be done only if we know what he has been using the books for.

I undertook some years ago, to study the reading habits of the villagers in the countryside of the Punjab. For the purpose I interviewed the publishers who cater primarily to the villagers

I asked them to rank their books in the order of their popularity as expressed in the sale of these books. This gave me

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a fair idea of what the villagers feed themselves on to satisfy their hunger for knowledge. Coupled with this I took stock of the information available in the weeklies, dailies and the monthlies which are bought by villagers. I excluded from this estimate the books which the Department of Education bought for the village school libraries because I was primarily interested in knowing what the people read after they have finished their schooling. Again the stock of books kept by the village book shops gave me important clues in the enquiry. Lastly, people of different ages in villages were asked to state the books they had read in the previous year.

Books sold in villages can be classified under the following heads in the order of popularity —

- (1) *Religious and devotional*: The Holy Quran, Jajji Sahib, Ramayan, Gita sold in parts.
- (2) *Books dealing with mythology and with lives of men of outstanding character*. Shah Behram, Hatam Tai, Stories from Arabian Nights, Shiv Parbati, etc.
- (3) *Books depicting the life story of rebels and dacoits who attempted to disrupt the established government*. These dacoits are usually regarded as heroes but no attempt is made to conceal their criminal actions. Dulla Bhatti, for example is depicted as a looter of the shops in the City of Lahore while he comes to Lahore to defy the ruler.
- (4) *Books dealing with love themes*: Love as depicted in these books remains unfulfilled on account of the social conventions standing in the way of the lovers' union. Hir Ranjha, Rup-Basant, Sohni Mahiwal, Sasi Punnu are some of the more popular works.

This scrappy information reveals a lot about the inner man in Indian villages. To begin with, all that he reads serves the purpose of conserving the traditional modes and customs. History records instance

of cultures which were annihilated from the surface of the earth because they shut themselves off from new learnings and new knowledge. The pity of it is that the spread of primary and middle school education has not made many changes in altering the reading interests of the country side. The same books Hir Ranja, Gul Bakavli, Arabian Nights, etc., which were read before the advent of new western learning are read now — though the departments of education have spent a lot of money in spreading the new learning. Astronomy, Botany and other allied branches of natural history have not found favour with people. This means that the philosophy of life in the country side continues to be as it was in the days of Babar's invasion of India.

The stories of dacoits continue to thrill the villagers in the same fashion as they used to in the times of Ranjit Singh. To a people who have been subjugated by a powerful invader stories of this kind have a particular appeal. They live the mentality of guerilla warriors who organize people against the enemy after the manner of dacoits. These dacoits have become the ideal men. No wonder, then, that crime has a great hold in the countryside. It becomes the means for young men to exhibit their fearlessness and bravery and thereby it becomes a mean of asserting their manhood.

Religious books tend to perpetuate a kind of ritualistic hold on the masses though these books do help people in refining their sentiments to a considerable extent.

The reading habits of villagers show what a meagre place intellect has in their leisurely pursuits. The sphere of radio in villages has only helped to preserve the hold of tradition on an agrarian population. Books in villages serve as a means of discharging emotional orgiastic tension. These have not helped them to look at life in a new manner.

Observations in this article were collected as far back as 1934. It is just possible that the reading habits in the country side have changed since then.

The Place of Adult Education in the Indore Rural Uplift Scheme.

By MAHABIR SINGH, M. A.

Under the guidance of Capt. H. B. Richardson, Education Minister, Holkar State, who is also Hon. Treasurer of the Indian Adult Education Association, an ambitious scheme of rural uplift in Holkar State has been formulated. The scheme aims to raise the social, economic, moral and cultural standard of the people.

With a view to implementing the scheme 27 centres have been opened one in *Mahal* (corresponding to a *tehsil* or *taluka*) of the State; and one rural assistant, with two ploughmen are being posted at each. To guide and supervise the activities of the centres local sub-committees have been formed. The village panchayats have been asked to work as Village Uplift Committees. To co-ordinate the activities started at the various centres opened in each district, district rural uplift committees, with the Amins or District Officers, as chairmen have been formed. Village panchayat inspectors are working as secretaries of the district committees.

For the present four activities are to be started—adult education, health and sanitation, cottage industries and village service organization. A well considered and practicable plan of adult education has been prepared. Each centre has been allotted a monthly sum of Rs. 20/- for this purpose and Rs. 150/- for a library. Two trained teachers from the Education Department have been posted in each centre to do the work. Other enthusiastic workers are also being encouraged to participate in the campaign.

A monthly sum of Rs. 20/- per centre has been allotted to work out the comprehensive programme of health and sanitation prepared by the Board, with the aid of trained teachers posted at each centre. To encourage cottage industries an amount of Rs. 300/- per annum has been provided at each centre. Arrangements will be made to provide the necessary facilities to the villagers to learn a trade. It is desired to encourage such activities as can be easily taken up and for which the raw materials are available locally. Arrangements will be made for marketing the articles produced. Spinning and weaving, oil crushing, carpentry, tailoring and other minor cottage industries will be taken first.

A sum of Rs. 5,000/- has been provided for a village service organisation with a view to developing the the spirit of self-help among the villagers.

Besides these activities a full fledged Rural Development Training School is to be started shortly at a cost of Rs. 2 lakhs for buildings and equipment. This will put the workers through a year's course of training in rural uplift work. It will include all the subjects mentioned above.

With a view to providing useful knowledge and to guiding workers as well as to give State, Indian and World news, a weekly newspaper, "Gram-Sudhar" has been started. It will also serve as supplementary reading matter for the adult education classes. It is intended that this should be read out in each and every village of the State, wherever there is even a single literate person.

Besides a cine van, which shows 35 m.m. 'talkie' films, a mobile publicity van equipped with loudspeaker, gramophone, harmonium *tabla* and magic lantern has been provided for supporting the actual work in the village.

The intention is that after a period of about two years when the work has been well-established in the 27 centers it will be rapidly extended to other villages in the neighbourhood, so that within a period of ten years the great majority of villages in the State will have been affected by this effort.

Simultaneously with this long term programme a short term programme is being carried on in more than 60 villages of one *Mahal* by a branch of the Indore Adult Education in co-operation with the various departments of the State concerned. The work is under the inspiring guidance of Mr. Obedullah Khan, who is a *Naib Amin* or *Tehsildar*, and at the same time a leading worker of the Indore Adult Education Association. He gained valuable experience of adult education when, as a student of the Anglo-Arabic College, Delhi, he was the organizer of the college adult education class.

In the experiment the first goal is literacy. More than two hundred groups are at work and all the Revenue and Education Officers and servants are helping to organize the work. Even the Superintendent of Police is a member of the committee. As a result the enthusiasm of villagers is remarkable.

After literacy teaching for three months the course will go on to post-literacy and general rural uplift work. The total course aims at transforming these villages within a period of one year.

The Resident Tutor-Organiser in Great Britain

By W. CARADOG JONES, M. A.*

Liberal Adult Education is provided in Great Britain with the approval of the Ministry of Education, by three main bodies namely the Universities, the Local Education Authorities and the Workers' Educational Association. Until the new Education Act came into operation full-time tutors were employed by a Joint Committee of these bodies in the University Extra-Mural Area, but more recently both the W. E. A. and the L. E. A. have made their appointments while still co-operating on the University Joint Committees,

Tutors have fallen into two categories—the resident organising tutors and the teaching staff tutors—and if Adult Education work is to be really worth while a proper balance must be maintained between the two categories. The Association of Tutors in Adult Education are concerned about the tendency of employing bodies in Great Britain to make more organising than teaching appointments.

I have worked in areas where organising tutors have predominated (among full-time appointments) and am now employed in an area where teaching staff tutors outnumber organising tutors, and in my experience under British conditions, the standard of work is much higher in the latter type of area.

However, this does not mean that Resident Organising Tutor has not a vitally important part to play in the development of Adult Education. As the word "Resident" indicates he is responsible for a defined geographical area, within which it is his task to organise classes of a non-vocational character among adults. His work entails several different activities. First of all he must find responsible individuals or groups of people who are likely to be interested in and sympathetic to his work. In Britain he finds them among school teachers, trade union officials and members, and other private individuals. With their advice and active co-operation he contacts a nucleus of people who are prepared to attend a meeting at a local centre. The meeting is advertised as well as possible, but it is generally agreed that personal contact is the best form of advertisement. At this meeting the tutor will speak about a subject which will interest his audience, will give them information about the Adult Education Movement and will offer a short course of lectures and discussions on a topic which those interested choose for themselves. This 'pioneer' work is expected over as wide an

area as the tutor thinks he can cater for adequately. Classes, then, grow originally out of this 'pioneer' work.

If the work is to be maintained and developed the organising tutor must find suitably qualified and sympathetic people to act as part-time tutors in his area, since it will be physically impossible for him to teach more than a limited number of classes even of an elementary nature, which run for 12 consecutive meetings. This is often an extremely difficult task, for even if he can find people with suitable academic qualifications, the technique of lecturing to adults and conducting discussions is specialised. Hence the need for teaching appointments. In addition if classes are to develop from the elementary terminal course of 12 meetings, through the one year class (24 meetings) to the level of the three year University Tutorial Class, the need for teaching appointments by employing bodies is still more obvious.

One further activity on the part of the organising tutors is necessary if their work is to prosper and remain democratic in character. The tutor must establish a student organisation on a democratic basis. This has been achieved in Great Britain by the W.E.A. It is essential that the views and desires of students should be effectively expressed and that they should form the foundation of the Adult Education Movement. A student organisation must be built and maintained in each small town and village as well as in the larger and more densely populated centres and these co-ordinated into one movement. This not only relieves the tutor of some responsibility but makes the whole enterprise democratically co-operative, and the tutor is always available to advise and help any student group which may call upon him. However hard working and brilliant a tutor may be, without a student organisation his work can only have limited success. Tutors come and go, but the adult students remain.

(I am grateful to the Indian Journal of Adult Education for inviting me to contribute and I would like to send warmest greetings to the movement in India from the Tutors in Adult Education in Britain, and to wish every success in 1947. The movement here would like more news of you and a closer relation with you).

*Mr. Caradog Jones, who is at present staff tutor of Leeds University has had considerable experience of tutor-organiser work in both England and Wales—Ed.

NEWS from other LANDS

AUSTRALIA'S BLIND READERS HAVE FINE LIBRARIES.

AUSTRALIA

A young blind girl failed to complete her Arts courses at Melbourne University 56 years ago, because she had no Braille text-books.

When some of Tilly Aston's friends realised what the lack of Braille text-books had meant to the blind student, they got together and founded the Victorian Association of Braille Writers.

This organisation has developed from a small group of friends, thrilled at the transcription of their first book—Dickens' "Cricket on the Hearth" to become the third largest Braille library in the world, with more than 18,000 books on its shelves.

Among the books at present being transcribed are the memoirs of Tilly Aston, the girl who failed in her examination and who has since won recognition as an Australian authoress, poetess and philanthropist.

The Library is proud of the devoted work of the voluntary helpers who transcribe books into Braille and wonders whether any other Braille library in the world can show such a consistent record of work. The record for books transcribed is held by Mrs. George Armytage, who recently retired from Braille writing with 763½ volume to her credit. As each volume contains some 120 large pages of embossed symbols, and an expert transcriber can hardly improve on one page in half an hour's work, this result of 40 years' steady work may well be a world's record. Mrs. Armytage retired when over 80 years old not because she was tired of transcription, but because she was afraid her work was no longer quite as accurate as it had been.

Four other helpers have each completed over 400 volumes. Last year more than 20 of the 200 helpers qualified for the Honour roll by transcribing more than 10 volumes. These figures are sure to be bettered this year one worker having already completed 30 volumes.

The Library's catalogue has the same range of books as any good library. All tastes are catered for, from the classics of biography, history, travel and poetry, as well as the latest best-sellers in thrillers and romance. Such periodicals as the Reader's Digest and Punch are regularly added.

The Library also has a range of "talking books", but finds that readers prefer Braille books.

Today no blind student need go short of text-books in whatever language or abstruse scientific subject he is studying. At present the library transcribes text books, lecture notes and examination papers in Arts and Law subjects for three University students, besides providing books for others taking musical, elocution and business courses. All books are provided free of charge.

Proof-reading of the transcribed Braille sheets is carried on by three of the blind members of the library staff. Senior member is Miss Alice McClelland, co-editor of the society's monthly magazine, who writes Braille to the library's blind correspondents at a speed of 80 words per minute. She recently celebrated her 35th anniversary as a member of the staff.

Youngest proof-reader is 22-year-old Barbara Gillott, blind from infancy who is also a teacher of Braille. She has been a member of the staff since, at 18 years, she completed her school leaving examination (an examination at which candidates average 17 years).

From the sewing together of the Braille sheets, through the stages of preparing and cutting materials, pasting outside and inside covers on books, and so on to the final stage of putting the sewn books into their covers, the binding of Braille volumes requires 28 separate operations. It is carried on by voluntary bookbinding auxiliaries which meet monthly. Their output amounts to approximately 50 volumes a month; last year they bound 688 volume.

Most of the 400 readers to whom some 14,500 volumes are despatched each year live in Victoria, but books are sent regularly as far afield as Malaya and India. Books are sent free by post and rail.

Many readers who collect their own books from the Library like to take them into the beautiful Memory Garden, where they read in sunshine or shadow among the many perfumed flowers. Most of the rare trees and plants and attractive green seats have been given in memory of friends of the Library.

The Library's monthly magazine is Popular Reading. It gives details of meetings and social functions held in Braille Hall, topical news, and reviews of all the latest books added to the Library.

This publication and other duplicated material is run off on the Crabbe-Hulme Printing Press, the only one of its kind in the world. It was invented by a former secretary of the Association and a printer's engineer in 1934.

One of the Library's most important functions is the teaching of Braille to people over 16 years of age, mainly those who have recently lost their sight. (Children under that age are taught by the Government-subsidised Royal Victorian Institute for the Blind.)

The teacher, Mr. George Benson, himself blind from early childhood, has taught hundreds of newly blind people during his 28 years on the staff. To reach his pupils he has gone all over Victoria, travelling unaccompanied. Happy, patient and sensitive, he adapts his methods to each pupil's temperamental needs with the skill of the born teacher, and has very few failures. His star pupil is a sheep farmer from Northern Victoria who refused to learn Braille for 12 months after he went blind. Once persuaded to study, he learned the subject in five months, and a year later had read 56 Braille volumes. He now reads three

volumes a week, specialising in astronomy and still carries on his farming.

The Victorian Association of Braille readers is one of three organisations caring for the blind people of the State of Victoria. Similar organisations exist in the five other States of Australia.

The Royal Victorian Institute for the Blind the largest of its kind in the world, looks after the teaching of blind children up to the age of 16. Blind babies are admitted to the nursery from the age of six weeks, and kept there until they are three years old, when they are transferred to the kindergarten and thence to the primary school. Pupils showing ability are helped to continue with secondary and University education. Adults are taught trades, then employed in Institute's factories or placed in sight industries.

The Institute has been studied and received high praise from officers of similar institutions from many parts of the world.

The third organisation, the Victorian Association for the Advancement of the Blind, assists aged, infirm and unemployable blind people.

NEWS from FAR and NEAR

NEWS FROM CORRESPONDENTS AND INSTITUTIONAL MEMBERS OF THE INDIAN ADULT EDUCATION ASSOCIATION.

The following news items are published in co-operation with the Indian Adult Education Association, the Executive Secretary of which will be glad to receive similar brief accounts from other Correspondents and Institutional Members of the Association.

Editor I. J. A. E.

FROM OUR GWALIOR CORRESPONDENT

The Mahila Mandal Gwalior under the distinguished Presidentship of Her Highness the Maharani Sahiba of Gwalior has started seven centres of Adult education for ladies in Lashkar. The total attendance in these centres is over 200. All expenses of these centres are borne by the Mandal.

Two centres for men have been recently opened in Lashkar, the capital of the state. One in Janakgunj school and the other in Moti Mahal. The centre at Moti Mahal, the official secretariat, is meant to make every peon literate. The heads of various departments have shown their interest in adult literacy by consenting to release their illiterate staff for instruction in groups.

Arrangements have been made by the Education Department to make these classes interesting by placing a magic lantern with over 100 slides at the disposal of the Adult Education workers.

From Our Central India Correspondent. INDORE ADULT EDUCATION ASSOCIATION

The Indore Adult Education Association has been functioning for some years, since the visit of Dr. Frank Laubach to central India.

Its activities include urban and rural work. Under the City Centres Committee, there are three Centres for men and two for

women now operating. Arrangements have been made for work in one of the Mills in Indore at which it is proposed to have a full time worker teaching for several hours during the day. Time is arranged so as to include selected candidates from both the day and night shifts. The plan is to teach small groups of three or four for half an hour each. The teacher will be a high grade person, who will later become an organizer and develop the work in other Mills also. The expenses will be met by the Mill concerned.

Very recently, the rural work has expanded and is being carried on in one part of Mimawar district in Holkar State (Indore). Some 3,000 persons have been enrolled in night classes. A special training Institute was carried on for students from the senior class of the village Teachers Training school. This was to qualify them to supervise the work of numerous volunteers in the district itself. The experiment is being watched with interest.

From Our Tuticorin Correspondent.

ADULT EDUCATION ASSOCIATION TUTICORIN (MADRAS PROVINCE)

Owing to the General dislocation caused by the war and the persistent refusal of the then Advisers regime to sanction any financial subsidy, many of our centres nearly a decade old had to be closed. Only two of our six centres survived the general collapse.

With the advent of the popular Government Mr. J.L.P. Roche - Victoria, M.I.C., President of the Municipality and of the local Adult Education Committee, was able to persuade the Government to sanction the Municipal grant of Rs.1,000/- for 1946-47 thus enabling the committee to revive adult education work in Tuticorin.

MANAGEMENT: The adult Education committee met twice in October and November 1946 and decided to form a totally non-official adult education association enlisting the active sympathy and support of the literate public and all the varied sections and interests of the town. Rules and regulations were framed for the Association and it was affiliated to the South Indian Adult Education Association. Nearly 500 literate adults have become members of the association each paying a subscription of Rs 1/- as a token of their sympathy for the cause of adult Education. The Association was formally inaugurated in the Municipal Council Hall on Feb 20th 1947 by Mr. C. Ganesamurthi, B.A. (Hon.), L.T., the District Educational Officer, Tinnevely, Mr. S.J.R. Gopal, organising Secretary of the South Indian Adult Association spoke on Literacy.

ADULT EDUCATION CENTRES: The reconstituted committee sanctioned the revival of two old centres and the starting of three new centres, all of them

on a new basis. The following 3 centres were revived in November 1946 in the Municipal schools: Seven dakulam, Ragumathullapuram and Vadakkoor.

Three more centres were started in December 1946 two for weavers and labourers belonging to Illathar community and one for the Municipal scavengers. The centre for Municipal Scavengers was declared open by Mr. R.K. Balbir, Executive Secretary, Indian Adult Education Association on the December 20th 1946. Six centres are now functioning each of them manned by two trained teachers.

The Secondary grade trained teacher who works as the Headmaster of the school is paid Rs.15/- and his highest grade trained assistant is paid Rs 10/- per month. Every centre has a propagandist who is given Rs 7/- a month. The teaching and propaganda work in all the six centres is supervised and guided by a Honorary supervisor who is given an Honorarium of Rs. 25- per month. He is besides in charge of the office work of the association. 106 adults are on the road to literacy and the number is gradually increasing as we progress in propaganda and census work.

DEPARTMENTAL HELP: We have received valuable help and guidance from the education department of the Madras Government. Though the centres have had only 3 months of existence, they had the benefit of 2 visits, one by Mr. Oschi Thever Deputy Inspector of schools in February 1947 and another by Mr. C. Ganesamurthi, B.A. (Hons), L.T. the District Educational officer, in March 1947.

TRAINING FOR ADULT EDUCATION WORKERS: To provide special training for Adult Education workers, the committee has resolved to depute 3 teachers for training at the Tamil and Adult Literacy Training centre to be held at Pasumalai from the 3rd to the 10th May and to conduct a training course in Mangalagiri in 1947, for the benefit of teachers who wish to qualify themselves for the work.

BIHAR —

When the Education Minister moved a demand for Rs. 09,61, 99 in the Bihar Assembly adult education was one of the subjects brought under review.

Sj. Lakshmi Narain Sudhansu moved a cut motion to raise discussion over the desirability or otherwise of running a Mass Literacy Campaign. Sj. Sudhansu said that Mass Literacy Campaigns produced no results. Rs. 3 lakhs spent over it was a sheer waste. He, therefore, wanted the Literacy Campaign to be dropped.

The Education Minister justifying the Literacy Campaign said that it had produced good results in expanding literacy in rural areas. He said that to push on the Literacy Campaign the Government had opened a number of libraries in the villages and supplied radios to many of them. He assured the House that the Government would move to remove the complaints regarding Literacy Campaign.

BOMBAY :**KHER GIVES DATA OF ADULT EDUCATION WORK**

Mr. B. G. Kher, Prime Minister revealed in the Bombay Legislative Assembly today certain facts and figures pertaining to adult education, in his written reply to questions tabled by Mr. Hasanali Ebrahim.

For the year 45-46, sums of Rs. 19,900 17,715 7,785 and 1,664 had been expended by Government for Marathi, Kannada, Gujarati, and Urdu respectively for the whole Province excluding Bombay. For the same period sums of Rs. 38,842, 300, 7,408, 42,248, and 36,439 were expended in the city of Bombay by the Adult Education Committee in teaching Marathi, Kannada, Gujarat, Urdu and Hindi respectively. Government Grant towards this was a total of Rs. 53,050.

There were at present 368 Adult Education workers in the districts of whom 53 were Muslims. These workers were paid grants at the rate of Rs. 4 for every illiterate adult who was made literate. 1,380 Muslims and 20,982 non-Muslims for the Province excluding Bombay City and 4,790 Muslims and 11,600 Non-Muslims in Bombay City were taking advantage of the adult education scheme at present.

Mr. Morarji Desai gave two lists of Gujarati and English books the ban on which is still not lifted. Some of the names included in the English list were "Young India," "The Tragedy of India," "India, a Graveyard," "British Terror in India," "China in Revolt", and "The Face of the Motherland"

ORISSA :—

Realising the importance of Adult Education and literacy drives in the province the Government of Orissa have appointed Dr. M. Mansingh, M. A., D. Ed., late Educational Adviser to Eastern States Agency as special officer in charge of Adult Education.

On the 3rd April, 1947, there was a conference on Adult Education of official and non-official educationists of the province under the chairmanship of Hon'ble Mr. H. Mahatab, Premier, Orissa, to discuss Dr. Mansingh's scheme. It was decided that work should be started all over the province with each middle school as centre and in collaboration with the existing publicity department.

During April, Mr. B. C. Mukerji, M. A. Vice-President of the Indian Adult Education Association and Secretary of the Bengal Adult Education Committee had a strenuous week in Orissa. A training class for tutors in adult education was organised in Cuttack of which Mr. Mukerji was requested to take charge. The gatherings addressed by him in this connection included two crowded meetings in the city presided over by Dr. Lingaraj Misra, Education Minister of Orissa.

TRAVANCORE

During the auspices of the All Travancore Literacy Association, an Adult Education Conference was held at Kottayam in North Travancore. Speeches were delivered presenting the need of a carefully planned scheme of adult education for Travancore especially at this juncture when universal Adult Franchise is already declared to be the basis of the forthcoming political reforms. Politically or socially considered Adult Education is now a desideratum which neither the Government nor philanthropists in the State can afford to overlook any longer. A Committee was elected consisting of Messrs. P.S. Abraham, M. Ed. (Leeds), Suranattu Kunjan Pillai, M. A., Mathew A. Kuzhiveli. B. A., I. T., P. G. Koruthu and K.M. Kesavan, B.A. to propose measures for popularising Adult Education activities in the State.

UNITED PROVINCES—

The scheme for setting up a Labour Welfare Centre at Ferozabad, an industrial town in Agra District, has been approved by the U. P. Government. The construction of the centre is expected to be undertaken within the current financial year.

The scheme includes the establishment of a hospital, a night school and a library for the labourers. Mr. R.T. Mohan S.L.O. Ferozabad. is taking steps to implement the scheme at an early date.

The centres have promoted adult education in the province. On an average, says the report, 55 persons attend adult education classes every month and during the last month the number had increased from 35 to 60. Two hundred and forty-seven books were issued from the libraries of the welfare centre during the last month and 36,921 persons attended the reading rooms add the reports.

BOOK REVIEWS

“ENGLISH FOR PRACTICAL PEOPLE” by J. BARCLEY & D. H. KNOX.

The book is a fine mixture of general knowledge, literature and grammar. It consists of four parts and deals with practical matters of life. All the subjects chosen are such as rivet the attention of the students. Though meant for school students of senior classes, they can also be used by the teachers of schools for adults. It gives ample scope for various every-day needs of their students.

The authors have been very careful in introducing literature here and there. Poetic selections are interesting. Lessons in grammar have been dealt with in a very attractive manner. The first lesson in grammar says:—

“Probably you prefer the study of the building of houses to that of the construction of the language. But the building of houses is based on ideas in the mind and little or no progress would ever have been made if men had not been able to communicate their ideas to one another. The means by which ideas are spread is through the use of language. Just as a certain fundamental rules govern the bricklayer’s craft, so there are regulations to be followed in the use of language. A heap of words carelessly flung together by some one who knows nothing of grammatical construction will create the same ineffective jumble as would result from a pile of bricks and mortar used by some one completely ignorant of the principles of bricklaying. The result might mean something to the person concerned; it would be utterly useless to anyone else. We must convey our ideas to others as we can. We shall not be clear if we are not grammatical”

There can be no better way of laying stress on the importance of grammar.

Exercises to lessons in grammar, word study and composition (both oral and written) make the book more valuable for students. Practical suggestions for preparing and reading a “Paper” are still more useful for beginners:—

“Much instruction could be given on the way to prepare and read a paper. A few points are of outstanding importance. First of all take care to know your subject. Then, even if you cannot say anything very new about it, you can at least be original and interesting in your treatment. You need not be monotonous in your delivery even though you are reading, and should try to make your reading vivid and arresting without undue exaggeration. Stand up properly, do not shuffle about on your feet, keep your hands steady, pitch your voice carefully and glance at your audience now and again. Be distinct in your speech and pleasant in your manner. Do not try to exhaust all your subject—or you will succeed only in exhausting your audience. Set out to treat some part of the matter effectively and stop at some point where you think your listeners would like to hear more. Humour is a desirable element, but do not let it be forced or it will be merely silliness.”

Pieces of poetry selected are not merely literary selections but they contain things of everyday use. A humorous touch has been given to most of them.

Here are some of the titles:

1. After reading in a letter proposals for building a cottage. 50-51.
2. The builders. p. 52.
3. Around the fire. pp. 52-53.
4. Prayer for rain. p. 92.
5. Leisure. p. 122.
6. The Lamplight. p. 166.
7. To a post office inkwell. p. 199.
8. The scribe. pp. 199-200.
9. The clock and the dial—a fable. p. 227.
10. Time, you old gipsy man. pp. 228-229.

Chapter IV gives a very interesting introduction to Poetry.

“When some of you read the title of this chapter you will probably feel like groaning. The very mention of poetry often has that effect on men and boys. Yet why should this be so? Poetry is not printed just for the sake of author. Literature can produce examples of first rate poetry some hundreds of years before we can find first class prose. Let us try to see the reason. In their happiest (and the gloomiest) moments people always express

their pleasure in dancing and singing. Poetry is a type of song and deep feelings and enthusiasm are better expressed in verse than in prose. Try as you may you will not be able to say it as effectively in prose.

"I must go down to the sea again, to the lonely sea and sky. And all I ask is a tall ship and a star to steer her by. The top and bottom of it is that there is in us a love of rhythmic movement. The reason for it is probably that all our life is based on rhythm....."

The lesson in "Figures of Speech" (pp. 53-55) however, seems a bit too advanced for young students. A "companion" to the book embodying hints to the solution of exercises would be of great help to those adults who find very little chance to get hold of a teacher willing to guide them in all their difficulties.

The book is undoubtedly a very valuable addition to the list of good books on the study of English.

RASHID AHMAD

Incharge,

Delhi Cloth Mill's School for Adults.

MORE TALES OF CRIME & DETECTION

Retold by GEORGE F. Wear, Oxford University Press. Price 1s. 6d. pp. 71.

This book based on a vocabulary of 2,000 words is one of the second series of "Tales retold for easy reading." There are two stories in the book. "The Avenging Chance" by Anthony Berkeley and "The Stolen Gold Bars" by R. Austin Freeman—both well known writers of detective stories.

Different people have different tastes for the type of books they love to read and stories on crime and detection are one of these and they are getting very popular both on films and in books.

The following extracts from the introductory note to the book itself will be found very interesting:—

"As children, we love puzzles. As we grow older, we like the puzzles to be more complicated and to have more to do with real life. For this reason the detective story, telling of a crime and how the guilty person is discovered by the detectives, is popular every-where.

"The first story in the book tells of a cleverly planned murder and how the murderer nearly escaped being detected—nearly, but not quite. It is true that chance came to help the detective, but this would have been useless if the latter had not been skilful enough both to recognize the opportunity offered and to make full use of it.

"The second story shows how a doctor-detective makes use of his knowledge of science to observe things which any ordinary man would pass over as unimportant. In this case, too, the opportunity provided by special knowledge was at once taken, the results being the arrest of the criminal."

As will be seen from the last two quotations above both the stories are gripping and once either of them is begun, the reader is tempted to finish it quickly to see how the real criminal is discovered and finally arrested.

As the stories have been "retold for easy reading" they will be enjoyed by youngsters as a study book because practically on every page difficult words have been explained in simple language which serves the purpose of a dictionary. At the end of each story there are a number of questions based on it in the shape of exercises. A grown up youngster will find the stories very interesting and the answering of questions leading him to the correct way of analysing knotty problems with a broadened mind.

BOOK RECEIVED

(N. B. The Editor reserves the right to review books mentioned in this column at his discretion.)

1. POLITICS and SOCIETY by Shahid Pravin.
Padmaja Publications. Baroda. Rs. 5.
2. ENGINEERING: CIVIL ENGINEERING, MECHANICAL ENGINEERING.
"Rotary Guide to Careers" Pamphlets Nos 5, 6, 7. O. U. P. As. 8.
3. INDIAN PARTIES and POLITICS.
By S. Natarajan. Oxford pamphlets on Indian Affairs. O. U. P. As. 6.
4. AUSTRALIA and NEW ZEALAND.
Oxford pamphlets on Indian Affairs. O. U. P. As. 6.
5. SON of ADAM.
By Hirendranath Chattopadhyaya-Padma Publications, Bombay. Rs. 2.

THE INDIAN JOURNAL OF ADULT EDUCATION

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OF
ADULT EDUCATION

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JULY 1947

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Browning

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THE INDIAN JOURNAL OF ADULT EDUCATION

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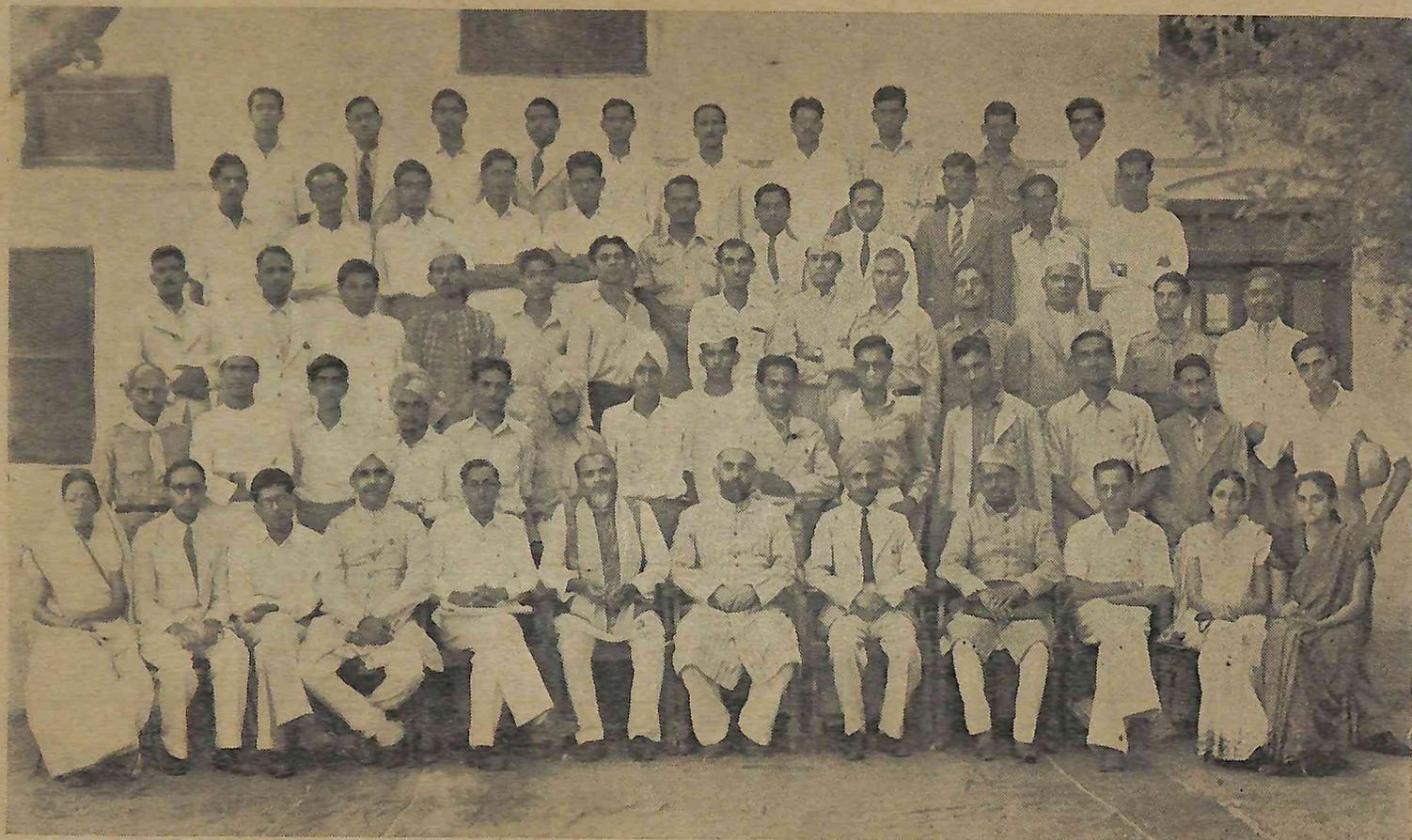
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DELHI ADULT EDUCATION ASSOCIATION

3rd S. S. for Training Adult Education Workers.



Editorial Notes.

ADULT EDUCATION AND PARTY POLITICS.

Elsewhere in this Journal we report the interest which Congress and Muslim parties are taking in adult education; recently also we had indications that other political parties are starting their own schools for adult education with a particular political colouring. With this before us it is obvious that the time has come for us to make up our minds about the legitimate relations between adult education and party politics.

To begin with, it is clear that there is a legitimate relation between the two. Partisanship has for long played a part in the development of adult education as witness the Adult School whose immediate aim was the teaching of literacy but which had and has an openly Christian bias. Or, to take another well known example from Scandinavia, the Danish Folk High Schools were originally founded to preserve Danish culture in the border province of Schleswig from being swamped by German influence. Generally speaking it seems true that both adult and juvenile education in most countries has owed its origin to the efforts of partisan bodies, political or religious and, reviewing the situation in India today, he would be foolish who would deny that partisan education is one of the hopeful movements of the moment for it means that not only have a number of educated people come to realise that they have a responsibility to their uneducated compatriots, but also that they are acting on that realisation. Moreover, voluntary bodies, especially when they are also fired by political or nationalist or religious ideology are usually the most enthusiastic workers for any cause they take up, even though they have none or few funds; the cause is the bread they eat and the water they drink. An enthusiasm such as this for adult education should possess every adult education worker. Because of this, voluntary bodies often have a greater flexibility, are more experimental, less hampered by admini-

nistrative etiquette and procedure than Government organisations and consequently, can discover, adapt themselves to and feed the public needs more easily.

Nevertheless, their weaknesses are no less evident. Fundamentally, the desirability of partisan education depends upon the spirit in which it is undertaken. Let us begin with two considerations. First is the purpose of instruction is to impose one's own views on others for one's own (or one's party's) advantage? Secondly, if the aim of education and learning is to achieve truth, is the achievement of truth regarded as a co-operative search or a competitive smash and grab raid? Generally speaking this success of a theory depends not only upon its permanence but also upon its ability to develop coherently. Biology knows of many species which have been able to exist for thousand of years, but only of one, the human race, whose capacity for adaptation and development does not seem to have been exhausted. History also can show many instances of beliefs and theories which have existed for hundreds of years but party political beliefs no more than empires seem to have the capacity to develop beyond a certain point. Beyond that point they have cracked rather than beyond and their place has been taken by a new theory or a new empire. They have cracked because they have been unable to adapt themselves to those needs of the human spirit which have become urgent at a particular time and the demands to which these needs have given rise have set men off in search of fresh light. This, it seems to us, is the test of political and cultural truth as much as of scientific truth. Consequently, that line of thought is most likely to achieve permanence and remain active in peoples' minds which can develop according to man's needs and still maintain its consistency.

The essence of dogmatism is the belief that, even though truth does lie at the bottom

of a well, nevertheless, *its* particular bucket has brought it to the top and any other bucket might as well cease operations. It is safe to say that, if the adult education programmes proposed by Hindus, Muslims, Communists or any other party or sect are entered upon in this spirit, they will have value in so far as they awaken the ordinary man to the possible means of achieving a fuller life, they will succeed for a time as they undoubtedly answer to some of the pressing needs of India at present but ultimately they will cause revolution and their own rejection because their own

dogmatism will prevent them from realising that new needs have arisen which demand a fresh answer.

This is the justification for 'liberal' adult education, the 'liberal' referring rather to the spirit than the subject matter. Consequently, with the establishing of high standards academically, the Indian adult education movement needs to achieve a generosity of outlook which will recognise as valid any sincere statement of truth which will allow that it itself perhaps contains more truth and is, consequently, capable of development.

ADULT EDUCATION AMONG INDIAN MINERS. I

By R.M. CHETSINGH

(being part of the report made to the Labour Department of the Government of India on the possible uses of the Miners' Welfare Fund for Adult Education)*

A somewhat unconventional but widely read modern English author who is well known both as a teacher and as a philosopher, has remarked that the dullness of writings, dealing with the subject of education is matched only by the dullness of the institutions in which it is imparted and excelled only by the dullness of the administrative machine which runs the educational system. This, he adds, makes them unreadable and largely unread. This caustic but largely true statement was much in my mind as I entered upon the task of investigating prevailing conditions among labourers in the coalfields with a view to formulating suggestions for organising Adult Education facilities under the Miner's Welfare Funds. I propose, therefore to make this report brief, non-technical and as free from a discussion of the academic issues of Adult Education or of Indian Labour as possible. This report seeks to give a simple plan which can stand the test of educational and academic standards on the one hand while providing at the same time sound foundations for the building up of a serviceable and worthy structure of Adult Education. The temptation to provide a dissertation on Adult Education is, of set purpose, avoided.

Some Misleading Assumptions.

(A) At the outset it should be stated that it is not correct to imagine that labourers in the coalfields offer for adult educa-

tion purposes 'Ready Made' classes, audiences and clubs. A bell rung in a given colliery cannot make them stream in. Labour in the coal mines, as indeed nowhere, is to be so viewed. The large area over which the Jharia and Raniganj Coalfields are spread cannot be called *compact* labour units for adult education. Giridih and Bokaro are only slightly better. The fact that labour is by no means permanent, further complicates the problem. Many of the labourers come from surrounding rural areas. Others live nearby but outside the immediate colliery limits. Those for whom shelter is provided at the collieries are also not always to be found in 'concentrated areas'. It is necessary to put out of mind the illusion that labour in the coalfields can be pushed into literacy and other classes even if these were desired without facing geographical, spatial and physical impediments. Difficulties belonging to these categories exist in the coal fields. They are, indeed quite formidable when it is remembered that rain, cold and heat have also to be reckoned with. The notion that many well meaning people seem to cherish that coal miners can be turned out as literates, more or less automatically once some adult education machinery is set up should be banished from the minds of all who wish to face the problem constructively.

*Published by permission of the Labour Dept. Government of India. This is the first publication of this report.

(B) A further fact to remember about coal mines labour in India is that the country has not got a regular class or caste of 'miners'. Few spend the bulk of their working lives coal mining and of those who do spend a considerable part of them many are often away taking part in the activities of the harvesting or sowing seasons. They may even go and live as regular farmers or farm labourers for periods of several months at a stretch. Thus it will be seen that the miners in many respects constitute a changing constituency. The educational worker cannot count on being able to work on the same set of people for say 2 or 3 whole years consecutively. Some may remain within his reach, others may not.

People come to the coal fields from different districts and at one time there may be a considerable number of persons from a particular area whereas six months later they may have gone leaving their places unfilled or yielding to men or women drawn from a different group with different traditions.

(C) The miner at the end of his 'day', is not clamouring for physical exercise or recreation connected with the gymnasium. From the pit you come into a different world and your limbs come up feeling the need for relaxation and your mind and your senses demand some semblance of repose. The social 'set up',—if it can be called a 'set up'—of the coalfields in India does not offer the little facilities which make the wheels of life run smoothly and afford natural opportunities for the petty consumer to develop a wider interest in the problems of living. In the coalfields this factor aggravates, in a very real measure, the difficulties which the Adult Education worker must face in any social setting. There is much in the environment of the miner in India to make him feel 'a stranger in a strange land' and to strengthen in him everything which contributes to the emergence and consolidation of the outlook on life which makes a majority of our countrymen say almost daily and some times more than once in a day: "we are passing our days". It is no exaggeration to say, therefore, that the social and intellectual atmosphere of the coal fields far from being a help is a serious hinderance which the adult education worker must encounter and overcome.

It may be well to recall what *the Bihar Labour Enquiry Committee* had to say in this connection:—

"Both from the point of view of the number of persons directly employed and the output, coal is by far the most important industry of the province. In 1937, the number employed was 103,195 and the output 13,836,717 tons there were in India in 1937, 203 Joint Stock Companies in this industry with an aggregate paid up capital of Rs. 9,94 Lakhs, of which 183 companies were operating in Bengal and Bihar, the output of Bihar being a little more than twice that of Bengal. The figure does not include the capital employed by private individuals and syndicates, of which no statistics are available. (Para 384)

"..... About 80 per cent of this labour has been obtained from within the districts of the province of which the more important are Hazaribagh, Manbhum, Gaya and Monghyr. The rest has been drawn from other parts of India of which the main contributory are the districts of Raipur, Bilaspore and Durg in the Central Provinces, the districts of Allahabad, Partabgarh, Mirzapur, Rai Bareilly, Jaunpur, Lucknow, Unao, Cawnpore and Gorakhpur in the United Provinces, Ganjam in Orissa, Burdwan, Bankura and Noakhali in Bengal, Lahore and Amritsar in the Punjab and Rewa in Central India. *Of this heterogenous colliery population the most considerable section is steeped in ignorance and superstition. They are never happier than when among their own people in their native surroundings. Economic pressure has driven them out of their homes and an opportunity of earning at home in the harvesting season brings them back flocking* (Para 385).

"..... The migratory character of labour retards the growth of efficiency while it involves the industry in considerable expenditure every year on recruitment. It would appear, on a review of the past situation, that an increasing proportion of labour is tending to settle down permanently in the collieries.

"The progress achieved in that direction till 1930 cannot be considered unsatisfactory. A number of factors contributed to the progress of which the improvement in wages as well as the working and living conditions of the miners must have a large share. In 1930, there set in a severe depression in coal trade which forced down the earnings of the miners

to terribly low figures. And the exclusion of women from underground work which began to take effect from 1933 and was completed in 1938 still further reduced the family earnings. It was no longer possible for many miners to keep their families with them. There was a set back to the tendency of building up in the coalfields a permanent settled labour force. But there is no reason to think that the set-back is other than temporary. Economic improvement must restore into normal action the tendency which has been observed to be long at work. (Para 386)."

3. Conditions to be reckoned with.

It is not necessary to go into the social and economic conditions prevailing among coal mine labourers in general. It is essential, however, to note certain facts which have a distinct bearing on our problem. These may be considered under convenient heads.

General Observations on the 'Problem'.

Most of the miners are driven to the collieries by compelling economic pressure. They come from regions geographical and occupational where comparatively speaking near-employment or uneconomic employment conditions prevail. The prosperous and successful farm worker does not join the groups of miners who collect from different parts of the world. In the course of a little chat with some 'Bilaspuri' labour group I was struck with the answer made by an old granny who had come along with her people: "Yes, we come a long way; but we come because we get money to eat". Her tone underlined the compelling character of their need. But there was twinkle in her eye as she went on with her task of gleaning the generous supply of food grains she had spread out in the sun.

Most groups come for short periods of a few months at a time. The problems of 'adjustments' and 'settling down' take both energy and time. Something of the unsettlement of mind which is to be associated with 'transients' or 'campers' must of necessity colour their outlook and reactions.

A superintendent of a Colliery who with disarming frankness confessed the meagreness of what they did for the labourers educational and recreational needs was emphatic that the availability of consumer goods 'on the spot' and the provision of healthy recreational facilities would help labour to keep from drink. At some of the smaller

collieries representatives of owners' interests said with cynical conviction that the miner wanted not education but 'grag'. One of the most experienced and more human of the Superintendents gave it as his opinion that while the miners earnings had increased very considerably only a small proportion of the increase had been used to their advantage. He felt strongly that a system of compulsory savings should have been enforced. At one of the largest collieries an energetic Manager was trying to arrive at some rough estimate of the number of days per week the average miner in that colliery was working. He was inclined to think that the average working week had come down to $3\frac{1}{2}$ to 4 day week.

The food concessions and liberal terms under which miners could qualify for these, were inimical to the building up of a 'hard work' outlook was the opinion put forward by most managerial representatives. Whatever one might think of these opinions it seems to be a fact that the meaning of a high standard of living, a broad outlook on life, the joy of living on a super-animal level, habits of thrift, and the means and knowledge which might lead to the development of healthy citizenship — to all these the labourer in the coal fields is a stranger. It is impossible not to note that (allowing for individual exceptions) managements as a whole have not thought of labour in terms of ordinary citizenship categories but rather in terms of tools necessary for 'output of production'. Only such concessions as might lead to physical continuity of the tool seem to have been entertained. The view of labour as a 'living pulsating organism capable of a fuller destiny' does not seem to have disturbed the routine of most managements.

It must be said in fairness to some that children's schools (of sorts) and other facilities have been provided on certain colliery estates for some time. It is true nevertheless to state that much of the little that has been done in this connection has been done out of pity, compulsion or a patronising spirit. Such an attitude can never bring about conditions in which adult education could flourish.

The following two extracts from a note on education in the coalfields, which the Additional Deputy Commissioner, Dhanbad, was good enough to show me, may be quoted with profit:—

"There are coal fields (1) Jharia and (2) Mugma in this subdivision. In the Jharia

Coal field there are about 800 collieries—big and small,—at work and in the Mugma field some 15 to 20. The collieries' population exceeds the ordinary thanas' population.

"There were two night schools for adult education in the urban areas which remained closed during the last part of the year for want of teachers. In the Municipal area it has become impossible to get a man on Rs 15/-. The arrangement to teach the adult prisoners of the local sub-jail by part-time workers continued. A sum of Rs. 144/- was spent on it from the Municipal Funds.

"There was Refresher work in the Govindpur and Topchanchi thanas where 79 centres remained at work for 3 months to refresh those who had become literates during the intensive work. A pre-literacy class was also added to the Refresher centre in which new illiterates or those relapsed into illiteracy were taught. 2009 were enrolled out of whom 1529 passed the test held at the end of the term. A sum of Rs. 1884/- was spent.

"There were 179 village libraries in Govindpur and Topchanchi thanas, mostly under the supervision of the Primary school teachers. 11 books on average were issued per library. Unless some new and interesting books are supplied to those libraries they fail to attract the villagers."

What should Adult Education Aim at.

At the outset I wish to emphasise that adult education is not to be taken to mean literacy. Nor do I regard literacy as absolutely *essential* for every man and woman now engaged in coal mining. Total literacy can be aimed at only in a certain type of environment. That environment must be created in the community as a whole. Its creation would be a more reasonable ideal in a less shifting and more natural population (taken as a 'unit') than the coal fields provide to day.

I accept Lenin's declaration: "The liquidation of illiteracy is not a political problem; it is a condition without which it is impossible to talk of politics. An illiterate man is outside politics and before he can be brought in he must be taught the alphabet. Without this there can be no politics, only rumours, gossips, tales and superstition." To lay down the content of education in the spirit of the doctrinaire would be, nevertheless, to court stultification and frustration. The preparing of an entire population to read intelligently is not likely to be achieved by concentrating on the mere

creation of the ability to read. Availability of canal water alone cannot create wheat-fields and kitchen gardens in scrub jungle and waste land. Clearing, manuring, ploughing and above all the sowing of good quality seed and protection against the deprivations of man and beast all these are essential and the processes of promoting adult education in heterogeneous, backward populations are not dissimilar.

The real task of adult education in all situations and particularly in the situation obtaining in the Indian coal fields today is that of helping the individual to develop the capacity to choose right values and correlate the will to do with his powers of judgement and discrimination. It is one of the tragedies of the total Indian situation, that many who are placed in positions of direction in the educational world and are supposed to plan and execute adult education programmes have never enabled to grasp this truth. If this truth is not accepted, assimilated and treated as axiomatic in all the adult education undertakings in the coal fields we shall only add to the piles of waste paper the ever increasing fund of bureaucratic dissimulation and cynicism and to the sense of utility and dullness of which you can see evidences in all fields of social work in the country.

In adult education administrators and teachers to be effective must think and act on the creative level as distinct from the level of routine execution. No scheme, however wisely and practically conceived can have a chance of success unless all concerned accept the above judgement as sound and try to make it the basis of all executive action.

The Driving-Force in Adult Education.

Interest: the joy of achieving the emotional satisfaction which comes from participating in some process or activity which makes for all-round betterment and gives to men and women something of the sense of the *joie de vivre*, these are distinct from the passive listening to words of wisdom which belong to a world which is 'other' and remote,—these and these alone can make any adult education drive successful. It is obvious therefore that whatever programme is adopted should seek to link itself with the total life interest of the miners if it is to result in releasing within them as individuals or as family or regional groups, the forces which make educational processes spontaneous and joyful.

Literacy—not the starting point.

The mechanics of reading, writing and arithmetic are absolutely not the starting point. It is important that we should understand the laws of motion and their action and interaction on the laws of gravitation in order to learn to balance ourselves. It is important that we should know what foods are best suited to the building up of our bodies. But none of us, thank goodness, had to study the works of Newton or the wonderfully 'diagramed and charted' works on nutrition, that keep on coming out these days before we walked or ran or ate. Reading and writing are important and indispensable means of acquiring knowledge but they are not the only medium of gaining education. We go through processes of learning, we are educated in the wrong ways or in the right ways, by the responses and reactions of our senses and our faculties, of our minds and bodies every moment of our life. It is imbeci-

lity to believe that reading and writing are the starting point of the education of adults. We of the educated class in India tend to start with it because in our half-conscious unrecognized sense of superiority we imagine that it is the ability to read and write which makes us fundamentally different from the mass of our people. It certainly gives us more commercial value—but no more: and it is this commercial value acquired or inherited and the cultural and accounts advantages which it has brought us directly or indirectly which have contributed towards the enrichment of our power of discrimination of independent action and has helped to build up our personalities. All the processes which can help in the building up of these powers of discrimination and action must enter into any programme of adult education for the people.

(The remainder of the report will be published in our September issue.)

LITERACY WORK AMONG ABORIGINIES IN BENGAL.

KUMUD DAS GUPTA.

The "Friends' Service Unit" has selected four typical villages in Bengal and is trying out various experiments all of which are designed to develop them into self-reliant villages. These experiments fall into three main categories, first, those which aim to educate every member of the villages, secondly, those which aim to improve the economic status of the villages, and thirdly, those which aim to improve the individual and public health of the villages, by organising health units amongst them.

Before starting the work we made a preliminary survey, in fact, it is true to say that the work is still in its preliminary stages as we have been on the job for only a few months, consequently, this article embodies the results of our first observations. The errors in our methods will become obvious as time goes on and we hope that we shall be able to correct them.

Most of the inhabitants of the village are peasants who work in the fields in the day time so that our classes had to be night

classes. We found that we could, with a little effort, organise literacy night classes in three of the four villages as there was some understanding of education there. This was due to the fact that between them they could muster two primary schools and one middle school. But in the fourth village we found greater difficulty and that is the subject of my article.

It is a relatively new village as it has been in existence for only a hundred years. The original inhabitants probably came down from the hills near Ranchi and the present inhabitants have kept that simplicity and child-likeness which is rare amongst so-called civilised people. The forefathers of these people came to Bengal in search of food, and settled in the southern part of the 24 Parganas where there was a big forest. These hardy people began to clear the forest and to cultivate the lands only to find that they were adding a great deal to the value of the landlord's property. They are called "Buno" i. e. one who lives

in the forest. They are landless, some of them earning their meagre salary as hired labourers in other peoples' fields and some by doing piece work. Their language is a mixture of Santali and perverted Bengali which has never been given a written script.

After a full day's hard work they return home and drink "hudi" a type of wine prepared from rice. Men, women and children all drink and then lie down to sleep off their intoxication like pigs—their favourite animals.

The following statistics give an idea of the condition of the village :—

	male	female	Total.
No. of families	82.		
„ „ inhabitants	254	178	432
„ „ adults	186	104	290
„ „ children	78	74	152
„ „ literates	2	Nil	2
„ „ schoolgoing children	10	5	15

Occupations :—

No. of landowners	14
„ „ day labourers	221
„ „ men too old to work	19

All our efforts to open a night school here failed. Everyone we approached gave the same answer, "Babu, we are Bunos. We are meant for labour only. There is no point in our getting education. It will not help us in any way". Our attempts

to remove their feeling of inferiority were equally unsuccessful. So our next move was to organise several group meetings and then a few larger general meetings in which we tried to point out to them that if they learned to read and write they would be able to increase their income. For instance we reminded them that they sometimes had to put their thumb impression to a document which they could not read and which the landlord's men had brought to them. Then, latter, they find out that they have involved themselves in loss of money. Again we told them that their inability to read and write prevented them from getting the seeds which the government occasionally distributes and from applying for agricultural loans and so on.

After a month's hard work, we were able to start our night school class even though it was with only six adults and the school was a dilapidated hut. Within a couple of days the attendance was 15 and the need for a schoolroom of reasonable construction became obvious. The teacher of the school happens to be a tried social worker and he was able to stir up in the students a desire to build a proper school house and this they did.

It is only about a month since we opened this school but the number now attending is 35 all of whom are progressing satisfactorily and we hope that, once the literacy stage is over, we shall be able to pass on to the stage of adult education in the full meaning of the term.

Report of the Third Summer School for Training Adult Education Workers, 1947

held under the auspices of the
DELHI ADULT EDUCATION ASSOCIATION.

INTRODUCTION.

The first Summer School for training adult education workers was held in 1945 and the second in 1946. This year the organisers were doubtful whether in view of the disturbed state of the country in general and of Delhi in particular, it would not be wiser to forgo the idea of a summer school. Urgent requests from both outside and within Delhi, however, made it obvious that students were willing to take risks and to come to the

school if one was organised. Consequently arrangements were made and the Inauguration of the School was held in Ramjas College, Daryaganj at 5 p. m. on May 1st. The course lasted for a fortnight although, owing the extended school terms in Delhi and the curfew, the classes had to be held from 4 p. m. to 7 p. m.

INAUGURATION.

Dr. Gurmuk Nihal Singh, Principal of Ramjas College and Vice President of the

SUMMER SCHOOL REPORT.

Delhi Adult Education Association, presided at the Inauguration and Dr. V. K. R. V. Rao, Professor of Economics, Delhi University gave the Inaugural Address. Both speakers emphasized the need for adult education to be understood in the wider sense of the term as that education which aims at creating a better society and better citizens.

THE FOLLOWING MESSAGES WERE ALSO RECEIVED.

Sir JOHN SARGENT, Educational Adviser, Government of India.

"I have been most interested in the valuable work which is being done by the Delhi Adult Education Association, and it gives me much pleasure to send a message of greetings and good wishes on this particular occasion to the trainees assembled for the Summer School. The Association has done much for the cause of Adult Education in this country, and I am sure their present efforts will result in further useful contributions towards the education of the masses. I wish the Association all success."

Sir MAURICE GWYER, Vice-Chancellor, Delhi University.

"I am very glad that the Adult Education Association is holding its Summer School again this year and I hope that it will be as successful as it was on the last occasion—I hope too that, as last year, the Executive Council of the University will see its way to making a contribution towards the expenses of the School.

The fourteen days programme cover a wide field and the subjects of discussion seem to me to have been very judiciously chosen.

I venture, however, to suggest that adult education for women might be worthy of special attention. I think that it presents features of its own which merit consideration, and I should like to think that the Association has not overlooked them.

Please convey all my good wishes to those who will be present at the sessions of the School."

THE COURSE.

1. Development of adult education in India and abroad;
"Social incentives to adult education;
Life and work of Tho. Cooper,

"Ditto. Albert Mansbridge,
"Problems of adult education in India."

2. Adult psychology and its problems;
"Psychological problems peculiar to India."
"Balance of Emotions in Adults."
"Psychology of men and women."
"Psychological approach to town and village worker."
3. Educational Psychology;
"The meaning of Intelligence."
"The Psychology of Literacy work."
"The learning process in adults."
4. Literacy and Post-Literacy work.
Three lectures with demonstrations on literacy methods.
"What the Adult wants to learn."
"Follow-up courses and the use of literature."
5. Citizen Centres;
"Citizen centres; preparatory studies."
"Citizen centres; organization."
"The function of the adult education worker."
6. Special lectures;
"Political incentives to adult education."
"Education in a changing environment."
"Organisation of a library."
"Visual Aids."
"The Philosophy of Education."

VISITS :

By arrangement with local military authorities, students visited the army School in Delhi Cantonment (the army very kindly provided the transport) and were able to see the methods employed by the army, including literacy methods, citizenship, classes dramatization of news and discussion groups. Students also visited adult education centres in Delhi and the Arts and Crafts School which was being held at the Jamia Millia, Okhla.

TUTORIAL WORK :

After each of the visits to the army education scheme, students were asked to make notes and the following day a discussion was held on the visit under the guidance of the Director of Studies. At the end of the course there was an open session at which any important questions which had arisen in the

students' mind during the course were discussed in the full school.

CONVOCATION :

The Convocation of the school took place on Wednesday, May 14th, in Ramjas College Hall with Dr. Zakir Hussain, President of the Delhi Adult Education Association in the chair. The Secretary, Mr. Mumtaz Ud-din read the report of the summer School. Mr. M. S. Randhawa, Deputy Commissioner, gave the Convocation Address on "The part of adult education in village uplift." And said that through the panchayats and the village clubs the villager could get not merely a technical, but an all-round education.

Dr. Zakir Hussain, after distributing the diplomas to the students made a short speech in which, while congratulating those students who had received diplomas, he warned them that only by sincere and steadfast application could they combat ignorance. "You will have to fight ignorance not only among the illiterates but among the student community as well."

After the Convocation there was an exhibition of the wall newspapers made by students during the course. There was also a social arranged by the students.

ANALYSIS OF THE SCHOOL :

No. of Applications	67 (1945-48 ; 1946-52).
„ Diplomas awarded,	55
No. of graduates	21.
„ Matriculates	32.
„ Teachers	23.
„ Students	25.
„ Adult education workers,	(full time) 9.
„ With previous experience of	adult education 19.
„ women students	5.
„ Students from outside Delhi	7
„ Students who presented	essays 15.
„ Students who made wall news	papers 35.

STAFF OF THE SUMMER SCHOOL :

Director :—Shafiqur Rehman Qidwai, Head of the Department of Adult Education. Jamia Millia.
Asstt. Director :—Principal T. B. Sethi, M. A., B. T., Delhi.
Secretary :—Mumtaz Ud-din, M. Sc., (Delhi Polytechnic) Joint Secretary, Delhi Adult Education Association.

LECTURERS.

- Paras Ram, M. A., Member of the international Society of Psycho-Analysis and Member of the Indian Science Congress Sub-Committee on Psychology.
- Rashid Ahmad, M. A., Delhi Polytechnic.
- A. A. Abbasi, M. A Lecturer, Delhi Polytechnic.
- Prof. Jagdish Singh, Employment Selection Bureau, Home Deptt., Government of India,
- Dr. Junanker, Cultural Relations Officer, Government of India.
- S. Pathik, Literacy Expert, Hindustan Scouts Association.
- Saeed Ansari, Principal, Teacher's Training Department, Jamia Millia Islamia.
- V. B. Karnik, B. A., LL. B., General Secretary, Indian Federation of Labour ; Member, Executive Committee, World Federation of Trades Unions.
- A.S. Das Gupta, Librarian, Delhi University.
- Mrs. K. Taimni, Officer on Special Duty, Deptt. of Education, Government of India.
- E. Baker, B. A., Dip. Ed.
- V. S. Mathur, B. A., LL. B., Joint Secretary Delhi Adult Education Association.
- R. K. Balbir, B. A., LL.B., Executive Secretary, Indian Adult Education Association.

Delhi Adult Education Association

24, Rajpur Road, Delhi.

SUMMER SCHOOL FOR TRAINING ADULT EDUCATION WORKERS

MAY 1947

Statement of Account.

Income.	
From fees.	Rs. 256-0-0
Grant from University of Delhi.	„ 150-0-0
	Total 406-0-0
Expenditure.	
Lecturers' expenses.	„ 115-4-0
Postage and Stationery.	„ 26-3-6
Printing.	„ 49-0-0
Transport.	„ 13-0-0
Electricity and hire for fans,	„ 55-2-0
1 Peon.	„ 14-0-0
Advertisement.	„ 19-0-0
Photo.	„ 33-0-0
Sundries.	„ 22-4-0
Balance in hand.	„ 59-2-6
	Rs. 406-0-0

Fircroft: A Poor Man's University.

By JOHN ROBINSON.

I take as the title for my article the title given by Tom Bryan, the first warden of Fircroft, for an article on the Danish Folk High School. It was the Danish Folk High School which provided Tom Bryan with the idea of establishing Fircroft.

English working class education dates back to the Mechanics' Institutes of the early 19th century, which, however, in the main were concerned largely with scientific subjects. Such subjects as naturally arose in the course of the working-day were investigated further by working men eager for scientific knowledge. Dr. Birkbeck formed the first Mechanics' Institute in Glasgow in 1823 which was followed by the London Mechanics' Institute in the same year. These colleges owed some of their inspiration to the radical movements springing up in the wake of the French Revolution and were founded on a belief in the liberating influence of science.

In 1844 three parallel events of far-reaching importance to education and politics in Britain and, indeed, the world took place. In 1844 the first Danish Folk High School was erected in Slesvig; this was a gesture of national cultural emancipation from the governing Germans. In 1844, the first co-operative store was founded in Rochdale, England. The Pioneers, as they were called, made education of its members one of its concerns. In 1844, too, Joseph Sturge of Birmingham was planning the first Adult School class (which met in 1845) "to afford instruction in reading the Scriptures and in writing to youths and young men from fourteen years of age".

These three movements, towards economic, national and cultural emancipation overlap and converge to make the basis for working-class movements during the century from 1844 to the election of the Labour Government in 1945. In each movement, the Folk High School, the Co-operative educational movement, and the Adult School, there is the realization of the impact of education upon workaday life as agricultural worker (as in Denmark), as consumer-producer (as in Rochdale) or as industrial workers in the Birmingham Adult School class. Whilst retaining a sense of the absolute values, their feet are

firmly planted in the ground of everyday experience.

The growth of working-class movements to political power made it necessary that the hitherto inarticulate should speak. "Mutual improvement" was the keynote of much of the work done in working-class education during the latter half of the 19th century. The principle of "mutual aid" was exemplified in those years, as it was in the earlier medieval guild period.

The Danish Folk High Schools were based on the idea of co-operation and at the same time they emphasised the values of 'plain and simple outward forms'; in this they echoed the Quaker spirit behind the Adult School movement.

Tom Bryan, was brought up in a sect rather like the Salvation Army, and developed an interest in Settlement work in the East End of London. He took up a position at Woodbrooke, which was opened in 1903 as a permanent 'Summer School' for the Society of Friends. He became an active worker in the Adult School Movement and in the field of Labour politics. In association with George Cadbury Jr. he conducted investigations into the land question in the course of which he travelled to Denmark to find out the secret of the Danish farmer's success. He found the secret lay in 'Education and Co-operation', and the latter is really dependent upon the former.

Inspired by the Danish example Tom Bryan took up the post of Warden when Fircroft was founded in 1909. In 1910 Ruskin College had been taken over by a workers' educational movement within the University; much of the preparatory work had been done since its foundation in 1903 by the Workers' Education Association.

Fircroft was founded on the same principles of 'plain and simple outward forms' as the Danish Folk High Schools, based on the Platonic conception of the 'golden mean' and the practical consideration that many Fircroft students had to return to their working-class surroundings and readjustment should not be made too difficult.

Tom Bryan did not offer men education as a means of raising themselves in the social scale. His hope was that students would return to the workaday world, prefe-

rably to the job from which they came, and in their old positions make good the new outlook.

It has proved inevitable that as the working class has assumed political office those of its members with education such as Fircroft and Ruskin Colleges provide have assumed the task of leadership and organisation for which their education has fitted them.

In "The Highway" for October, 1945 (the organ of the Workers' Educational Association) says :—

"Fourteen members of the Government, including the Chancellor of the Exchequer are tutors, former tutors, or members of the Executive of the W.E.A. Fifty-nine active adherents, tutors or students as the case may be, are Members of Parliament."

What's Your Opinion ?

Should Students be Conscripted for Adult Education ?

From :

R. B. Mathur, M. Sc., B. T. Ed.,

To

The Editor of I. J. A. E.

Dear Sir,

To the question, 'Should students be conscripted for adult education?' my answer is an emphatic No. Coercion in education is a sin, more so if we hope to build up a nation. Q has given good reasons against conscription of students. I would like to stress one more.

Q states "Adult education can only flourish where the workers have the enthusiasm and the breadth of mind to be willing to foster every interest the adult student has which would lead him to a richer life." Mark the italicised words. A young student will not possess the breadth or maturity of mind and varied experience of life. He will not be able to appreciate, sympathise with, and foster every interest the adult has which would lead him to a richer life. There will exist an unbridgeable gap between the psychological set-up and attitudes of mind of the student teacher, and his adult student. This will fail to bring about that harmony, co-operation and kindredness of spirit which is extremely essential for successful adult education. An adult is anxious to learn, but is shy of learning from youngsters. For his purpose in educa-

I will end with a quotation from Tom Bryan:—"Instruction aims at fitting a man to get a livelihood; education aims at fitting him to live. Now, while the livelihood is of great importance, it is eternally true that "the life is more than meat and the body than raiment". It is when a man really lives that he finds he is a social creature, and the education of a social creature will aim at making him sociable. Such education will develop the faculty for loyalty to the common life and the common good; it will strengthen the will to obey the laws that aim at the safety and well-being of the community; it will enlarge his faculty of sympathy so that he suffers with all those who suffer in justice or privation; it will give him courage and strength to render that service to the community of which he is capable. Education helps a man to see clearly and whole the world in which he lives, and to appreciate whatever of beauty is there."

tion is to be able to read, write, and tackle problems at his own age level. He would like to come into contact with a teacher who can guide him to solve his problems. Young students will not be able to do that. They may be helpful in making adults literate, but not in educating them in the real sense of the word.

'How to improve the present supply of adult education teachers without resorting to conscription?' I think we will have to depend upon more and more on the teachers to do that and to make it worth their while to do so.

There is another source to tap. It may seem a bit fantastic, but not so when in actual practice.

Mr. Kidwai in his article "Citizen Centres" writes, "We must begin our literacy work not with illiterates but with semi-literates". Will it not be better to start with the fully literates?

Books of the type 'How to make friends', 'Return to Religion' show that even educated people in time realize the necessity of 'refresher courses' on various subjects. They feel a gap in their intellectual, physical, social equipment. They can be got together, their needs met, and through them the circle spread wider

to include semi-literates, and ultimately illiterates within the fold of adult education.

Also in all walks of life are found persons keenly interested in education, adult, children's, women's, or physical; games, sport, social uplift etc. It may be a little difficult getting them together, but it will be worthwhile. They will turn out to be keen, sincere, enthusiastic and willing workers. They will be mild propagandists of a better way of life and will bring in freshness, new experience, and greater breadth of vision to the cause.

From :

AN ADULT EDUCATION WORKER.

To

The Editor of the I. J. A. E.

Dear Sir,

I have read with interest the answers given to this question by 'Q', Mrs. Lilavati Munshi and Dewan Bahadur K. S. Ramaswami Sastri. The last two favour conscription. Mrs. Munshi points out the "educational emergency", the vastness of the problem and suggests utilisation of the huge human material available; D. B. Sastri further emphasises the necessity of training. With these observations few will disagree. But apparently both Mrs. Munshi and D. B. Sastri favour conscription of students for purely literacy work.

To my mind the answer to the question raised really depends on the objectives we wish to achieve.

2. If it is intended that students should go about teaching merely 3 R's to the villagers, then I am afraid, it will be a colossal waste of time, precious energy and human material. Literacy campaigns failed in Bihar and elsewhere mainly because those responsible concentrated on literacy work alone.

Students, therefore, must not be conscripted for literacy work only.

3. (a) Students can and should be conscripted for *supplementing* and reinforcing the execution of comprehensive well-thought out plans of adult education for given areas—plans which should be worked mainly by specially trained, wholtime and adequately paid personnel, so that stability and continuity of effort and organisation is ensured.

(b) Let us, for example, say that an adult education plan provides for the organisation of non-political and non-communal Adult Education or Citizen centres—centres having such equipment as a radio, a library, recreational equipment and the like; also wholtime adult education workers, responsible for running the centres generally including the conducting of literacy classes, working out wall-newspapers (illustrated and otherwise), organising controlled discussions and other similar activities calculated to create eventually a "corporate" or "community" spirit among the inhabitants of the locality.

(c) Such educational centres, to be useful, should naturally remain a live and dynamic organisation, promoting education in the full content of citizenship and developing in the inhabitants of the locality the ability to think, appraise and judge for themselves so that eventually the people's general civic, social and cultural level of development is progressively raised.

(d) While such a plan to be successfully executed, must in the main rely on strong, capable and wholtime adequately paid personnel, it will be wrong to think that an educational movement of such magnitude as this, can achieve any considerable measure of success without getting the organisation of educational centres knitted round the very lives of the villagers, or the community which the Educational Centres strive to serve. Despite the best efforts, official machinery by itself cannot win people's *conscious*, whole-hearted support and co-operation owing to the gulf which exists as a fact between even the popular administration at the top and the ordinary illiterate village community at the bottom of our social structure. The official organisations engaged in this work, will, therefore, leave a gap which students can most fruitfully fulfil, utilising their varied and special peculiarities, interests and talents for the effective realisation of the objectives outlined above.

4. It may well be asked, how conscripted students can actually help to serve the objectives mentioned. A possible answer may be, by organising on somewhat military lines, "Students' mobile units"—Health Units, Sanitation Units, Theatrical Units, Singing and Folk Dance Units, Magic-Lantern and Educational Films Units, Co-operation Units, Cottage Industries Units, Exhibition Units and

so on—Units capable of absorbing the diverse interests of the students on the one hand and of bringing out and developing the latent talents of the village community on the other. These different “Students’ mobile units” could go about camping for say a month from village to village, so that each village, in addition to having a permanent educational centre, will be visited constantly or at regular intervals, by one or the other type of students-mobile units. In this manner, the educational centre already working there will be enabled to become a dynamic and live organisation and what is more, an integral part of the village life. Furthermore, like the changing tissues in the body, these S. M.

Units will “excrete” those students who have already served in the villages for a period of say 6 months (the period of their conscription) and will continue to be reinforced by fresh batches of students.

And all this presupposes a plan, a whole time paid service and a very well-organised coordinating body or administration, with an adequately staffed students’ recruitment department, selection and training counter parts—all working for the effective realisation of the objectives laid down. The task is big. But I believe, it is only in some such manner that conscription of students can and should be handled by the architects of our future.

THE BBC'S EDUCATIONAL BROADCASTS TO INDIA

By

T. PANDE, INDIAN AUDIENCE RESEARCH OFFICER,
BBC, NEW DELHI OFFICE.

Early last year in Calcutta I was talking to a young Bengali student who was very curious about the BBC's broadcasts to India and wanted to know what exactly was the purpose of the transmission which lasts well over two hours every night and is specially directed to this country. Like so many students he had not cared to listen to the programmes, but had only heard of them, and like many others he had also presumed that broadcasts emanating from a British broadcasting organisation could only be propaganda—propaganda subtle but sure, carefully planned and designed 'to maintain the Imperialist hold on India'.

Now, I have come across such instances many a time before during the course of my visits to educational institutions in various parts of the country, but this Bengali young man proved a really hard nut, and not till I had actually persuaded him to accompany me to a friend's house and listen to the programmes for himself (which he agreed to do not without considerable hesitation) did he appreciate the nature of the broadcasts and the purpose of the Service.

It happened to be a Sunday and the programme that evening was BRAINS TRUST, I then suggested to him that he should listen to SCIENCE & SCIENTISTS, which he did and being himself a student of science was intensely interested in the series. He did not need any more proof to convince him

about the educational and instructive nature of the Eastern Service transmissions.

The nature of our broadcasts has by now been fairly widely publicised and most schools of thought in India are inclined to appreciate and welcome the BBC's contribution in the field of cultural advancement in this country.

The general purpose behind the transmissions from London, (which are specially beamed to this country at the most favourable time for listeners here) is, of course, the interpretation of Western culture and civilisation—its sciences and arts and its outlook on the various problems of life in order to create a cultural link between the peoples of the two countries, and help them to get closer to each other in the larger interests of goodwill and world peace. It should not be inappropriate to call it a contribution to the sphere of education in this country.

Perhaps I should mention by way of illustration a few items constituting the main educational element from the current schedule of the Eastern Service.....

The first on the list comes SCIENCE SURVEY a weekly series of talks and discussions on scientific subjects in which leading British scientists describe to listeners—to the ordinary man in the street as well as to the student—what is happening in the world of science. Recently, in this series, we told listeners all about atomic energy, and talks ranging from

subjects like 'curare', the South American arrow poison to plant hormones, have been broadcast in the programme. One point worth mentioning about these programmes is that they are put across in a language easily understandable to the layman.

Recently we broadcast an interesting series called **THE STUDY OF MANKIND**. The talks were by well known anthropologists who told of a number of discoveries, which were made during the war years and were unknown to the general people owing to war conditions.

THE WRITTEN WORD which is scheduled to come on the air again early in July next has been liked by student listeners. In this series we present the famous figures of English literature and the work of each author is reviewed by a recognised leading authority. There is **BOOK OF VERSE**, also for student listeners, a weekly series on the works of Shakespeare by eminent literary and dramatic critics.

Of special interest to adult educationists should be our weekly talks entitled **LABOUR AND INDUSTRY**. These deal with industrial and labour relations in their widest sense. A regular speaker in this series at the moment is Herbert Hodge, the London taxi-driver, who has broadcast many times as the representative of the working man. Incidentally, Hodge was educated at elementary schools, started work at 15 as garage hand and has since been a lumber-jack and forest fire-fighter, a shop assistant, a journalist and playwright and Canadian-Pacific train assistant, has driven buses as well as taxis and has written two books on his experience as a London taxi driver.

Specially addressed to women in this country is our weekly **WOMEN'S MAGAZINE**. It is in the nature of a sociological programme and includes (i) talks on 'Health & Welfare' in which we have been reviewing the omissions and mistakes made in this particular field in Britain during the last fifty years, and have tried to elaborate on what has been learned from experience and what may now be considered to be practicable. The subject included are pre-natal and ante-natal clinics child welfare, welfare factories, special branches of hospital work and so on; (ii) a series called 'New Careers for Women' in which we bring to the microphone women following a career only recently opened to members of her sex; (iii) talks by well known contemporary women writers and women in film industry.

Of special interest to educationists and university students has been **SERIOUS ARGUMENT**, a programme dealing with controversial topics of current interest. We try to make these weekly discussions topical and upto-the-minute, and persons of the repute of Julian Huxley, Dr. C. E.M. Joad, Tom Driberg and Lord Vansittart have been ventilating their views on sociological, literary and general topics of permanent interest.

For students of world affairs we have recently introduced a weekly series called **FOREIGN DESPATCH** in which we are trying to give listeners more background information, both historical and descriptive, about countries and places in news. These are given by our correspondents on the spot.

We have taken particular care to provide room for programmes of special interest to school-age boys and girls. Every week, on Saturday, we broadcast a programme which is specially planned and designed for English-speaking boys and girls in India. It is called **RADIO ROUNDABOUT**. In the words of the producer of this programme what we try to do is 'to hold up a mirror not only to reflect the English scene but the world scene as well'. Like their counter-parts in other parts of the world, girls and boys in India are curious to know things and we invite them to send questions. What for example, would they like to know about plant and animal life, about the moon and stars, about the world in which we live, about what keeps them fit and well and healthy, and how they can avoid being ill. In most schools in Britain there is a great deal of discussion going on most of the time. Once a month in **RADIO ROUNDABOUT** we do a special programme entitled 'Time to Talk' and in it boys and girls in India can hear a debate on some subject, and it comes to them straight from a school somewhere in Britain. We have recently introduced a series on Scouting which will cover the activities of the Boys Schools and Girl Guides in U.K. and will also contain talks on subjects of interest to listeners in this country.

For senior students planning to go abroad for studies we have **QUESTIONS IN THE AIR** when, in the words of the producer of the programme, the 'air' for a given time each week is put at the disposal of the Indian student. When we first introduced this programme it was designed to give the student in India an idea of England as seen through the eyes of one of his

own countrymen studying in Britain. But now, in response to requests from listeners, the scope of the programme is broadening. We are now inviting questions from students in India — diverse questions covering the requirements of different individuals. For instance, we have been receiving questions ranging from television to women's rights in Britain, about sport and family relationships, about the work in fields and in factories. A student asked the the other day as to why the English are so formal and whether their frequent 'pleases' and 'thank yous' are hypocritical. The idea behind this programme is to help the Indian student to know in advance something about the country he is planning to visit so that he does not arrive there with prejudices and fixed ideas which prove unjustified and incorrect.

For the alert and receptive listener, who demands a more 'intellectual' fare the Eastern Service broadcasts every week extracts from the new cultural service of the BBC, THE THIRD PROGRAMME. This item in the Eastern Service has been attracting considerably receptive and appreciative audiences, specially in the south. Mention must also be made of THE KINGDOM OF THE MIND series—talks on Western philosophical thought, to which persons of the intellectual eminence of Sir S. Radhakrishnan, Dr. C.E.M. Joad and Lord Lindsay, Master of Balliol College, Oxford, have been speaking.

The dramatic interpretation of Western culture and thought also finds its place in the Eastern Service and once a week the first hour of the Service is devoted to plays and features which cover a wide variety of subjects ranging from the history of anaesthetics to the present day English school system. Apart from works of contemporary writers, radio adaptations of novels by such well-known authors as Charles Dickens, John Galsworthy, Anthony Trollope are brought on the air.

The BBC is planning to break new ground by introducing to India and the world at large a project with some such title as the UNIVERSITY OF THE AIR. This is to provide something in the nature of a course of daily lectures. It is intended to include in the series the full range of subjects from the curricula of the different universities, the idea being to provide, as far as possible, a replacement of direct teaching in the universities. This programme has been specially designed in view of the fact that a number of people today fail to secure admission in

the universities due to the postwar rush of servicemen whose studies had been interrupted by the war and who, naturally, get preference over others.

Space does not allow me to write in detail about the Indian language counterparts of these English transmissions. But in Indian languages, too, the content of the programmes is very largely educational and we are guided by the cultural needs and requirements of our audience in different parts of the country. Of special interest for adult education are the programmes SUNNE KI BATEN and MEHFIL.

SUNNE KI BATEN is a question-and-answer series and is done on the lines of the well known BRAINS TRUST, the listeners themselves sending questions on a diversity of the subjects, answers to which are broadcast from scripts written by recognised authorities.

MEHFIL is a weekly magazine programme and among other items of general interest it includes a series of discussions about village life in Britain, in which we bring to the microphone each week F. L. Brayne, already well known in the Punjab for his work on rural reconstruction. Some of these discussions are recorded and rebroadcast by AIR and are being listened to and appreciated by a considerable audience comprising both the rural and urban sections of the population.

There is a CHILDREN'S PROGRAMME in Hindustani, every week, which has been going on for well over 4 years and brings us our largest 'fan mail'. There are weekly half-hour magazine programmes in Bengali and Marathi, which contain talks and features and cover a wide variety of subjects, educational and informative.

I have only dealt with the Eastern Service so far, which beings at 7 every evening and closes down at 10.15. But we have another overseas transmission, the General Overseas Service, which is also beamed to this country and can be heard here from 6.30 a.m. (Indian Standard Time) to 10.30 p.m. One of the programmes in it which has elicited the largest reaction here is a series taken from the Forces educational broadcasts and appropriately entitled 'PLAIN ENGLISH'. This series has been planned primarily for the benefit of English speaking peoples and is meant to teach them their own language and to achieve self expression. Possibly some listeners may have heard this series, or be

hearing it, in India. The London Transcription Service also which is now a part of the BBC provides the various national broadcasting organisations with recorded talks and features of an instructive nature.

While a fairly big slice out of the broadcast fare provided by the BBC for its overseas

listeners is already comprised of educational and instructive items we are always open to criticism, and constructive comments and suggestions receive most careful consideration, the aim and the policy of the Corporation being to satisfy, as far as circumstances permit, the tastes and requirements of all its listeners.

NEWS from FAR and NEAR

DELHI :—

50 Adult Education Centres to be opened.

Under the chairmanship of Maulana Shafiq-ur-Rahman Qidwai the D. P. C. C. at a meeting in April resolved to open 50 adult education centres in Delhi as part of an initial three months intensive programme. This is in line with the suggestions made by Mr. R. Diwakar in his report to the Constructive Programme Committee of the C. W. C. at Allahabad.

* * *

DELHI ADULT EDUCATION ASSOCIATION.

ANNUAL GENERAL MEETING.

The Second Annual General Meeting of the Delhi Adult Education Association was held on Saturday the 22nd of March, 1947, at 5 p. m. in the Polytechnic Applied Science Block. Mr. Shafiq-ur-Rahman Qidwai was in the chair.

Presenting the Annual Report, Mr. Mumtazuddin, the General Secretary of the Association, said that the Association carried on the work magnificently during the last session. It kept in close touch with the Delhi University, Delhi Municipality, Delhi Education Department and the Education Department of the Government of India which bodies helped the Association in its enterprise. The Association organised a very successful Summer School in May 1946 (Full report in the Indian Journal of Adult Education November, 1946) and a conference of Adult Education workers was held in December 1946.

During the last year the Association prepared a Plan for Adult Education which was to be put into operation in 1947-48. The Secretary went on to say that :—

“There are 14 important adult education centres in Delhi and in all about 1000 students are receiving instruction in literacy and post literacy subjects. According to the ‘Plan for Adult Education’ literacy and post literacy work will be the responsibility of various centres which will suggest common syllabuses and examinations. The Association proposes in addition, to carry on independent adult education work by arranging a series of lectures on topics of general interest. Then the Association will carry on its activity to train adult education workers and in this connection another Summer School is proposed to be held from May 1 to May 14, 1947.”

The Secretary concluding his report said—

“It is a pity that the attention given to problems of adult education by most thinking people is meagre. During the present troubled period when human beings are led away by brute passion, no subject is more important than adult education. The aim of adult education is to make a person a fit member of society. It seeks to make balanced judgment rather than wayward impulse, the spring of human action. All of us who believe in the dynamic force of adult education must this day resolve to carry to all around us its message of creating a fresh social outlook for the benefit of all.”

Elections :

The following were elected:—

President : Dr Zakir Hussain,

Vice-Presidents : Dr. Gurmukh Nihal Singh ; Mr. R. M. Chetsingh.

General Secretary : Sheikh Mumtazuddin

Treasurer : Lala Kidar Nath.

Members of Committee :

Mr. Shafique-ur-Rahman Qidwai,

Mr. V. S. Mathur.

Mr. Eric Baker.

Mr. T. B. Sethi.

A general discussion on programme for Adult Education in Delhi took place. Mr. V. S. Mathur led the discussion. About a dozen speakers took part and expressed their views.

Mr. S. R. Qidwai giving his concluding remarks congratulated the members of the Association on two year's work. He said that the early years of an association were always difficult and once that period was over the association had smoother sailing with more output. The work of education of the illiterate and semi-literate masses was indeed a colossal one and needed national planning. The members of the Association should not get disheartened if they find that it was only a small part that they could play. They should continue to strive for more education for all the members of the society to better the lot of the people a whole and to raise the intellectual level of the society.

There was an interesting display of recent educational film strips by Mr. A. A. Abbasi.

* * *

Dr. ZAKIR HUSSAIN AT THE SUMMER SCHOOL.

A three-point programme for advancing education in the country was enunciated by Dr. Zakir Hussain, Principal of the Jamia Millia, Delhi, addressing the students who attended the recent teachers' training class organized by the Delhi Adult Education Association.

Dr. Zakir Hussain said that the work of education was of vital importance for the progress of a nation. "Whether there is one India or two Indias it is definite that power is to be in the hands of the common people," he said. "It is easy to mislead them. They do not know in what their interests lie. They have no capacity to think clearly. If the Government is to be in the hands of the people as I assuredly feel it is. It is the duty of the Government to equip them well to shoulder the responsibility which they will have to bear. They should be made capable of handling the affairs of their country. We cannot say that we will assume power only when we feel fit."

Deploring the tendency to take these matters lightly, Dr. Zakir Hussain observed: "There is a vast sea of ignorance which has to be crossed. If out of laziness we do not educate the common man he will become a danger when he gets power. It will be as dangerous as handing a knife to a child or a gun to a mad man.

"We have a tremendous task facing us. We have to tackle it on three fronts. Firstly we have to educate those who are illiterate, secondly we have to see that those who have finished their primary education do not forget what they have learnt afterwards; and thirdly we have to remind people who have received higher education of their duty towards their unfortunate brethren. It is their duty to impart their learning to those who were not fortunate enough to get an opportunity to educate themselves."

Dr. Zakir Hussain criticized people who had been educated at universities and who had formed an exclusive class of their own "They want to keep themselves in power and serve their own interests," he said "They do not realize that they are sitting on the edge of a volcano which will one day erupt and destroy their very existence. What right have they to deprive others of their learning?"

* * *

COMPULSORY PRIMARY EDUCATION.

Compulsory primary education may be introduced throughout the Delhi municipal area by July, according to an announcement made by Mr. Jaffery, Superintendent of Education, at the weekly meeting of the Delhi Municipal Committee on Thursday.

Compulsory primary education for children between the ages of 6 and 12 was introduced in certain localities of the city as early as 1926. A number of localities, particularly Paharganj, Karol Bagh and Subzi-mandi, are at present excluded from the scheme.

In 1945-46 the number of children of the school-going age in the area where compulsory primary education is in force was 15,250 of whom 14,400 were attending schools.

It is proposed to start ten new schools with an initial expenditure of Rs. 12,000 and recurring expenditure of about Rs. 42,000. A Government grant for Rs. 21,000. will be needed for this purpose.

Over 700 children joined schools as a result of prosecutions launched by the municipal authorities against parents during the years 1945-46 and 1946-47.

MADRAS :—

MUSLIM ADULT NIGHT SCHOOL.

The Anjuman-e-Taraqqi-e-Muslimin made a welcome beginning on adult education in April of this year. Begum Mir Amiruddin

opened a free adult night school in the Corporation Muslims Boys' School and in the course of her speech stressed the need for the government to spend more money on the films and radios which would help in adult education. Mr. Mohamed Ismail Saheb, President-Director of the Anjuman spoke of the efforts which members of the Anjuman had made to eradicate illiteracy and regretted that the government had not made more provision for the training of of adult education workers and the provision of text books. He also emphasized the Muslims' desire that education for Muslims should be imparted through Islamic principles.

BENGAL & BIHAR :—

Two new moves in adult education are reported from Bengal. The Friends' Service Unit (the new title of the Friends Ambulance

Unit) has started a scheme of adult education in certain small villages in the 24 Parganas. A young Indian couple is in charge of this work. The husband attended the Delhi Adult Education Association's Summer School this year and his wife is to spend some time training at Wardha.

A Congress committee has also been set up in Baria to combat illiteracy and to begin basic adult education.

From Bihar comes the news that the government's 5 year scheme is progressing and that a start has been made in creating the network of libraries. Associations such as the Spinners' Association and the Village Industries Association are also being asked to co-operate by encouraging their own village centres to become adult education centres.

THE INDIAN JOURNAL OF ADULT EDUCATION

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On the approved list of the Governments of Baroda, Bihar, C.P., Delhi, Gwalior, Indore, Mysore, N.W.F.P., Orissa, Sind, Punjab, U.P. and others.

Greetings and congratulations to *The Indian Journal of Adult Education* on its entry on its fifth year of useful work...I look forward with confidence to the valuable assistance of the IJAE in this connection (post-war Developments) when the time for an advance arrives—*John Sargent*. Educational Adviser to the Government of India.

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'...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.

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THE INDIAN JOURNAL
OF
ADULT EDUCATION

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SEPTEMBER-1947

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Not first learn and then live, is our concern.

Browning

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THE INDIAN JOURNAL OF ADULT EDUCATION

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Editorial Note

In this issue of the Journal we include the second half of Mr. R. M. Chetsingh's report on ADULT EDUCATION AMONG INDIAN MINERS. This report was prepared at the request of the Department of Labour of the Government of India and deserves close attention from both industrialists and workers in other industries as well as in mining for it points out one way of solving some of the chronic difficulties not only of Indian industry but also of adult education among Indian labourers. Two of these difficulties we shall say a word about here as their solution depends very largely upon the attitude which industry adopts to adult education.

The first problem is the constant movement of the labourer from village to city and back with the result that there is little in the way of a settled industrial community and pattern of living. This is particularly true of the mining industry and is a handicap to educational as well as industrial policy. We must realize that there is no longer any question of whether this country is going to follow the East or the West; remain a country of agriculture and village industries or become a more fully industrialised country. On the one hand, even the most highly industrialized countries of the West, England and U. S. A. are both of them countries which also have a highly developed agriculture and, on the other hand, all the eastern nations are in the process of developing their own industries as quickly as they can. The example of Japan is well known, but one may also point to the present heavy demands in England and the U. S. A. for capital goods and to the demand that the East Asian countries have more effective service from I. L. O.

Nevertheless, there is an element of truth in the common belief that the East is agricultural whilst the West is industrial, but it is an element which finds no place in the economist's statistics, it is the fact that the cast of mind of each is distinctive (although here again broad generalisations are fallible. France, for instance, is thought of in Western Europe more as an agricultural than an industrial country.)

If industrialisation is more importantly described as an attitude of mind than as an economic trend, what is the position in India? Predominantly the cast of mind in this country is undoubtedly agricultural but there are signs that a distinct modification is occurring. On the one hand, it is clear that, once we have settled down to independence, we shall be even less able and willing than before to avoid an Industrial Revolution. India will not for long be willing to import such a large proportion of her manufactured goods from abroad, nor will she be willing to be simply an assembly shop. Already we possess the largest iron and steel works in the East and before long, from private capitalists or from Government will come the demand that for instance, the motor car (and, let us not forget the tank) be produced from beginning to end here.

If then, from the employing side there is likely to be a demand for a greater development in industrialisation, what of the workers? It has become clear that over a considerable period there has been a steady drift to the towns and even though at present, the town dweller still thinks of his village as his real home and returns to it either when he has made sufficient money or at the first

sign of trouble in town; even though in the town, he retains many of his rural habits; nevertheless, a change is coming and at an accelerating speed. If we look at any other country which has made the adaptation from country to town under the pressure of industrialism we shall have a glimpse of what will probably happen here. A hundred years ago in England the peasant came to town because it offered almost certain employment in a country of increasing population. Once there he found himself living and working under economic and physical conditions which in time he came to regard as unbearable. A revolution seemed imminent at any time between 1820 and 1850. That it was avoided and the necessary changes achieved by constitutional means was the result, to a very large degree, of adult education.

Here then, is the task of adult education in the towns of an India which is becoming more industrialized; to help in the change-over from rural to urban ways of life and thought, to create in the public mind an appreciation of the problems of a semi-industrialized country and a willingness to search for the solution. To this Mr. Chetsingh's suggestion of the creation of Miners' Institutes with recreational, social and more formally educative activities is a considerable contribution. Not only would such institutes, if properly run, serve to occupy his leisure profitably, but would encourage the miner to develop a way of life which is based upon a healthy appreciation of his work. The peasant has his own way of living which it is difficult to adapt to

industrial conditions, and until the adaptation has been made, discontent will be rife. (Incidentally, the success of the Institutes in helping in this adaptation should be shown in a greater stability of mining labour).

The second point which this Report brings to mind is that the leadership of the working class must ultimately be working class leadership. It must be made up of men who have been "through the mill" themselves and the encouragement and even the creation of such a leadership should be one of the aims of the adult education movement. Where a working class remains in the widest sense uneducated, where it lacks a nucleus of men who have risen to leading positions, not only because they feel most deeply the needs of their class, but also because they have been educated to think and act responsibly and wisely, the working class will always remain a gullible mass, easily swayed by the rhetoric of the agitator who can hide his ulterior motives under an apparent altruism. On the other hand those of the middle class who are leading the working class, out of genuine concern for their welfare, are the ones who feel the lack of the support which such an educated nucleus could give.

Finally, then, the task of the adult education tutor among industrial workers is to help the worker to adapt himself to the new conditions of life in such a way that he will be able to demand such improvements in those conditions as are necessary as well as enable him to enjoy life more fully and, secondly, to help create the educated and effective leadership which such a class needs.

THE SPIRIT OF INDUSTRIAL RELATIONS

(By H. S. Kirkaldy)

In December 1946 the Tata Iron and Steel Co. Ltd invited Prof. H. S. Kirkaldy, the Montague Burton Professor of Industrial Relations in the University of Cambridge to deliver a course of lectures at Jamshedpur. The lectures were delivered in honour of the memory of Dr Charles Page Perin. They deal with matters such as 'The Essentials of Trade Unionism', 'The Sphere of Legal Regulation of Industrial Condition', 'Incentives in Industry', 'Social Security', 'Joint Consultation in industry', and 'The International Labour Organization'. All seven lectures are very instructive and of great general interest. The OXFORD UNIVERSITY PRESS will be publishing them together, in book form, some time in December, so as to make them available to a wider audience. Sir Harsidhbhai Divatia President of the Industrial Court of Bombay, remarks in his foreword to the book that these lectures 'deserve to be appreciated by all those who have to deal with the management of labour in India'. The book is to be priced at Rs. 4.

ADULT EDUCATION

AMONG INDIAN MINERS II.

(By R. M. Chetsingh)

(Being the second part of the report made to the Labour Department of the Government of India on the possible uses of the Miners Welfare Fund for adult education. The first part was published in our July issue).

RECOMMENDATIONS.

Into the processes of effective learning are telescoped the exertions of our senses--hearing, seeing, feeling, touching--all that makes for the ability to *do*, all the exertions that make us alive and active. All these senses, the powers of action are therefore the organs of education, and are open to us. The adult education must therefore be composite and comprehensive. For the first year or so it should not lay much emphasis on literacy work. There may be places where there may be a *demand* for literacy work and at such places facilities should be provided from the beginning. But the object in the earlier months should be the creation of an atmosphere in which the latent innate interests of the people will come to life in a new way. During this period the people should begin to see for themselves that they have the right not merely to exist but that there is in life joy and purpose which can be felt and lived here and now. The use of audio-visual educational and recreational methods is therefore important. A sense of the worthwhileness of leisure should be created by providing facilities for recreation, etc. and by making available opportunities for learning 'social habits', team work etc.

The machinery recommended as most suited for the creation of the above is to be found in the establishment of *Miners* Institutes. The word *Miner* there is to be underlined. There are to be found on some of the collieries even today clubs of one sort or another. These are in actual practice used

almost exclusively by the clerical or superior classes. The lower *bourgeoisie* is like the proverbial camel who gained permission to put its head into the desert travellers' tent at the beginning of the evening but by the morning the traveller was out and the camel was in sole possession.

MINERS INSTITUTES.

I recommend strongly the opening of well-staffed institutes, where those engaged in the manual operations connected with the miners can find opportunities of developing their minds through recreative and educational facilities. Each Institute should have a hall and two or three rooms and a verandah. Sanitary facilities should be provided on the spot. Adjoining the Institute there should be provision for a canteen where drinking water, tea, light refreshments, *pan* and smokes can be conveniently and cheaply obtained.

A Women's Room: A room set apart for women where they can get together for sewing, knitting and general conversation in clean surroundings. Separate sanitary arrangements should be made for women. The room should be attractively equipped with materials for educational purposes. There should be pictures and charts on the wall. However, the atmosphere of the room should *not be that of a class room*. Women should be encouraged to come together informally and a woman leader should be trained specially to act in effect as a Club Secretary. She should be helped to learn the art of drawing out the women in conversation. Some work has been

done along these lines in the Mysore State under the leadership of Miss Seethama of the Mysore State Adult Education Council. The Health Welfare people should be able to send their Visitors for instruction to this room from time to time. The women will, of course, wish to take small children with them but no boy above 7 should be allowed in the women's room, as the accomodation is likely to be limited.

Men's Room: For the men, there should be provided a Room (with charts etc.) with a small library where those able to read can look at newspapers and magazines and read for themselves and by *general consent* read aloud to others at times.

Discussions: The leader of the institutes should be responsible for drawing up informally some sort of a programme for discussions. Discussions should be held on matters in which the miners are intimately concerned and at frequent intervals,—say once a week. Much information can be given through this medium about the way food crises arise, why Governments have to control cloth and other essential commodities. Information can be made available in a natural way about many matters bearing upon agriculture, health and religious toleration and contemporary historical materials can be provided informally. There should be no person in such a discussion who will consider it his duty to *talk* at the group assembled. If that happens the thing will degenerate into a class which *will not be attended*—not for long at any rate by any considerable number. Those who wish to join such groups must be told that they will have to come *habitually*. If the groups are interesting, people will wish to come often. The atmosphere should be one of general conversation. The leader should not come and sit on a chair but should take a seat on the floor if the others are sitting on the floor. The leader is not to come as a superior who is there to do good to the others. All should be encouraged to talk,—to express views, ask questions or criticize.

A Games Room: There should also be provided a games room where men can talk not only as a group where there has to be a considerable degree of discipline and silence but where people can speak to each other and laugh and joke as well. Here indoor games can be provided. Cards are to be avoided as these normally tend to encourage among workers the habit of gambling. Many sophisticated Indians are beginning to think this is essential for club life. Such sophisticated people can, perhaps, afford it but the average man cannot.

The Hall: The common hall should be used for general meetings, one or twice a week. It should be equipped with facilities for showing magic lantern slides and moving pictures. Dramatic appreciation should be encouraged and expressional talent should be developed among the miners. With a little tactful coaching the ordinary worker is capable of entertaining not only himself but his follow-workers. Skits specially written for and acted by the miners themselves can be made the medium of giving a good deal of advice which in the form of a talk would not sound very pleasant and probably would not be heard.

A Class Room: A room should be available for holding classes. In *course of time* it will come to be regularly used. The number of pupils in a literacy class should be limited say to 30 so that in *course of time* waiting lists can be maintained. The class with a very nominal fee,—of say 1 pice weekly (for 4 lessons per week),—should come to be looked up to as a privilege. Voluntary helpers from among the miners themselves can be found, after the classes have been going for a year or more to assist the teacher after little training in case the demand swells seasonally. Those who acquire literacy as a result of instruction in the classes, if they can prove themselves to be literate (judged by a well-set standard and a well-conducted test) even at the end of six months, should

secure *Literates Badges* in groups, at some special ceremony or function. Some social significance must attach to the achievement of literacy by adults in the mining population.

A Post Literacy Class should be available as soon as there is a demand for it. Such demands have to be stimulated sometimes, but once a demand has come to be felt (even though it has not been formulated) it should be stimulated and provision made for meeting it.

N. B. *Literacy for every miner should not be considered as the goal either*

- (a) *Till it has become the working goal in the surrounding area or*
- (b) *Till after attendance at classes has become a recognised pattern of social behaviour in a particular colliery area.*

Classes should be held not only for Literacy but for such subjects as Appreciation of Dramatic Art, Music, Sewing, Knitting and Embroidery, Care of Infants, The Psychology of Children etc.

Seminars: (Once a fortnight or so) should discuss current affairs and social questions, ways of changing customs and matters connected with the films and pictures which are exhibited both in the Institute and in the commercial cinemas. *Nursery Equipment* e. g. a climbing frame and some large toys should be provided in a convenient place so that children accompanying mothers can be engaged in interesting and useful ways.

It is assumed that instruction can be provided to men and women jointly at times. It is also assumed that there will be a good stage such as one can see at one of Macneills' Collieries. The stage can conveniently open on to a verandah at the back and a back-yard where people can sit and see a play. On the other hand, it can be at the end of a hall. In this way, it can be used for open or dramatic purposes as well as for inside discussions, for meetings; moving pictures and *lantern slides* can be regularly displayed in the hall.

Allotments for gardens will be difficult to secure in colliery areas but where this can be done, it should be encouraged and the miners helped to grow vegetables and flowers etc.

Physical fitness programmes and some country folk dances may be encouraged particularly for those coming out of the adolescent stage and joining the ranks of adults.

In these Institutes it will be necessary to secure voluntary leaders, trained on the spot and so far as possible from amongst the miners themselves. In very *exceptional* cases leaders may be drawn from the supervisory staff also. For each Institute the following staff will be necessary:—

- (a) A man in charge designated 'Institute Secretary' about 120-5-150/E.B. 7/8-180.
- (b) 'A Leader-Teacher' 35-1-45/E.B.-2-56.
- (c) One 'Leader-caretaker' 30-1-45.

For Experimental Women's Institutes.

- (a) A woman-in charge designated 'Institute Secretary' 120-5-150/E.B.7/8-180.
- (b) Two 'Leader-caretakers' 30-1-35/E.B.-1-45.

At least one of whom might have previous experience or training as Health Visitor's 'Ayah' or Dai.

Staff quarters should be provided in all cases in the Institutes locality or compound on the usual terms.

It will be necessary to open some twenty such Institutes for men and perhaps two for women in the beginning. These should be effectively supervised as they are to act as the 'spearhead of attack', as it were, on the enemy of ignorance. If the Institutes do their work well after two or three years it should be possible to initiate and maintain for a year an intensive campaign for literacy. Even then it will not be possible to make every miner literate. However, it may be possible very largely to increase the number of those able to read and write and to encourage habits of reading and educative pursuits

generally. Two 35 m.m., three 16 m.m. cine projectors should be secured for the Department.

Special papers: Each Institute should have a large Wall Paper of its own prepared three or four times a week which would be hung up just outside the Institute in a convenient place so that those who are able to read may stop for a few moments and look at some of the news taken from newspapers etc. during the previous two or three days.

A weekly or fortnightly news-sheet for circulation in the coal-fields, particularly through the Institutes, may be published in Hindi, Urdu and Bengali, if necessary.

Adult Education Department: Under the Coal-Mines Welfare Commissioner a special Adult Education Department should be created. The minimum staff necessary for this department will be:—

- (a) 1 Adult Education Officer:
450-25-550/E.B.-25-650.

The officer should be provided with living quarters on the usual terms. It is essential that he receives some help towards maintaining mobility. It would be wise to make some financial arrangements by which *at the very commencement of his appointment*, the Adult Education Officer can purchase a serviceable car or have the use of one.

- (b) 1 Assistant to the Adult Education Officer—200-10-250/E.B.-10/300.

Quarters to be provided and by the terms of his agreement he should be required to maintain a motor bicycle towards the purchase of which some assistance may be given to him on appointment.

- (c) **Office staff.**

1 Senior Clerk (Steno-typist) 120-4-180.

1 Steno-typist-clerk:

110-3.140 E.B.-4-160.

1 Typist clerk-50-2-70.

2 Chaprasis.

The Assistant to the Adult Education Officer should be preferably a trained physical education man.

General equipment for the Department: The Department shall require at least one bus, loud speakers, radio sets, cinema projectors, still and moving films, lanterns, slides, framed posters and some pictures (which can be changed from one Institute to another every six or ten months while each Institute would have some pictures which would remain there permanently).

N.B. Information is given about projectors, relay stations etc. in the appendices.

Training: If the scheme is to be tried it will be necessary to select likely workers most carefully and put them through a course of training lasting at least from 6 to 8 weeks. This course should be held in the coal-fields so that the actual condition in the coal-fields are never forgotten and there is opportunity for some practical work under prevailing conditions.

The minimum qualifications for candidates should be the matriculation certificate but wherever possible candidates with higher qualifications should be recruited. It should be remembered, however, that the work has to be done in the vernacular and the mere ability to write or speak a little English is not the main talent required.

The details for such a course would have to be worked out by the Adult Education Officer after he has been appointed. It may be mentioned, however, that the Indian Adult Education Association, 24, Rajpur Road, Delhi; The Quaker Centre, 24 Rajpur Road Delhi; The Tata School of Social Sciences, Bombay, can be requested to assist in the drawing up of the detailed programme and the Rev. G.H. Fergar who is an experienced educationist with a good knowledge of India and of Hindustani and who has specialised in the techniques of audio—visual education should also be requested to help. From these

quarters help may be sought in giving the training necessary for the initiation of this scheme. The course should include the following subjects:—

1. Psychology including social psychology, the psychology of the adult and the techniques of leadership.
2. The Educative Process and the Content of Education including Audio-Visual processes.
3. Organization and Supervision of Adult Education. This would include maintenance of records, methods of administration, methods of 'teaching' of conducting discussions, of commenting on Pictures, Films etc.
4. Practical work in audio-visual education and some teaching.

In the course of the ensuing year at least one person should be adequately trained in the handling of audio-visual equipment so that the institutes will not have to depend upon commercial firms outside the coal fields for ordinary repairs. Such training is essential for a responsible person if the one or two mechanics who are to handle the projectors are to be supervised properly and the educational results are to be satisfactory.

Conclusion: No effort has been made here to present a detailed scheme worked out to the last pie. Indeed it would be foolish to try to do this in the present state of the market. By the time a decision has been taken upon the general soundness of the proposals put forward and the general tenor of the views advanced, there will be much more available, and more readily too, in the way of equipment and material.

Some approximate figures: The following approximate figures under the main heads of expenditure which have been arrived at after careful consideration are given, however, as suggestive basis for working out details:—

(1) **Recurring.**

Adult Education Department (includ-

ing an Adult Education Officer and Assistant) Office & Staff—at about Rs. 1300/-p. m. Rs. 156,000

20 Institutes at about Rs. 4,200 - p.m. Rs. 84,000

Audio visual Mobile equipment—Running, Maintenance and Staff (about Rs. 300-p.m Staff: One Driver—Mechanic-Operator One Mechanic

Operator Rs. 4,200

Literature and similar aids (per annum) Rs. 12,000

(2) **Non-recurring.**

Training of Workers and preparation of materials including dramatic work say. Rs. 50,000

Educational Equipment Rs. 75,000

Buildings—The 3 lakhs for the current year may be utilized for initiating the building programme. Rs. 3,00,000

It should be noted, however, that a certain sum will have to be appropriated each year for repairs, maintenance of buildings, water, sanitary, canteen facilities and some roads, leading to the Institutes. Similarly each year a certain sum, say up to Rs. 12,000 should be appropriated for further training or refresher training of the staff of Institutes.

APPENDICES

1. **THE RADIO RELAY STATION, JAMSHADPUR**

A note prepared by the Chief Electric Engineer by special request and kindly supplied by the Labour Officer, Jamshedpur.

2. **VISUAL INSTRUCTION IN BOMBAY**

- (a) Copy of a letter No. 35-243 dated 2nd July, 1946 from N. S. Ullal, Esqr., B.A., S.T.C.D., Deputy Educational Inspector for Visual Instruction, Kalbadevi, Bombay to Ranjit M. Chetsingh, Esqr.

- (b) Names and addresses of firms dealing in Magic Lantern slides.

A Synopsis of Certain Papers Read at The All India Adult Education Conference, Trivandrum.

1.—LABOUR & ADULT EDUCATION

By G. RAMASWAMY NAIDU, COIMBATORE.

A peasant who cannot read may learn to improve his land, crops and cattle to a certain degree but he would do more, if he would be introduced to modern scientific methods. How will a craftsman in the midst of ever changing environments discover new ways of improving and applying his skill? New thing, industries new technique of manufacture are shooting up every moment around us. Factories require highly skilled workers for technical and complicated machines which can be handled only by labour whose intelligence is to be developed through continuous education. Other countries are taking earnest measures to improve their industries by reforming their methods of production, by varying their technique of manufacture for improving the quality and decreasing the cost. To achieve these, a better class of workmen with better education, technical as well as general, is of paramount importance for any country.

Contd. from page 7

- (c) List of sets of slides suitable for Adult Education.
3. EDUCATIONAL FIRMS.
Extracts from a letter from an American educationist with much practical experience of Audio-Visual educational technique.
4. A CATALOGUE OF SILENT CINEMA FILMS.
Catalogue with supplementary lists, of Rev. H.R. Ferger's Silent Cinema Films—educational, recreation, sports, travel, health and hygiene etc.
5. DHANBAD & JHARIA COALMINES
A sketch of Dhanbad and Jharia Coalmines.

IN AMERICA

If America has led the world in almost every field of life it is through its efficient industrial and labour organisations. We can take one solitary instance to illustrate their achievement in Agriculture. The Agricultural adjustment administration in America has established '4H' clubs in almost every village; '4H' stands for 'Health, Heart Head and Hands. The main aim of this department is to grow "Two blades of grass where one grew before." The department utilizes all the techniques known to Adult Education for the purpose. Demonstrations have broken the scepticism of the workers and tens of thousand of young farmers have learnt scientific agriculture. Through education they have begun to think in national terms rather than local. There, educational terms treated as a large co-operative and democratic organisation.

IN INDIA

In India, while within a short time capital for large industries could be collected, machinery imported and even a few technicians brought from other countries technically skilled labour could not be created overnight. This would be possible only if the working classes were adequately educated and organised. It will, therefore, be in the best interests of the workers and the development of Industry if the employees were to come forward with a comprehensive scheme of Adult Education for labour under expert guidance, due attention being given to the recreational aspect of education. Strikes, absenteeism, mal-nutrition, housing and insanitary living have also bearing on

the proper education of the labour force. Indeed educated labour will ensure proper trade union leadership.

METHODS

With my short experience of conducting a labour school for Adults, I realise that the visual method is the most impressive so far as the adults are concerned. Things they see leave a more indelible impression than the things they hear or read; although they listen to with interest stories of the different peoples of the world, they show far more interest and seldom forget when actual photographs and pictures of their activities are shown and explained.

In a similar manner the pictorial representation of the machinery, the parts of which they are to work, gives them a lively interest in their work. It will be indeed worthwhile exhibiting a series of pictures entitled 'How it works' and 'How it is made' dealing with almost all types of industries. Suitable illustrations in the making or the manufacture of a finished product add to their interest in the work.

It is needless to mention that the labouring class are mostly cinema minded and this should be taken full advantage of in interesting adults in the various industries. A look at more efficient labourers of advanced countries infuses in them a spirit of emulation. They easily learn to handle the machinery and tools more efficiently and economically. Accidents are minimised and production can be stepped up.

The utilisation of the stage in which adults take a keen interest, develops the aesthetic and moral sense. Plays dealing with the live problems of the day create a greater

interest and foster better social relations among them.

As soon as the adults pick up sufficient knowledge of the three 'R' posters like Safety First, Don'ts such as 'Don't clean when the machine is in motion', 'Don't wear loose clothes when at a machine' etc., etc., hung all over the walls of the factory will play a great role in preventing those accidents which are a common occurrence among the unskilled labourers.

May I also refer in this connection to the fact that the adult labourer is at first quite shy and feels uneasy at taking up schooling. Unless you offer him some inducement he is very reluctant. Inducements in the shape of certificates, rewards and promotions in designations or salary on the attainment of certain standards, easily make him take up the work. The supply of equipment in the shape of books, newspapers and magazines should be entirely free.

Experiments made by the Sri Ranga Vilas Labour Adults School, Peelamedu, Coimbatore indicate that if instruction is imparted in a brotherly manner in a homely atmosphere students coming out of the school really enjoy reading newspapers, weekly journals etc., making it an integral part of their daily life. Very often it is found, that the best adult student turns out to be a worker against the interests of the employer but this should never deter him from his faith in the cause of adult education. An adult education worker should never be discouraged by the first failures; if he persists in continuing to work on right lines he is assured of very encouraging results. May I venture to remind you that making better men and women is better than heaping gold.

II-Place of Libraries in Adult Education

(By G. Harisarvottama Rao)

I address myself to the question of Libraries and adult Education mainly from the point of view of the rural areas in our country. School education is but a very limited part of our people's education though it is the most essential part for, it deals with the moulding of the child, the boy and the girl, for its life in Society. The Govt. or other agencies are believed to take care of that part of the educational work. But even here it looks as though the library has sufficient live interest.

INSTRUMENT OF EDUCATION

Be that as it may, we, as adult educationists are more concerned about other people and with the child when it has left the school and entered life, if it has ever attended a school at all. Unfortunately for us in this country the library has had to begin its career under a big handicap. So few of our men and women are literates that the public library has had to cater just for the few. The library expert has probably to take into account even private collection of books but that does not really affect our discussion. We are here because we consider the library a public institution. In India it must be an instrument of education for men and women in our village.

LITERACY & LIBRARY

We in the Andharadesha have run the rural library movement ever since progressive consciousness dawned on our land as a result of the social revolution inaugurated by factors including political revolt against British authority, The appalling illiteracy, want of enthusiastic public response and the alleged shortage of readable books had stood in the way of proper development of the moment. Therefore we have for several years felt that until the library consciously and determinedly

took part in the movement for eradicating illiteracy, the library movement itself would be infructuous. Experience has also shown that a mere literacy movement cannot exist. Literacy and Library work have all come to be part and parcel of the same endeavour. Our young men not connected with the library movement, in the first instance, took up enthusiastically literacy work and they have found it essential that literacy to be permanent must be linked up with the Reading Room and the Library. Provincial Governments like the Bombay Govt. who started literacy work have simultaneously undertaken library work also. So it has happened in Mysore and elsewhere, Therefore I desire to make the suggestion that between the Library and Literacy there exists, under our present conditions, an irrevocable relationship and for the good of both, this relationship has to be maintained and strengthened.

ADULT EDUCATION & LIBRARY TRAINING

If this has to be done Adult Literacy must receive its share of attention. In running courses of training for librarianship Adult Psychology and Adult Literacy methods have to be taught along with other subjects prescribed for librarianship. Librarianship training now given in some of our Universities practically as post graduate study is all imparted in English and is probably too technical to equip our men and women to carry on Rural Library work. The regional language must become the medium of instruction and the course should be so adjusted as to make the Librarian the educational expert for the village. It be may interesting to note here that Gandhiji has put the Adult Educationist on the high pedestal of the inspirer of all constructive work village. He has said that

In OTHER LANDS :-

ENGLAND.

NEW HOPE FOR "DEAD-END" KIDS

Skilled Training For The Young

By C. Harcourt-Robertson

There are few things more pathetic—or more dangerous to the community—than the "dead-end" kid: the boy or girl who, on leaving school, has entered some "blind alley" job which, assuring a quick return in weekly wages, offers no prospects of any advancement.

The British Government has been concerned with this problem, and the Ministry of Education has initiated a number of plans for technical training during the latter part of schooling. A new step forward has now been taken by the Ministry of Labour and National Service with its "special aptitude" scheme for the assistance of young people who wish to study skilled crafts or trade, but lack the means of doing so. Under the new scheme this frustration need not occur.

On leaving school, the boy (or girl) is interviewed by the local Juvenile Employment Officer of the Ministry of Labour, perhaps taking with him a letter of recommendation from his school teacher. If his talent and desire justify it, the whole machinery of the Ministry will then be mobilised on his behalf. The Regional Officer will find him a job of the type required and, if the distance be too great for daily travel, will arrange lodging for him near his place of employment, besides looking

(The close relationship between the educational experience and the educational outlook of the adult is in nothing clearer than in the problem of the "dead-end kid", Finding himself, though an adult, in the same job and earning the same wage that he was as a child, his apathy towards education is a problem for our workers. Therefore, although the conditions in those countries are so different, we are glad to be able to print here an account of the attempts which both England and Australia are making to work out a solution which will be satisfying to the child and later to the grown man.—Editor.)

after his welfare by keeping in constant touch with his employer as well as with the boy himself. The Ministry will make generous allowances for his living and other expenses to which his employers will also be invited to contribute.

Useful Plan

The scheme has its limitations. It does not apply to training for professional careers, for which the Ministry of Education has its own arrangements. It is confined to training for a skilled craft or trade for which a recognised period and degree of training is required, and in which there are good prospects; and even here, it excepts those for which a premium is required or where board and lodging are provided as part of the conditions of employment. Neither can it be applied to boys or girls who by choice or by necessity, are already working away from home.

But within its limitations it is a useful plan which should do much to provide careers for the poor but ambitious while helping in no less measure to build up and maintain Britain's greatest asset—her pool of skilled labour, the craftsmen who established her past greatness and on whom her future still depends.

ADULT EDUCATION IN GREENDA

by *H. J. Padmore*

Education Officer, Grenada

It all started in May 1944 when approval was given by the Comptroller of Colonial Development and Welfare (British West Indies) for a free grant of £ 500 to initiate an experimental scheme of adult education in Grenada.

The local Board of Education decided that seven Institutes could be started in the larger towns of the Colony; namely... Gouyave, Victoria, Sauteurs, Grenville, St. David's, St. Paul's and Hillsborough. In each of these districts the movement was "fathered" by the local representative on the Colony's Legislative Council. The presence of the elected representatives of the people at all inaugural meetings gave the peasants confidence in this venture. All meetings were over crowded at which the Education Officer outlined the scheme.

By common consent local committees were appointed with the organiser (who was headmaster of the school where the institute was housed) acting as secretary-treasurer. These committees discussed with the organiser the type of curricula, entertainments, sports, suitable evenings for meetings, and all the many difficulties which beset every institute. Local planters, plantation managers, district nurses, town-board officials, local shopkeepers, priests and ministers of religion took a prominent part in these committees.

The Education Office ruled that in the first instance only two meetings each week would be sanctioned by the Education Department, thereby ensuring that there would be no clashing with the work of societies and clubs already giving excellent social welfare to the public.

Roughly speaking each institute could incur expenditure from government funds up to a maximum of £70 for one year. This amount was spent in the following proportion:

organiser's honorarium £10, tutors' fees £30, lighting, etc., £10, books, equipment, and general expenses £30: total £70. Tutors fees were fixed at four shillings per session of one and a half hour, the organiser being allowed to teach if he so desired. Students were charged one shilling each year for the general course (reading, writing, and arithmetic), an extra shilling yearly being charged for those who were admitted to practical subjects. All fees and donations were paid into the institute's fund and were spent according to the suggestions of the committee with the subsequent approval of the Education Officer.

All institute classes had commenced by the beginning of June 1945, and soon our difficulties piled up. Numbers became the first problem. Every institute enrolled at least 200 students, over fifty per cent being adolescents. One can sympathise with not a few men and women who could not even find seats. Extra accommodation had to be found, usually rented premises adjoining schools.

Our next difficulty was lighting. We have no electricity in the country districts. Early orders had been placed for Coleman and Tilly gas lamps but owing to shipping difficulties the lamps had failed to arrive. The committees came to the rescue. Lamps were borrowed by the score. Many lamps were borrowed from churches and one village priest sacrificed his reading-lamp so that the institute could carry on. At times kerosene became a difficult commodity to buy. The Education Officer recalls one evening finishing an address to an enthusiastic audience in total darkness. Four lamps spluttered and died on us that night. After the address we had rousing community singing after which we cheerfully filed out into the starlight. The lamps we ordered did eventually arrive!

Another difficulty was the supply of text-books. We had only enough for about half of the students. Books had to be borrowed from the day-school stock for the first term. The Basic English Series published by Evans were adopted, and are proving quite successful. All institutes are still urgently in need of well-illustrated readers, especially the "general knowledge" type of reader. Although small libraries have been started, the supply nowhere equals the demand. Illustrated periodicals are very popular wherever they can be obtained.

After the first hectic week the students were graded—the illiterates and semi-illiterates being grouped into special classes. Organisers found that some villagers were reluctant to join the institute because people would find out that they could not read or write. We love the elderly peasant who is invariably seen carrying a fountain pen in his shirt pocket—alas, he cannot read or write! All students are strongly encouraged to borrow institute books for home reading. At the end of the third term over one hundred adults were successfully taught to read and write simple sentences.

The Ministry of Information sent the Department two film-strip projectors (Aderscopes). These were a boon to the country districts, as the projectors could be operated from a twelve volt battery. Exhibitions have been given all over the Colony to audiences totalling tent thousand peasants, often queued for two hours to make certain of getting seats. The most popular pictures are those illustrating life in Africa and India. They shriek with laughter at some of the films. The commentator frequently had to compete with unofficial commentators in the audience. The British Council has now given the Colony a 16 mm. moving-film (projector sound.) This can only be operated in St. George's district, where electricity is available. However the Government has ordered a motor-vs, and suitable generator with public address equipment for use in the country. We shall never forget the

intense interest shown in the film *Local Government*. Mr. Sharp (the hero) and Mr. Blunt contest a seat on the local council. When Mr. Sharp was-elected after a breath-taking count of the votes everybody in the audience stood up and cheered to the school.

This film business is not all plain sailing. One show was cancelled at the last moment when a mountain-slide completely blocked the only road to the town another night a bridge was completely swept away during tropical rains. Yet in spite of the mosquitoes, the thousands of months found the projectors, the fetid atmosphere of the wooden halls, the terrifying noise when a cloud-burst hits the iron roof, the effort is well worth-while if only to see the sparkling eyes, the smiling teeth of the peasants, at least one night has not been spent in sheer boredom in the lonely countryside.

We have just had our first Arts Festival in St. George, Grennda. This took place during May of this year, when each evening institute became the practice-centre for competitions. Each institute entered a choir in the musical section. Even where religious rivalry existed it was happily found that adults of all denominations joined together to form district choirs. The rich bass of the Negro spirituals will never be forgotten by those who adjudicated the finals. Every Grenadian is a born musician. Nearly every body sings, some make their own string, wind, and percussion instruments, but everybody dances. The calypso tunes are catchy, the rhythm wickedly intoxicating, and the words shocking? There was great excitement when a piano arrived for each institution. These pianos were purchased second-hand locally from a British Council grant of £200, augmented by subscriptions, etc., from each institute.

After one year's experiment it has been proved beyond question that wherever practical subjects can be organised the response of the public is assured. In St. George, two young teachers fresh from college are teaching between them over one hundred women in the art of cooking by coal-pots and

oil-stoves. As college-trained teachers return to their schools more and more classes are being organised in needlework, dressmaking, carpentry, local handi-crafts, etc. Many teachers eagerly await the construction of modern centres adequately equipped. Two modern schools have been built, and a military barracks purchased and converted for secondary and vocational training, but we need at least twenty more schools for adult education purposes alone.

As expected, numbers, dropped after the first initial rush and excitement. Indeed, one of the institutes has failed, but this was solely due to malaria. Peasants will not turn out at night in a malaria-infested area. Who can blame them? However, we are doubling our number of institute next year. We expected the same difficulties but while from eighty to one hundred people are attracted nightly we feel that the scheme is well worth while. The successful life. The habit of meeting there has become established.

After twelve months experience, it is noteworthy that Sauteurs and St. David's evening institutes rarely need any directions

from the Education Department. The students' representatives, i.e. the committees, formulate resolutions and take the usual lead in all social activities. It is not surprising that both institutes have healthy bank balances. By invitation of these committees special topical talks and lectures are often given by prominent persons of the district e.g., the district nurse, the town warden, agricultural officers, etc. Debates are very popular. Visits to the institute's headquarters have been successfully made by the Choir of the Grenada Society of Arts.

Social welfare activities are increasing as time goes on, for there is a very real team spirit between the Education and Social Welfare Departments.

We shall always have to face up to the following difficulties in the West Indies: tropical rainstorms, when it is impossible to venture outside your house; the very dark nights, when it is impossible to walk with safety; the monotony of the dry season. Winter, when all adult education schemes flourish in England, never comes to the tropics!

Continued from Page 10.

if there should be in a village a true Adult Educationist, no constructive worker need go there. The world library movement is probably working towards this objective unconditionally. Though still Librarianship is associated with classification, cataloguing and the librarian is slowly and surely growing into the adviser to the reader. If we stretch just a point we shall see that the rural librarian stands in the same relationship to the whole village community as the librarian of modern times towards the reader who comes to the library. If we look at rural librarianship from this view point we are bound to ask for reshaping of the training of the Librarian to fit him for duties of the adult educationist for the village. This has yet to be recognised by the library experts.

We in the Andhradesa have been running training classes for rural Librarianship in Telgue. We have included training for literacy work in our syllabus of students. But we are not satisfied with the

general educational qualifications of the men who are employed as Librarians and who come to us for training. Until Government and local bodies recognise rural library service as the adult education service for the village and make proper provision for library service our Librarians cannot grow into effective instruments of adult education in spite of all that non-official efforts may do.

We have said more about the Library as the organisation through which our endeavour should be made. The reason for the view I hold is obvious. We are concentrating on Adult literacy. The question is acute for us. But literacy is only the first step in Adult Education. All the other steps depend on the library service. We may not create too many departments in Rural education work. The library should necessarily become all embracing including its own service to school through its Children's Section. We are making Library Acts. If necessary these Acts should take care to keep the for going in view.

WAZIRABAD EXPERIMENTAL EDUCATIONAL CENTRE, DELHI.

Under the auspices of the Indian Adult Education Association, an Experimental Centre was opened by Dr. Amaranatha Jha, the President of the Association, on Sunday the 13th July 1947 in Wazirabad—a village near Delhi city. Mr. M.S. Randhawa, I.C.S., Deputy Commissioner, Delhi presided on the occasion.

Requesting Dr. Jha to declare the Experimental Centre open, Mr. Shafiq-ur-Rehman, Qidwai gave a brief account of the history of the Indian Adult Education Association and explained the purpose of the Centre. He said, the principal idea behind this centre was inter alia to see how far a co-ordinating adult education body could bring all the existing nation-building agencies together, for drawing out and developing the inherent talents of the common man for the eventual all round of the society as a whole.

Dr. Jha then inaugurating the Centre, spoke as to the meaning of adult education; its various justifications and its imperative necessity. "I am a Pandit", he said, "and still I would confess, the pandits of the old committed and perpetuated a very grave wrong by keeping knowledge and its learning their exclusive right. No longer is that belief held now; instead, we desire that the common man, whatever his cast, creed or religion, has a right to be educated and a right to have equal opportunities in life. Times have changed now and he will have them sooner than later.

Mr. Randhawa exhorted the people of the village to take full advantage of the Educational Centre and its various activities, the radio which had been installed there and the small reading room established therein. He further asked them to institute a Panchayat in the village so as to take larger share in the responsibility for administering the affairs of the village.

Among those present, besides the villagers, were Mr. J.L.P. Roche-Victoria, M.L.C. (Tuticorin-Madras) a member of the Advisory Committee of the Indian Constituent Assembly Col. Chatterjee of the Labour Department of the Govt. of India; Dr. Miss Bina Ghosh, M.A., D. Phil. (Oxon), Assistant Educational Adviser to the Government of India, Dr. Lakhani (Education Department), Mr. B.S. Kesvan, Curator, Imperial Secretariat Library, Rao Sahib R.S. Ranganathan (Delhi University Library Deptt.), Mrs. & Principal Raja Ram (St. Stephen's College), Mr. Rajinder Narain, Advocate and others.

The function came to a close with a vote of thanks by Chaudhri Jagat Ram of the village. Later the villagers, including the village ladies went round the Centre and saw the various wall newspapers (including the special religious, art and crafts sheets) and other posters, booklets and magazines.

The Centre is housed in a small hut built by the St. Stephen's College Social Service League, Delhi and very kindly permitted by them to be so utilised.

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S. INDIAN ADULT EDUCATION ASSOCIATION

Progress of Adult Education Work

From May to July 1947.

The Association deputed its Supervisor Mr. V. Antoysomy, M. A. L. T. and five secondary grade teachers for training to the Tamil Nad Literacy Training Course, held at Pasumolai from the 3rd to the 10th May 1947. In May the centres were closed for a month as that is the annual summer vacation for both the staff and pupils. The centres reopened on the 1st June and the new academic year has commenced. In the middle of June three more centres were opened, thus bringing the total number of adult education centres to nine and the opening functions were presided over by Mr. J.L.P. Roche Victoria, M.L.C. and addressed by the Hon. Supervisor of the three centres—one is exclusively for women, the first of its kind. Another is

NEWS FROM FAR AND NEAR

BOMBAY

The Government of Bombay have accepted the proposals regarding the training of teachers for adult education in the province, says the Director of Publicity.

Every Government training college will organise an adult literacy class within its premises which will be entrusted to a teacher of the practising school attached to the training institution. Non-Government training institutions will also be advised to start similar adult literacy classes.

The students of the training institutions will be required to watch the work of these literacy classes by turns and if any student gives lessons under supervision in these classes, such lessons will be counted towards his practice lessons for the purpose of examination, it being understood that such lessons are not to exceed five.

* * * * *

started under the auspices of the Vadakur Dravid Kalagam, which is a socio-political organisation and whose members are largely illiterate mill-hands.

Besides these activities, the Association has embarked on a new project, that of conducting from July 1st 1947, a Night High School for workers who wish to complete their High School studies and appear privately for the S.S.L.C. or the Matriculation Examination of the Madras University. The Municipality has been pleased to place one of the Municipal Schools at the disposal of the Association for running the Night High School. Some 40 young and middle aged men working in firms, offices and schools have joined the institute and it is manned by qualified teachers, prepared to do a service to the community in the field of Adult Education.

It is good to find that the Bombay City Adult Education Committee has decided to call periodical conferences of its workers with a view to understanding their difficulties and experiences. The Committee has a big task on hand. It proposes to make nearly a million persons literate within the next two years. Such conferences of workers should help to smoothen the process.

At the first such conference held the other day the Committee's President, Mr. Pakwasa, gave wholesome advice to the workers. They must be above political and communal prejudices and must be faithful to the work they have undertaken. Mr. Pakwasa looked to them to enhance the Committee's and the city's honour by sincere work, unrelayed by praise and undamped by calumny.

WEST BENGAL

The policy of introducing compulsory Basic Primary education is proposed to be initiated shortly by the West Bengal Ministry, it is learnt.

A senior officer is proposed to be deputed shortly to various centres of basic education in other provinces to study the conditions there.

The Education Ministry also propose to formulate a plan for spread of adult education, the idea being to give instructions to every adult in West Bengal within a specified period of time.

In outlining the educational policy of the West Bengal Ministry, S. J. Nikunja Behari Maiti, Education Minister, in an interview said that the Ministry aimed at introduction of Basic Primary Education in no time. So far as adult education was concerned, the policy of the ministry was that no adult should remain uninstructed in matters relating to his daily life.

The minister hoped that the Ministry would receive the support and co-operation of all concerned in implementing the measures which it proposed to take to advance the cause of primary and adult education.

HYDERABAD

A Dominion-wide literacy campaign has been launched by H.E.H. the Nizam's Government, with the opening of a net-work of compulsory schools in pursuance of the Compulsory Education School scheme and the opening of more adult schools in the city.

Ninety-three compulsory primary schools in the city and 47 in the Districts are being speedily opened notwithstanding difficulties in procuring houses, and the whole number is expected to be completed in the course of the next few months. Teaching work will be done on the shift system which is only a temporary measure designed to meet the housing difficulties.

We understand that the 5 year Adult Education Expansion programme has also come out of the blue-print stage and in the year 1356 F. 16 adult schools in the city and 61 in the districts will come into being. A recurring grant of Rs. 50,000 and a non-recurring grant of Rs. 75,000 have been sanctioned by the State Government to finance the adult education scheme for the year 1356 F.

A short special training course was given for the first time to those teachers who are already teaching the adult education classes and also to those who will be appointed to do it.

The adult education course is of 4 months' duration, 1½ hours a day and the object is to make the adults literate. At the end of the course a short test will be held and literary certificate given.

As a safeguard against lapsing into illiteracy, adult clubs are proposed to be opened where in addition to reading material, recreation will also be provided and talks on subjects of interest will be arranged.

"Apathy" and "Indifference" are stated to be the general reaction of adults when persuaded to join the adult education classes

and "resistance" is the reaction of the village boy to the compulsory education class, said a high official in describing the pupils' reaction to the new educational schemes. "Things are only in the beginning now and in course of time they will understand better and be agreeable to the schemes which go to improve them", said the same source.

MADRAS

Speaking in connexion with the anniversary of the Ilaingar Nallars Manram yesterday at Purasawalkum Mr. T. S. Avanashilingam Chettiar, Minister for Education, referred to adult education, and added that its value would be realised when the adult franchise was introduced. Adult education was one of the highest forms of social service.

Rao Bahadur Dr. T. S. Tirumurthi presided and Pundit V. Natesan welcomed those present. Mr. D. Ranganathan presented a report.

* * * *

About 125 pupils of the Morning Adult School conducted under the auspices of the Sowrashtra Youth League, Salem in the Sangha Higher Elementary School, on Thursday gave a party in honour of the local legislators.

Mr. M. V. Srinivasan, who welcomed the gathering spoke about the increasing popularity of the school, and urged the need for financial support to open a girls' school similarly.

Mr. S. K. Sadagopa Mudaliar, M.L.C., who presided, and Messrs P. Kandaswami Pillai, A. Subramaniam and Mr. G. Raghothama Rao, Deputy Inspector of Schools, spoke on spread of literacy.

MYSORE

During the budget debate, Mr. L. S. Venkaji Rao moved a cut motion to ascertain whether the Adult Education Committee was receiving sufficient co-operation from the general public and the officials including those of the Education Department.

BOOK REVIEWS

GAON-KI-BAAT.—Editor Shaligram Pathik, fortnightly, Annual, subscription Rs. 6/-. Jan Shiksha Sanstha, 1, Katra Road, Priyag.

We welcome the publication of this addition to the magazines which are at present published in the country, specially written for the semi-illiterate adults in the moffusil. Briefly given its features are "Village Songs"; Panchaang, giving dates etc., according to Hindi, Christian and Muslim calendars; important news of the country and the world; about agriculture, food, cattle, cottage industries, the home, indigenous medicines; about festivals and reorientation of customs, new laws and short stories.

The characters are printed in sufficiently bold type. From our experience of a few copies being utilised in the I. A. E. A. Experimental Educational Centre in Wazirabad, we can say, fresh issues of "Gaon-ki-Baat" have been eagerly looked to by the villagers.

Mr. N. Balakrishniah, President of the Adult Education Committee said that Government was very sympathetic and were doing their best to help the Committee's work. He regretted for lack of public support and said that but for Government's liberal grants and support, the committee would not have been able to do any work.

Mr. R. Kasturi Raj Chetty, Director of Public Instruction in Mysore, replying said that Government have issued standing instructions to all officials concerned and education institutions in rural parts to afford all possible help for the Council. The teachers in villages helped the Council to a great extent and he paid a tribute for their work in this respect. At present they were having about 4,000 centres in the State which would be increased to 6,000 shortly. The work of these centres was highly praised and educationists from Bombay, United Provinces and other places were specially deputed to study the working of this scheme.

The cut motion was withdrawn and the demand was passed.

Gaon-ki-Baat holds out a great promise; but its fulfilment will mean much hard work for its producers and publishers to collect and give up-to-date and substantially useful information to the villager for whom it is intended. The design of the title page could be improved. However, we congratulate the publisher on this new venture and wish it all success. We hope Educational Centres, Organisers of reading rooms and libraries in the villages will make good use of Gaon-ki-Baat which is destined to be popular with the villager and deserves all support and encouragement.

SHIKSHA.—Hindi Monthly—Editor: Sh. Shiv Dulare Dube, M.A., B.T., LL.B., Joint Secretary, Indore Adult Education Association, Education Department, Indore. Annual Subscription Rs. 3/-.

An Educational Monthly in Hindi, Shiksha is intended for teachers, parents and all others interested in Education and its manifold problems. There is a great dearth of a suitable educational literature in Hindi and we hope this will make commendable contribution in that direction.

Shiksha brings to the notice of its readers, through songs, short stories and other articles, questions of outstanding importance which face the educationists in the country today. As official organ of the Education Department of the Holkar State it also discusses concrete problems being tackled by the State—problems by no means peculiar to Indore but those too which transcend the boundaries of that State. For instance, the issue for April-May 1947 contains articles of Bhasha Shikshan or teaching of a language, Personality of a Tutor, the Headmaster, Teaching of Sanskrit in Holkar State, The Habit of telling lies among boys, Principles of Cleanliness, and others. It also contains important news about the educational programmes being worked out elsewhere in the country.

Shiksha has an English Section also where articles of outstanding value to educational workers are published. We wish the publishers success in this noble effort.

THE INDIAN JOURNAL OF ADULT EDUCATION

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

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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 to the department of Adult Education...’—*The Social Welfare*.

‘...This magazine bids fair to be of large value in keeping workers in the field in touch with each other—the news items are copious and informing.’—*Christian Education*.

‘...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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NOVEMBER 1947

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

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THE INDIAN JOURNAL OF ADULT EDUCATION

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The Journal is published 6 times in the year—about the middle of each odd month.

If you do not receive your copy by the 20th, please complain at once to your Post Office and to us. Such complaints should reach us by the 24th at the latest. Complaints received after the 26th will not entitle the complainant to a free copy.

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

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Editorial Notes.

EDUCATION BY RIOT.

India and Europe have both been suffering from the coincidence of political and natural catastrophes but, although the latter has undoubtedly added considerably to the strain on statesmen and public alike, natural calamities such as floods do not give rise to the same anxieties as civil calamities. Floods can be conquered by the application of practices which have been successful in all parts of the world : the procedure is relatively simple, the vast majority of people are willing that the work should be done and it is simply a matter of bringing together men, money and materials. With riots, however, the case is different and presents statesman and educationist with problems grave enough in all conscience. To the statesman the question is how to establish and maintain civil order ; to the educationist the problem is how to create the state of mind which will recognise the need for and will be willing to support civil order.

At the outset let us not be too depressed by recent happenings. It would scarcely reflect an appreciation of history if we were to expect either that a large and diverse country like India could crowd what has cost other countries five centuries of slow and painful progress into a few months without severe disturbances or that the onward progress of the country can be more than momentarily halted by such events. Moreover, we should remember that the great epochs of culture which both the classes and the masses have created at various periods in the world's history have been merely moments snatched from the turbulence of the times. The civilisations of Rome and Greece both emerged from obscurity and descended again into barbarism ; the history of China shows similar fluctuations from culture to civil war ; Europe from the Renaissance until the present day, because of the homogeneity of the continent has preserved an overall brightness which, nevertheless, does not hide the fact that the age of Spain's glory, the age of England's

and Le Grand Siècle of France are high points in one of the bloodiest periods of the world's history. In brief, there is hardly anything which we fear today, be it an international war or a dictatorship or a revolution which our forefathers of a hundred years ago did not fear. Nevertheless, the fact remains that, given a modicum of social security man has again and again reached a standard of civilisation which has been the admiration of succeeding generations.

So much for the plea which we have heard often for a return to the "Golden Age," the age when the fact that many millions could not read and write caused no one even a passing headache. Such times have been and our forefathers have our sincere admiration, but emulate them we cannot. At one time it was possible for a high standard of culture to be built up among people who were ignorant equally of the police, of newspapers, and of schools ; but it is possible no longer and the nation that tries to achieve not pre-eminence, but simple stability by ignoring these things, imperils itself. For we must face the fact that the modern state (and that means among other things a nation which at the present day attempts to achieve internally a standard of living and stability commensurate with its material resources and externally attempts to save itself from the predatory clutches of other, better equipped nations) is a state which depends on the intelligence of the masses being put to work to satisfy not only each individual, or a small group of individuals, but every individual in the state.

People must become aware of the resources which a good Government has at its disposal to enrich the life of a people if and only if it has the judicious support of that people. Peasant, industrial labourer and the professional classes, all stand to gain where a Government is assured that its every forward move will be critically but sympathetically encouraged. All stand to lose where laws, however necessary and however well

intentioned, fall still-born from the legislature whether because of the active antipathy of the majority or (as is more often and more seriously the case) because of the ignorance of part and the apathy of part of the country. In the former case the remedy is in the hands of the statesman, in the latter, it is, in the long run, in the hands of the educationist. No one who has any acquaintance with the change which has come over Britain during the last hundred (and particularly the last seventy) years can underestimate the value of education in creating a politically responsive country. No educationist and particularly no adult education worker can lay down his task with any sense of moral satisfaction when he has simply taught his students to read and write. He is categorically under an obligation to waken the whole of the man's constructive desires and abilities. In Plato's metaphor, the teacher has seen the light himself and must go back to the cave to turn his comrades faces to the same light.

In brief, the statesman is at fault if he believes the stability of the state depends solely on his wisdom; the education worker is at fault if he believes that his work has finished when he has taught his students the rudiments of literacy or of book work. No, if there is one thing which we have learnt from the recent riots it is that the stability of the state in the long run depends upon the educated wisdom and civic sense of the

people. Without this, executives and administrators are wasting their efforts, and police forces and armies become merely repressive. In the old phrase, if we desire a peaceful and a progressive state "We must educate our masters."
E. B.

* * * *

Our readers will be glad to know that the Editor of this Journal, Mr. RANJIT M. CHETSINGH and his wife, have both broken their furlough in England and come to India by air to help in the rehabilitation and relief of refugees.

* * * *

We regret to announce the departure from this country of Mr. H. B. Richardson, who was one of the Foundation members of the Indian Adult Education Association and an enthusiastic leader of the Adult Education movement in this country. As Honorary Treasurer, ever since the inception of the Association in 1939, Mr. Richardson bore the heavy responsibility of the finances of the Association. The pleasing personality of Mr. Richardson will be missed by all educationists in the country when they meet at the next All India Adult Education Conference.

We trust Mr. Richardson will be able to continue to take an interest in the activities of the Association even though away from this country.

BOOK REVIEWS

THE TEACHING OF ENGLISH by Prof. Godfrey d'Souza Padmaja Publications, Baroda, 1947, Rs. 1/4/.

This book is one of the series to which the publishers have given the title of the Library of Pedagogy and which is under the general editorship of Rev. R. Conesa S. J., Ph.D., Director of the T. D. Department, St. Xavier's College, Bombay.

In 62 pages, the author of this useful book outlines a course suitable for teaching English to school children. He prefers the Direct Method with the modification in favour of more grammar which has now been recognised to be necessary. The subjects covered include suggestions for teaching rapid reading, for teaching poetry in lower and higher classes and for teaching com-

position. The final chapter is concerned with discussing the advantages and limitations of Basic English.

Those who are trying to teach adults English will undoubtedly find the book helpful.

BEHAR HERALD: 73rd. Annual Number.

This issue of the Behar Herald runs to 68 large pages and includes some 40 articles and poems and several pages of pictures. The articles cover such diverse subjects as Literature, Science, Philosophy, Economics, Politics and Child Welfare. The magazine is distinguished by lively writing which has become so characteristic of the Herald.

[Continued on last page]

Adult Education Among American Negroes

By Dr. AMBROSE CALIVER

Specialist for Higher Education of Negroes

and

Director of the Project for Adult Education of Negroes

The problem of illiteracy is one of the most important and urgent problems facing the world today. Its magnitude is indicated by the fact that according to reliable estimates over a billion people throughout the world cannot read and write in their own language. In the United States of America there are 10 million persons 25 years of age and over who are functionally illiterate (have not advanced beyond the fourth grade). Three million of these are Negroes.

It has often been said that no man is free so long as one human being is enslaved. I venture the assertion that the enlightened and advanced persons of the world cannot enjoy permanent prosperity and peace so long as great masses of human beings are in the darkness of illiteracy. Preparation for living in a jet propelled and atomic world cannot be built on an illiterate foundation. Effective functioning as workers, as parents, and as citizens demands the quick and efficient command of the communicative arts and skills, and continued learning throughout adult life.

The Project for Adult Education of Negroes, which has close relation to UNESCO's Project on Fundamental Education, is designed to attack only one aspect of one phase of the broad problem of adult education; and we are attempting to do this only in a very limited manner. The Project, which was begun last year under the sponsorship of the U. S. Office of Education, with a grant of \$ 24,000 from the Carnegie Corporation of New York, achieved its stated objectives for its first year of operation as scheduled, and will be continued for two years longer through an additional grant of \$ 25,000 from the Corporation.

Purpose of the Project

The Project has three major objectives: (1) To develop instructional materials suitable for use in literacy programs for adults; (2) to prepare qualified teachers; and (3) to stimulate participation on the part of educational institutions, and community orga-

nizations, in a nation-wide attack on the problem of illiteracy. This is a demonstration or "pilot" project and is not for the purpose of making a direct and broadside attack on the problem of illiteracy. The materials produced thus far are only tentative and are being tested and revised. They are not yet ready for general distribution. An effort is being made through the Project to apply some of the lessons learned from the Army educational program to the teaching of adult illiterates and to the development of instructional materials.

These purposes are being realized through the cooperation of many persons both in the different areas and participating institutions, and in Washington. In addition to the Director, the central staff of the Project includes the following full time professional personnel: R. O. Johnson, Assistant Director, on leave from Morris Brown College where he was head of the Department of Education and Psychology; and Ella Washington Griffin, Editorial Assistant, who worked with the Project last year.

Materials Produced and Tested

During the first year of the Project the following materials were produced in tentative form: A basic reader, a reading workbook, a language workbook, an arithmetic work book, four supplementary readers, materials for a teacher's guide, and an outline for an introductory college course in adult education. These materials have been used in demonstration classes with approximately 500 adult beginners and in the college classes for teachers of adults. As a result of these classes during the year, limited revisions will be made, and they will be used again this autumn under even more careful supervision and scrutiny than last year. They will then be revised completely, in light of all the criticisms and suggestions received, and be prepared for printing and general distribution. Two new pieces of material produced for use this year are a manual for teachers, and a Diagnostic Workbook for Reading Placement. The materials are being developed

in line with a list of criteria formulated at the Institute held at Hampton last year and subsequently revised. These criteria, together with the Dale, WPA and Army word lists, were sent to the Project workers as guides for those who might be interested in attempting to write simple materials for adult beginners.

Participating Institutions

The institutions that have actively participated in the Project during the past year are: Atlanta University, Fisk University, For Valley State College in Georgia, Hampton Institute, Tennessee A. and I. State College, and Virginia State College. In addition, Howard University, Miner Teachers College of Washington, D. C., and the Adult Education Department of the Baltimore, Maryland, school system have cooperated. Other institutions and organizations have expressed a desire to join in working toward the achievement of the Project goals and promoting a broadside attack on the problem of illiteracy when materials and teachers are available.

Preparation of Teachers

The six participating institutions and Miner Teachers College of Washington, D. C. offered for the first time an introductory course in adult education for teachers during the regular school year 1946-47. The enrollment in these courses ranged from 12 to 23, with a grand total of 105. The enrollees represented lay leaders, undergraduate and graduate students, teachers and principals in elementary, high and evening schools, and teachers of adults. Both undergraduate and graduate credit was given for the course, and most institutions have made the course a regular part of the teacher education curricula. Fort Valley State college and Virginia College offered courses for teachers of adults during their last summer sessions.

Tennessee A. and I. State College and Fisk University jointly conducted an adult education workshop for teachers from June 30 to July 17, 1947. Fifteen persons were enrolled in this workshop and devoted full time to studying and discussing principles, methods and materials for the education of adults, with special reference to illiterates. Instructors and consultants were drawn from the two local institutions and from various agencies of the Federal Government, including the War Department, the TVA, and the Office of Education.

It is estimated that approximately 200 persons received from the Project during the year some preparation as teachers and leaders of adults.

Classes conducted

Twenty-five classes for adults who have varying degrees of illiteracy were conducted during the years by teachers who, for the most part, had special preparation through the Project. Approximately 500 adults were enrolled in these classes, comprising a cross section of the Negro population, particularly with respect to age and occupational classification. The ages range from the late teens to over 65, the majority being between 30 and 50. Three-fourths were unskilled, practically all of the remaining one-fourth being semi-skilled. A few enrollees had attained an educational status beyond that of mere functional literacy, but the majority were those for whom the Project was designed, as shown by the following percentages with designated amounts of schooling:

None	... 27
Less than 6m 'os.	... 17
6-10 mos.	... 12
2 years	... 14
3 years	... 15
4 yrs. or more	... 16

Adults give many reasons for wanting to learn. Illiterates are especially eager to write their names. They are generally concerned with the immediate problems of their work. For example, a head janitor wished to concentrate on writing in order to be able to record the names of his corps of helpers, and wished to emphasize that phase of arithmetic which would aid him in recording the hours and cost of labour. A worker in an airplane plant wanted to learn how to fill out forms and to compute the percentage deductions from his wages for insurance, taxes, etc. A weigher in a snuff factory was specifically concerned with that phase of arithmetic with which he had to deal in his daily tasks.

A majority of the adult students are affiliated with various clubs and community organisations. In most instances they realize that they are not capable of functioning effectively in these groups. Hence many of them wish to learn enough to conduct a meeting properly. Others are keenly aware of their limitations in civic, occupational, social, and personal relations which result from their educational status.

Evaluation of the Project

Each adult education center was under the general supervision of a qualified person ; in addition, all the areas and a majority of the centers were visited by one or more representatives of the central office. The amount and nature of supervision given the classes varied with local conditions. In some cases the supervisor visited each class weekly or bi-weekly. In other cases bi-weekly meetings were held with the teachers. Teachers were requested to keep a record of criticisms and suggestions for improvements. These are being collected for study. Other types of supervisory techniques employed were periodic reports on uniform blanks, and narrative reports.

An evaluative conference was held in Atlantic City in March. Prior to this conference the supervisors were requested to prepare a report on the operation of the Project in their areas for presentation at the conference. Some of the questions they were requested to answer in this report were : (1) How have the materials been used and how do you suggest that they be improved ? (2) What supplementary materials are needed? (3) How are the evaluative forms being used and what suggestions have you for their revision ? (4) What methods were used in recruiting students, and what were some of the problems encountered ? (5) What evidences were there that the participation of the students in the classes served to improve their effectiveness in their jobs, in their family relations, and in their community organizations ? (6) How long did it take the average adult student to achieve literacy skills ?

In additions to the written reports, the supervisors and teachers from each area in attendance at the conference formed a panel for the purpose of discussing their report and answering questions. Committees were formed to review these written and oral reports and to present their findings to the conference.

Another form of evaluation consisted of consultations with authorities in different fields of interest. Among the persons consulted during the year, for periods varying from two or three hours to two or three days, were : Dr. Paul A. Witty, Northwestern University ; Dr. Eva C. Mitchell, Hampton Institute ; Messrs. J. C. Evans and Roy K. Davenport and Major David A. Lane of the War Department ; Dr. Helen K. Mackintosh and Dr. David Segal of the Office of Education.

Future Program and Plans

A one-day conference was held in the Office of Education on June 28, 1947, comprising representatives of the participating institutions, the War Department and the Office of Education, for the general purpose of considering the future program and plans for the Project. Among other things, the conference recommended the continuation of the basic features of last year's program with certain improvements, made possible by an increase in staff. During the month of August the Editorial Assistant spent two days in Chicago conferring with Dr. Witty concerning revisions of the materials and other matters relating to the future program.

At the annual meeting of the Conference of Presidents of Negro Land Grant Colleges held October 21-23, 1947 one entire session was devoted to the Project on Adult Education of Negroes. Following this session, a conference was held of Project personnel and special representatives of each of land-grant colleges for Negroes. The purpose of this conference was to orient the special institution representatives with respect to the operation of the Project and to formulate plans for the colleges to assume their share of responsibility in carrying forward the program when the demonstrational phase of the Project ends.

The supervisor held a one-day conference of the teachers of the experimental classes in his area prior to the opening of the term. It is also the plan to hold a conference of all persons who are to teach the college course in adult education education in the participating institutions. In addition, a dramatized radio broadcast on adult education is being planned for the near future. The purpose of this broadcast is to present some of the major problems of adult education, with special reference to illiteracy and to indicate the responsibility of, and means that may be used by, educational institutions, school systems and community organizations in meeting the problems.

There is evidence that these groups are becoming aware of their responsibility in this connection. Each of the presidents of the participating institutions has agreed to become a member of the executive committee, and the Conference of Presidents of Negro Land-grant Colleges are making plans to participate in the promotional phase of the program and in the

preparation of teachers. The Elks have launched an extensive adult education program through their regional and State educational directors, and certain branches of the National Association of College Women are planning definite programs of action.

The widespread interest shown in the Project by many and varied groups, as well as individuals, indicates that no area of education is more important than that of adult education. The attitude of many leaders concerning adult education was expressed in the August 24 issue of the *New York Times* by Dr. Robert M. Hutchins, who said that "Since the atomic bomb has set critical limits on the time which we have to make the right decisions, the re-education of all educable adults is an imperative necessity." The literacy program sponsored by the Project for Adult Education is only one phase of the broad program of adult education needed today, but its significance is emphasized (1) by the need for literacy in making the right decisions referred to by Dr. Hutchins, (2) by the fact that nearly three-fifths of the people of the world are illiterate, and (3) by the fact that, increasingly, these peoples are being called upon to make important decisions.

Three important assumptions concerning the Project have been confirmed: First, that while the immediate attack is being made upon illiteracy among Negroes, the materials and procedures may be so developed as to be universal in their appeal and usefulness; second, that the eradication of illiteracy is basic to improved and effective functioning in all areas of life—personal, social, occupational, civic, and moral; and that the effectiveness of learning depends on the extent to which the teaching materials and learning situations are related to the experiences of adults in these areas; and third, that improving the educational status of the under-educated American helps conserve and

utilize all our human resources, and is essential to the national security and welfare in time of war as well as in time of peace. The timeliness of the Project has frequently been commented upon by competent observers, especially as it relates to certain matters currently under discussion, such as universal military training, Federal aid to education, fundamental education (sponsored by UNESCO) and intercultural and international understanding.

Expected Outcomes

As stated before, this is not intended to be an operating Project for the purposes of attacking illiteracy directly on a broad scale, but rather a demonstration of how such an attack might be made. Specifically, the outcomes of this Project are expected to be: (1) a limited amount of materials for teaching adults the rudiments of the tools of communication, (2) a body of instructional materials for teachers and prospective teachers of adults, (3) a substantial group of people who will have been trained to be teachers of adults and instructors and supervisors of teachers of adults, and (4) assumption of responsibility on the part of certain institutions of higher learning, school systems, and community organizations to carry forward the program of the Project and to apply the lessons learned on a wide scale.

Inquiries about the Projects and requests for assistance in literacy training programs have been received from 30 States and 20 foreign countries—from local and State school systems, professional and civic and missionary organizations, institutions of higher learning, and individuals. The nature and limitations of the Project made it impossible in most cases to render the assistance requested. It is hoped, therefore, that when the Project ends the contributions to the field which it expects to make will be capitalized upon, and that sufficient funds will be provided by local, State, Federal, and philanthropic agencies to satisfy the interests and needs indicated above.

Adult Education

AND

The Degree Course in Library Science

S. R. RANGANATHAN, M. A., L. T., F. L. A.,

President, Indian Library Association.

The institution of a degree course of two years and a diploma course of one year in Library Science by the Delhi University will ultimately prove to be of much value to the Adult Education Movement in India. This is the first degree course in Library Science in our Commonwealth, though the United States have had such a course for some years. The diploma course at Delhi reaches the standard of the degree course in America and aims to train the rank and file of the profession. The degree course reaches a higher standard and aims to train the leaders of the profession. The doctorate course to follow aims to promote creative work in Library Science and to provide teachers in the subject. The three courses are carefully articulated into one another. The diploma and the degree courses run concurrently, so that the first year of the degree course constitutes the diploma course. Only those who reach a high standard in the diploma examination are admitted to the second year of the degree course. The advantage gained thereby is that the selection of candidates for the advanced work in the second year will not be subject to the risks of drawing them from raw graduates in art and sciences, but will be determined by the aptitude for Library Science shown by them in their performance at the diploma examination.

The value of this pioneer venture of the Delhi University to Adult Education flows from the value of the Library Movement to Adult Education. To assess this, one must examine the true purpose of the Library Movement; and this, in its turn, will have to be inferred from the distinctive purpose of a modern library of printed books. This distinctive purpose is that of being an agency for perpetual, universal, self-education. The dominance of this social purpose has been made possible by cheap and quick method of printing books in large quantities, which has now become possible and emerged from the wave of democracy of the present day which seeks to distribute equal opportunity to one and all. Democracy seeks to provide equal opportunity for every person, not only of access to food, shelter and clothing but also

of access to the intellectual heritage of mankind and the attainment of the fullest mental growth of which a man may be capable. Democracy implies also that this attainment must not, in any way, be forced either in direction or in speed; on the other hand, it must be possible for each person to attain his intellectual fulfilment by the pursuit of any field of knowledge to which his aptitude turns him and at a speed which may best suit him from time to time. It is the affirmation of these two principles which is transforming the outlook, activities and technique of the library. This transformation is revolutionary and demands a new class of library personnel. It demands that the library staff should have intensive professional training and that the library profession should attract some of the best brains of the nation and should spare first-rate thinkers to improve library technique. The organisation of the Department of Library Science of the Delhi University provides for all this.

AMERICAN EXAMPLE

Cultivation of the adult human resources at the mental level demands as specialised a professional service as the cultivation of the natural and industrial resources. This was realised by America nearly a century ago. Since then, America has put her library profession on a par with other professions like Engineering, Technology and Agriculture. The setting up of library work on a proper professional basis made the library profession of America throw forth giants like Melvil Dewey and Charles Ammi Cutter. These pioneers succeeded in revolutionising library outlook and technique and in fitting the library for its new social function of helping the cultivation of the human resources. In spite of the cynical indifference, bigotry and obstruction of the already established professions, Dewey instituted a training course for the library profession; and, in due time this was admitted to university status. The fruits of the forethought and persistent effort of Melvil Dewey are now being reaped by the industrial and scientific institutes of America and Great Britain. Their research

staffs are now able to concentrate on their exclusive work, with the certitude that the organisation of all relevant, published, nascent thought is well looked after for their benefit, by a competent library profession which knows how to feed them with information. In America, the State itself has begun to draw help from the library profession for its officers. Practically every department has begun to benefit by the services of a highly trained library staff. In the discharge of the oldest State-function—*viz.* conduct of war—the American State benefited without measure during the last war, by bringing this new library profession into Field Information Service and tapping its capacity to feed the brains of the commanding officers with correct and upto-date information and to provide the rank and file with harmless, helpful, mental relaxation and enrichment. Thus the setting up of the library profession has enabled America to provide mental food for all its adults — high or low to the lasting benefit of the nation. The objective of the Department of Library Science of the University of Delhi is to train a library profession which can do a similar service for all Indian citizens, whatever their walk of life and can give relief to Government departments, research institutes and business houses in the work of organizing the published information needed by them.

RANGE OF ADULT EDUCATION

It will be an advantage to analyse the concept of adult education before proceeding further. It covers a wide range. Literally, it is concerned with all the layers of the adult group of a nation but its content and method vary from layer to layer. Much confusion is caused in the thought and writing of those engaged in the promotion of adult education by overlooking this fact and using the term 'adult education' as if it were homogeneous in content and method. Let us put the service of the library along side each of the layers of adults and examine its value to their education. For this purpose it would be helpful to imagine the adults of a nation to be arranged in the descending order of self-educability.

EXCEPTIONAL SOULS

The few exceptional souls at the top, like Ramakrishna Parahansa, Ramana Rishi, Ananda Mayi, Sai Baba, and Sadhu Sundara Singh, who appear occasionally in the world are centres of self-illumination. For their perpetual education, the library is

neither necessary or sufficient. We may therefore exclude them from our discussion.

FIRST THREE QUARTILES

Practically all the persons in the first two quartiles — that is, fifty per cent. — gather their daily experience in life with great awareness. To enable them to integrate these experiences and to build on them, they should be supplied with information about the experiences of their superiors and peers in similar fields. The books and periodicals in the library are therefore necessary to help their further education. Moreover if the printed materials are collected, classified, catalogued, arranged and displayed by properly trained librarians the books in the library will be sufficient for the continued self-education of the adults of the first two quartiles. If more individual attention can be paid by the library staff, the library may prove to be sufficient for the further education of the adults of the third quartile also. An extremely sharp library technique and some reference services will be necessary to serve and save the time of the first two quartiles. A fairly sharp library technique and a very intensive and sympathetic reference service will be necessary to make the third quartile derive any benefit whatever from the library. But it will also be sufficient. Thus in the case of nearly 75 per cent of the adults of a normal community, a library service will be both necessary and sufficient for adult education, if it is rendered properly by a well-trained professional staff. The purpose of the Degree Course in Library Science of the Delhi University is to supply such a professional staff to the library system of the country.

THE LAST QUARTILE

The remaining 25 per cent of the community, *i.e.* the lowest quartile, cannot educate themselves merely with the service which even the best library can offer. It is this quartile that is often meant when adult education is mentioned. This is too narrow a use of the term, however. In their case periodical instruction in a formal adult school is necessary. The folk high schools of Denmark, the extension classes of some of the Western universities and the classes run by Workers' Educational Associations typify the agency that is necessary. The library too is necessary. The adult schools themselves demand their service. In fact, the present National Central Library of Great Britain owed its origin to

that demand. But in the case of the last quartile, the books of the library can produce the desired result only if they are served through and in close co-operation with the adult school. A detailed picture of this co-operation will be found in "Chap. 5, Books" and "Chap. 4, Adult Education" of my contribution on *Education for leisure* to a symposium entitled *Handbook of reference for the use of I. W. C. C. officers* and published by the Government of Madras in 1946.

LIBRARY AND ADULT EDUCATION

The library service conducted by an adequately trained library profession is *necessary* for the further education and mental growth of practically all the members of a community and it will also prove *sufficient* in the case of 75 percent of the people, if the community is normal. My *Five laws of library science* expound the attributes which a library movement should develop if it is to function as an effective agency for universal adult education. It can not develop these attributes, unless it is put in the charge of a properly trained library profession. This proves the value of the institution of the Degree Course in Library Science by the Delhi University.

LIQUIDATION OF ILLITERACY

The Indian community of to-day is not normal. Due to historical and political causes, its educational make-up has been left untouched by the democratic wave which brought universal compulsory education into most of the countries during the last century. Nearly 90 per cent of the Indian people have been kept illiterate. They are therefore unable to benefit by library service of the ordinary kind, though they are not particularly subnormal in general intelligence. The removal of their illiteracy is necessary for adult education to make headway through the agency of the library movement. This must be done rapidly—say, in not more than twenty-five years—if India is to turn her newly earned political freedom to good account. Adult education is, therefore, often used in this country in the narrow sense of the removal of illiteracy. But this is quite faulty. The liquidation of illiteracy needs to be followed up immediately by a library service of the right sort, if a relapse to illiteracy is not to set in. The books served should be not only entertaining but should more often be educative and relate to the trades and vocations of the people and the sciences on which they are based. For this

purpose and to accelerate the liquidation itself, the libraries of the India of to-day should throw forth an extension side for illiteracy work, as a transitory measure. The Degree Course in Library Science of the Delhi University is designed to pay special attention to this.

INDIA'S POSITION

Political freedom has not been the ultimate objective of the Indian struggle of the last three generations. It was sought only as a necessary step to help the Indian Nation to grow to its fullest possibility. Such a growth implies the growth to his fullest possibility of the personality of every citizen.

In the different plans for the rehabilitation of the country—like the Bombay Plan, the Nehru Plan and the People's Plan—adequate attention is not paid to the cultivation of the adult human resources i.e. to the mental growth of every one of the adults. This is a mistake. It would be fatal to postpone the organisation for it till a crash comes in the building up of the Plan. And it is sure to come unless the masses as well as the classes are kept continuously informed and educated adequately to play an intelligent role in the working out of the Plan.

The promotion of the continued mental growth of all the adults in the most economical way must include a nation-wide network of public libraries for general education and information and of a well-articulated chain of business libraries for special education and information. To make this elaborate library system work at the least cost and to take up the old library function of preserving books for the use of posterity, a chain of central libraries at the district, provincial and national levels, is necessary.

This vast national library system will have to be manned, ultimately by about 60,000 men of the library profession. To produce the full compliment in at least 30 years, we must train 2,000 men each year. After 30 years also, this rate of training will have to continued to replace those who retire. To train 2,000 men for the profession each year, we should have at least 50 competent teachers of Library Science. Viewed in this setting, the wisdom of the Delhi University in opening a Department of Library Science will be seen. One will also see appropriateness of its ordinances providing for a diploma course to train the pedestrains of the profession, a degree course to train the top-men and organisers, and a doctorate

course to train the teachers and those who will extend the boundaries of knowledge in Library Science and continue sharpening the library technique. If the leaders in charge of our Government view the task before the nation in proper perspective, assess adequately the extent to which India needs the social, psychological and educational influence which the library movement alone can exercise, and become aware of the facts and figures set forth above in brief, they are sure to back the efforts of

the Delhi University in setting up the Department of Library Science by putting it high up in the scale priorities among the nation-building organizations that need immediate financial aid and also take steps to divert an adequate number of promising young men to Library Profession after training in the Department of the University.

(The next article—in the issue for March 1948—will describe the content of the course)

NEWS from OTHER LANDS. —

U. S. A.

American Newspapers and Civic Education.

The many free and independent small town papers in the United States have long been bulwarks in their respective communities, providing genuine public services far beyond merely the reporting of local—as well as national and international—news. They can always be found in the forefront of communities' efforts to improve the living standards, the economic and cultural life of their citizenry.

An example of outstanding service to a community by its newspaper is seen in efforts of the Columbus, Ohio, "Citizen." Its editor, Don E. Weaver, saw Columbus' streets neglected, its air polluted by factory smoke, its health services lagging, its street car (tram) facilities inadequate, its parks and recreation fields unkept. And he knew that its citizens, made aware of the problems, could do some something about it.

So in January 1947, the "Citizen" began a series of articles on the causes and cures of Columbus' civic problems. Not content with a general portrayal, the newspaper went to work on specific problems. The first was the transportation system. Soon the citizens had formed neighborhood groups to work for better facilities. They sent delegations to their City Council. Four weeks later, the city's transportation picture had changed—worn-out street cars were replaced with modern, faster trolley coaches, new lines were added and others were extended.

The newspaper turned to other problems, and the neighborhood groups acted. Here are some of the results, neighborhood recreation centers for youth; a new anti-smoke engineer and a rigid enforcement

program to cut down smoke; greater co-ordination of public health services; new and improved city playgrounds and parks; better streets; a reorganized City Planning Commission for over-all improvements of the city; new citizen groups actively interested

and engaged in city improvement.

Throughout its series, the Citizen maintained a strict code of objective reporting in the firm belief that all the impetus needed for citizens to act were straight facts. And, as the paper pointed out in a recent editorial, "When citizens go after the services they need, they usually get them."—U.S.I.S.

* * * *

Where Grownups Learn Happiness

by Beatrice Schapper.

I have been attending school with some unusual students at the City College of New York. They're adults ranging in age up to 60. Today they have the pleased purposefulness of people who have known for a long time what they wanted and are getting it at last.

These 1,500 men and women, most of whom work during the day and many of whom had not set foot in a classroom for 10, 20 or 30 years, are faithfully attending 95 evening classes covering specific subjects they themselves selected. They meet in 25 widely distributed but convenient locations. Many declare happily that they never again intend to miss the mental and physical stimulation of such helpful classroom work.

A phone operator is taking public speaking, and so are five housewives who want to talk at parent-teacher meetings without being scared. There are mothers

finding how to do art work with their children, high-school students and their teachers taking shorthand, and doctors learning to read Russian for news of medical research.

Classes are held one or two evenings a week in school buildings formerly deserted after 3 P. M. and in museums which shift priceless objects to accommodate eager adults. But mostly the meetings are held in neighborhood libraries, where space is often so limited that a children's reading room has to be used for class purposes.

Until two years ago the City College New York—like many another educational institution—waited for other people as well as those interested in diplomas to seek its customary offerings. Invitation to learning had a kind of "it's here and strictly up to you" basis, hedged about with prickly educational formalities. School officials were discouraged because few adults stormed their gates and fewer still completed courses.

"We tried for years to get adults to come to our night classes, but they showed little interest and enrollment was low," confesses Dr. Harry N. Wright, president of the college. Then in 1944, civilians began phoning the school, inquiring about speed-up courses offered exclusively to Army men. College officials asked each other: "Why not invite more people to tell us what *they* would like to study?" Then somebody got the idea that neighborhood libraries would be more accessible than the campus for many people. The New York Public Library waived time-honored rules forbidding such meetings and became co-sponsor.

Next, the professors and librarians decided to offer learning without academic strings—short courses of eight weeks at rock-bottom rates. To top off this unprecedented kind of schooling, they agreed there would be no hard and fast curriculum, no specified courses. People would absorb training as fast as they could.

This businesslike concern for the customer paid off. Within a year a variety of classes was operating full tilt. Courses repeatedly requested are concerned with self-improvement—correction of accents, styles to fit the individual, understanding human nature—or with acquisition of new skills in arts and languages. Most adults do not ask for purely cultural courses or for those explaining the

contemporary scene. And since the war, there has been a growing demand for bread-and-butter subjects like book-keeping, shorthand, business English, stage design, evolution of furniture and art in advertising.

Although most people want to improve themselves or their work, their reasons for enrolling are as varied as human nature itself. "I think if I understood myself better I could handle my boss better and then I'd get on faster," reasoned a 26-year-old messenger. "I'd been wanting a course to help me for a long time but never got around to it because I was tired at night. But this library is four blocks from home; I can get supper first and then relax a bit."

A high-school graduate who'd been editor of the school daily and oratory champion admitted that he could not make up his mind about a career. "I think psychology can help me with my basic indecisiveness while I'm experimenting with other short vocational courses. Then I can make a wise choice and stick to it,"

"I own a Harlem photograph studio," a dignified 55-year-old Negro related, "but there's so much misunderstanding in the world I feel I have to become a minister. To do that I need to know what motivates people and why there are conflicts between groups in our modern society."

That same evening, clear across town in another library, neighbors who'd never heard a word of Russian were holding conversation in that language the first night they met. Through a method of teaching developed for the Army, the people were picking up a language just as a visitor in a strange land absorbs it. A 30-year-old musician felt she would appreciate Russian music better if she understood what the songs were about. A former school teacher hopes to become a lecturer on America and world affairs, and thinks she'll be able to interpret foreign governments more astutely if she can read their pronouncements in their own language.

Housewives are so eager to attend classes in their neighborhood that they'll take any subject offered. Many confess they like the feeling of reliving their childhood classroom days, others want to combat a sense of inferiority stemming from lack of a specific skill, while still others simply like to fill their spare time profitably.

Some 100 students trying to improve their comprehension of printed matter in a course, "How to Read Better and Faster," work near their classroom on New York's busy 42nd Street. A salesman wants to be able to digest trade legislation, in order to speed the day when he becomes a sales manager. A retired trial lawyer who suffered a nervous breakdown wants to recapture his capacity for plunging through complicated cases.

A 47-year-old Negro seamstress couldn't understand pattern directions except by labored deciphering. Through vocabulary and reading exercises, and spurred by the flashmeter developed by the Navy for quick recognition of planes, she and the other students hope to gain improved reading rates.

In one library basement, an internationally famous consultant wanted to be able to rough out the brochures and pamphlets he visualizes. So he took the pencil sketching course alongside an obviously cultured 63 year old Gold Star mother. "I want to forget for an evening, if possible," she sighed.

A retired executive found a new interest in life through sketching, and followed up his class sessions with frequent trips to art exhibits. Another retired executive who became a guard for one of the city's famous collections because he wanted to be near beautiful paintings, decided to write a book about them and then came to class to learn how to illustrate it.

Since people are studying what they want to because they want to, no rating tests are given in the usual academic sense. Most of the courses are of college grade, yet none carry college credits. Students who complete a course satisfactorily in the teacher's judgment may get a certificate if they desire, but for the most part students judge for themselves whether they're getting along and if not, why not.

An insurance salesman signed up for Spanish because his territory included many people of that extraction. It wasn't long before he was setting a company record. The secretary to a famous psychiatrist sought relief from the troubles of others in portrait painting. At first, she just couldn't catch on, but soon her portraits of children will be exhibited by the neighborhood library where she first picked up a brush.

Interesting things happen when neighbors meet via the library class. For instance, a designer of toys who had difficulty getting them manufactured discovered that the teacher, who also lived near-by, instructed a group of crippled children in an institution. Now they're following the designer's sketches, making toys for other boys and girls.

While the idea of education-at-your-service is simplicity itself, the Colloge has had to step fast to keep the classes geared to demand. Any individual who wants to study merely has to fill out a card indicating his choice of subjects when taking books at the library. Or he can write or phone the Colloge. The school will organize a class anywhere that a dozen people find it convenient to gather, on any subject they choose, for it is more economical in time, energy and money to send one instructor to a group of adults than it would be to bring the students to the instructor.

Many veterans and some servicemen who are not yet discharged write in for brush-up courses to prepare for re-entry into work they used to do or to get ready for new fields. Some ask for mathematics to be used when they become draftsmen, as a first step toward optometry, or improve their civil-service ratings.

Practically everything about this adult education-library program smacks of good public relations. "Like business, we want satisfied customers", says Walter A. Knittle, director. Bernard Levy, assistant director, shrewdly explains why the subjects doubled and the students trebled in just one year, "We believe in good teaching, in giving the public the courses they want, in good publicity to tell them so, and in the fullest cooperation with communal groups."

That's why courses cost only \$8 to \$14 on the average, or about half the cost for corresponding hours of instruction in most evening schools. Teachers are well paid—often double the usual stipend for such a class. About 80 per cent of the budget of this non-profit, self-sustaining venture goes to teaching, the balance for use of rooms, advertising and incidentals.

"First we got the Mayor to approve," Dr. Levy reveals, "and then went down the line asking every conceivable kind of civic group for class space and to be tuned in on their publicity. Schools, libraries,

police neighborhood councils, settlement houses, women's clubs, government departments, business outfits, lodges and parent-teacher organizations responded. Import and export firms learned their employees could request languages; furniture and department stores—interior decorating, textile design and art courses; settlement houses and charitable organizations—courses in social work. School children told their parents that they too could go to school. There were posters in subways, at ferry docks and in public buildings; spot announcements over local radio stations; articles in newspapers."

To find out what should be included in the first curriculum, professors and librarians in cooperation with the New York Adult Education council made a survey of subject-interest in branch libraries. One hundred and twelve courses were suggested. Fifty thousand questionnaires were distributed. The survey revealed greatest interest in these subjects in the order named—conversational languages spoken English, art study, practical psychology short-story writing, shorthand and photography. Equally important, the survey showed the sections of the city where interest in specific courses was greatest.

It takes a special kind of teacher to be successful in such flexible schools. Obviously no "canned" courses can be offered. The teacher must size up his class quickly and adapt his material to their needs. He faces a constant challenge, for his course is not "required" and his students want their money's worth. That's why the College finds the best possible teachers and pays well for their services.

Librarians ransack shelves for pertinent books and periodicals. Circulation of materials for the courses as well as for reading in general has increased. Beyond that, many students are coming to look upon the library as a lively center of community activity instead of just a dull repository of books.

City College believes that more publicly supported institutions of higher learning should emerge from cloistered halls to meet the needs of grownups as well as youngsters. Schools could bring education to remote areas by sending teachers to grange halls, church study rooms or schoolrooms that are usually idle after 3 p.m.

New York's experience shows that people are eager to improve themselves or widen their appreciation of the world in order to find better, more enjoyable ways of working and living. Ever-increasing registrations for more and more classes in City College's new set up prove that people want education if they can have what they want, when and where they want it. Obviously they like it best—and get the most from it—when the school bell rings at their doorstep.

ENGLAND

DEVELOPMENT OF ENGLISH SUMMER SCHOOLS

By Dr. C. E. M. Joad.

I shall never forget the impact upon my consciousness of the first Summer School that I attended. I had just taken my final examination—"Greats" we called them—at Oxford University in June, 1914, and followed this up with the entrance examination to the Civil Service. While we were taking this examination, World War I broke out and a whole civilisation—though we did not know it at the time—came to an end. When the examination was over, several weeks elapsed before the results were known. Being at a loose end, I decided to go to my first Summer School.

It was being run by the Fabian Society at Barrow House, near Keswick in England's Lake District. I should explain that the period was that of the first gay, spring-time of Fabian Socialism which had captured the imagination of many politically conscious young men at the Universities. In those far-off days we were full of hope and confidence and believed ourselves to be in the vanguard of a procession that was marching to a Utopia of State ownership and control, bringing peace, employment, plenty, freedom and leisure for all.

After Dinner Discussions

The standard-bearers of the procession were Bernard Shaw, the economists Webb and—a little out of step—H.G. Wells; and the Utopia to which they were leading us lay just round the corner. Now, Shaw and Wells were prominent Fabians and there was just a chance that one might meet them at the Summer Schools.

I arrived about 10 o'clock at night and walked straight into a gathering of tea-

drinkers. A number of young women in shorts and plimsolls, with bare legs, chiefly took my eye. Also they were smoking cigarettes and that was more than a novelty; it was a sensation!

The next morning there was a lecture on Bergson's philosophy by A. D. Lindsay, then a tutor at Balliol College, Oxford University, now Lord Lindsay of Birker, Master of Balliol. In the afternoon the main body of Summer School members, some 40 or 50 in number, went up one of the mountains of the Lake District, Great Gable. I stayed behind and played tennis with one of the girls in plimsolls and shorts. After tea there was folk dancing to the sound of a pipe on the lawn, then dinner followed by discussion on "The Future of the Family".

Every day there were morning lectures. Among the speakers would be Members of Parliament, town or county councillors and trade union secretaries. Sometimes there would be an eminent writer, though never, alas, Shaw or Wells or the Webbs, so that my hero worship was disappointed. After the lecture there would be questions and then discussion, in which half-a-dozen people or more would take part.

Games and Expeditions

The afternoon would be devoted to games and expeditions. For example, I went up my first mountain, swam in Lake Borrowdale—where incidentally I like to think I saved from drowning the girl in shorts with whom I had already fallen in love and whom I subsequently married—and played in a cricket match. After tea there would be voluntary activities—everybody by the way was expected to go to the morning lectures—in which different sections of the Summer School would take part, such as folk dancing, physical exercises—"jerks", we used to call them—on the lawn, or play readings.

In the evening after dinner there would be another lecture or discussion, generally couched in a less serious vein than that in the morning. Or arrangements would be made for the morning discussion to be continued, or there would be more tea drinking amid a great clatter of voices, followed by dancing to a gramophone until bed at 11-30 or midnight.

One day in the week was devoted to a whole day's expedition. A party went afield in motor coaches or by train, climbed

mountains, went across moors or bathed in the sea. On Friday evening there would be an entertainment, usually in the form of a revue written, rehearsed, produced and acted by members of the School. Those who were unfortunate enough to be chosen or were self-dedicated to this task could be seen getting together in corners, making up lyrics, planning skits, devising incidents—most of the well-known personalities in the School were regularly satirised—considering ways and means of properties and lighting. As the week progressed they became wholly immersed in the activities of their secret life which were at least vouchsafed to the School with all the glory of a sudden revelation on Friday nights.

Self-Contained Community

I am dwelling upon these private activities, in order that it may be realised to what an extent, as time proceeded, the School became a small, self-contained community, a world of its own, cut off to a large extent from the great world outside. The week of which I am speaking was one of the most critical in the history of the world—the Russian steam roller had broken down, the first battle of the Marne was being fought. Yet, we, at Barrow House, took little account of these things; I doubt whether we were aware of them.

This detachment is a characteristic of all the Summer Schools I have known. Whatever their subject or their purpose, as the weeks proceed they grow into tight little communities, talking exclusively about their own business, running their own love affairs, acting their own plays, even producing on occasion their own weekly news sheet; and with, of course, the inevitable *cliques* and *coteries* partisanships and loyalties and the no less inevitable antipathies and oppositions which develop in the atmosphere of a self-contained community.

I say "whatever their subject or purpose", for as the Summer School movement developed—and it did so very rapidly after World War I—these became very various. There were Summer Schools for study and research.

Progressive League Institution

Another type of Summer School was that body called the Progressive League. I mention this kind of Summer School because

they were typical of many schools organised by the small voluntary societies in which England is so rich. These societies are formed to advocate certain ideas; they may be ideas connected with international affairs—for example, Federal Union; or with sexual matters, as for example, easier divorce or sex education; or for the preservation of the country side or the reform of the educational system.

The members held weekly or monthly meetings and attend lectures, followed often by social gatherings at which there is tea drinking and dancing. But in a great city like London these occasions offer few opportunities for "getting to know" one another. Hence the need for the Summer School, where continuous contact for a week or more between persons coming from many different parts of Britain and drawn from different walks of life is felt by all to be a valuable experience.

The Progressive League stood for internationalism, social reform and, indeed, most of the principles referred to above; and its initial purpose was to co-ordinate the activities of the many single societies that stood for any one or for any group of these principles. Its pretensions, in fact, were enormous. Hence, its members met at its Summer Schools with a high consciousness of mission, listened to lectures and discussions on almost every topic of public concern under the sun and evinced a remarkable vitality and gaiety of spirit.

Educational Classes

Many "advanced" persons are great believers in the virtues of sun bathing. A Summer School, which is usually held in a large house or school in the country, offers facilities for communal sun bathing of which members take eager advantage. A somewhat different type of Sumer School is run by educational organisations. England contains a large number of voluntary bodies for adult education, most of which co-operate with local authorities or with universities and some of which receive Government grants. Of these the best known is the Worker's Educational Association, numbering some 80,000 students in its various classes. Another is the National Council of Labour Colleges. These bodies run educational classes throughout the year of many different types. Subjects range from philosophy to book-keeping and from trade union history to the appreciation of music.

Their classes are usually held on one evening a week and last for couple of hours, the first of which is devoted to a lecture by the tutor, the second to discussion by the students. Fees are low and students belonging to every social class, with a large proportion of clerks and school teachers, attend.

The proceedings at educational Summer Schools are rather more formal than at those hitherto described and students may have to pass a qualifying test before they are admitted. On arrival they are divided into groups of four or five students to whom a tutor is allocated. Each member of the group prepares a paper which he reads aloud to the others and follows a specific course of study under the tutor's direction. The social arrangements are not dissimilar from those obtaining at the other Schools.

Common Features

Common to all these Schools are the following: First, they are composed of people of like-minded ideas and ideals meeting for the discussion and furtherance of those ideas and ideals; or, in the case of educational Schools, of people with a like-minded determination to repair the defects in their early education. Secondly, they are held in the country, usually at a country house or institution or sometimes in an Oxford or Cambridge College during vacation. Thirdly, partly for this reason, they achieve a sense of community and, in the case of Schools lasting for a week or more, tend to become increasingly cut off from the world outside. Fourthly, the sense of community is enhanced by the vigorous social life which develops at the Schools.

The English Summer School remains an institution which combines in a highly satisfactory manner the advantages of collective study and of a congenial holiday; filling the emptiness of the holiday proper with a solid core of intellectual effort and relieving the atmosphere of the School with the gaiety of the party.

* * * * * VISUAL EDUCATION IN THE UNITED STATES

Educational motion pictures and film-strips are being used more widely today than ever before, yet educators agree that the surface of possibilities has hardly been scratched in the use of this medium as an aid to teaching.

Robert M. Hutchins, Chancellor of the University of Chicago, said recently: "The film has the power that no other medium can command . . . and can do more than any other single thing to unite the world."

According to the Year Book of the Allied Non-Theatrical Association, there are twice as many manufacturers, producers and sponsors of 16-millimeter films in 1947 as in 1946. So fast is the educational sound film industry moving in the United States today that figures vary greatly as to the number of educational films available and the number of sound projectors in use—estimates of the latter run from 35,000 to 60,000.

Certainly one fact is plain—the war gave an impetus to the making of educational films, for the United States Army, Navy and Air Corps found that motion pictures and filmstrips are most effective teachers. Thousands of films were made during the war, and 45,000 sound projectors were sent overseas, most of them remaining in other countries.

Largely as a result of this war production, the United States Government is now the large source of supply of educational sound motion pictures and filmstrips in the country. But various United States Government agencies have been making pictures and filmstrips for years.

The United States Office of Education now makes available 457 sound motion pictures and 432 sound filmstrips to the classrooms of the nation. The Departments of Agriculture, Navy, and the Bureau of Mines, the Public Health Service and the

Bureau of Aeronautics have an additional 1,000 sound motion pictures and 300 sound and silent filmstrips for loans, free of charge.

Next after the Government in the number of films produced come the commercial educational film producers, including universities, foundations, publishers and others that make films on health, science, literature, commerce, transportation and history. Other films are produced by private organizations or industry; still others come from foreign countries.

Many of the educational films made in the United States are now available to some 90 countries of the world through the United States Information Service film libraries. The purpose of these films is to interpret life in the United States to people abroad through portrayal of American customs, institutions, agriculture, industry and geography.

These are 16-millimeter films, usually narrated in the language of the country, and are available free of charge to interested groups. Since the program was initiated in the American republics, some 300 titles have been made available to them, while other countries have access to about 100.

The New Delhi office of the United States Information Service has a large number of both sound films and silent filmstrips for free showings in North India. For showings to non-English-speaking audiences, the filmstrips are recommended. Bookings will gladly be mailed on application to USIS, 54, Queensway, New Delhi.—U.S.I.S.

NEWS from FAR and NEAR

BIHAR

The following are the details of the adult literacy programme for the year 1947-48 :

(i) Literacy centres in 360 rural High and Middle Schools each making 80 persons literate per year.

(ii) 100 Literacy centres for intensive work in one Thana per district, each centre making 80 persons literate per year.

(iii) 200 Literacy centres under the auspices of public bodies like the Harijan Sewak Sangh, Adibasi Sewak Sangh, Jati Sewak Mandal, Jamiatul-Momineen and others, each centre making 80 persons literate per year.

(iv) Literacy centres in all the Central and District jails of the province with an estimated output of 8,000 literates per year.

(v) Literacy centres under the reserved areas as the Sugar Mills with an estimated output of 8,000 literate per year.

(vi) Literacy centres in the industrial firms for labour are expected to make about 16,000 women literate every year.

(vii) 10,000 student volunteers of High and Middle Schools will be enrolled separately to make at least four of their neighbours literate every year.

The libraries that will serve as the centres for adult education will be attached to the literacy centres wherever possible. The Publications Branch of the Mass Literacy movement will arrange for the supply of suitable books to the libraries.

The adult education plan will cover seven and a half lakh people every year while the adult literacy programme will cover two and a half lakh people.

BOMBAY

In place of the existing single Provincial Board for Adult Education, the Government has constituted (since October 1st 1947) three separate Regional Committees, one for each language area, Gujerat, Maharashtra and Karnatak.

The functions of the Regional Adult Education Committees are as follows: To organise adult education classes, and training classes for adult education teachers and

workers, to prepare suitable literature and publish it and to frame the syllabuses and approved methods of imparting literacy, with the approval of the Government, to carry on propaganda by means of exhibitions, lectures, etc. and to make suggestions to the Government (a) in regard generally to the organisation of adult education work in the area of the Committee, (b) regarding the appointments of the District and City Committees, and (c) regarding the expenditure of the amount provided for adult literacy and education work.

The Committees have power to appoint sub-committees as may be necessary and co-opt new-members on such sub-committees.

The respective offices of the committees will be located at such places as the Chairmen may decide.

* * *

BOMBAY—Sept 23. Government have sanctioned a scheme prepared by the Bombay City Adult Literacy Committee to organize more adult education classes in the city and in selected areas in the province.

The recurring expenditure at the end of five years is estimated at over Rs. 58 lakhs.

The scheme provides for the education of more than 600 000 illiterate adults within the age groups of 15 and 40 during a period of 10 years.

The Government have also sanctioned a five-year programme for opening schools in villages with a population of over 400. This scheme is estimated to cost over Rs 28 lakhs and will come into force during the current year.

* * *

The village libraries and reading rooms under the scheme of Adult Education in the Province of Bombay will each get a grant of Rs. 18 per annum or two-thirds of the actual cost of the books and periodicals purchased during the year, whichever is less, during the second and subsequent years of its existence, as a result of the amendment of the registration and grant-in-aid of village libraries.

Addressing a public meeting recently in the compound of the English School

conducted by the Rayat Education Society at Lonand in the Satara District, the Deputy Educational Inspector of the District explained the Government Scheme of Adult Education, its value to the district's progress and the methods that should be employed in tackling Adult Education successfully.

A local merchant present at the meeting donated Rs. 51 for a silver cup that is proposed to be awarded to the person who turns the highest number of illiterate adults into literates. The award will be declared by June 15, 1948 by the Committee of the local Panchayat.

The Extension classes of the B. P.'s Adult Education Association includes the following subjects for the term Nov. 1947 to Feb. 1948:—

Economics, Indian and European languages, Politics, Psychology, Radio Communication and Servicing.

* * *

UNITED PROVINCES

A unique institution has been set up in Allahabad, where a Chaprasias Club has been organized. Experience had shown that the ordinary adult school which merely aimed at imparting literacy did not attract adults. At the Club in question the Chaprasias can gather in the evening, relax, be amused and instructed. A radio, musical instruments, indoor games and illustrated magazines have been supplied.

The Club has become very popular—it has an orchestra of its own, which, though still humble, gives capable demonstrations of popular music. The experiment indicates the manner in which adult schools can be organized to become an effective agency for co-ordinating educational activities amongst the masses.

COIMBATORE

The 22nd Annual Education Conference was held at Gobichetipalayam recently. Mr. P. S. G. Ganga Nayudu, Managing Trustee of the P. S. G. and Sons Charities, presiding.

Mr. Ganga Nayudu, pleaded for giving a practical bias to the present system of education. The Government should revise its policy of concentrating educational institutions in towns and cities and open the new institutions in rural areas to cater to the needs of villages. Now that they had to work full fledged democratic institutions,

the need for an intensive drive in the field of adult education had become all the more important and the Government should give priority to this scheme in their educational planning.

ELLORE

Under the auspices of the Andhra Christian Council and with the financial help of the National Christian Council an Adult Literacy Training Class was held at Ellore from Sept. 30th to 4th Oct. 1947 for the benefit of the Mission workers working in all the denominational Church Councils under the A.C.C. and the H.S.C.C.

Practical and theoretical instruction was given to make students fit for full-time adult literacy work. Sufficient time was allowed to discuss important problems arising from the lecture and their own experience which enabled the delegates from different areas to learn from one another's experience. Many useful suggestions to overcome the difficulties and to run the movement on more successful lines were made by the delegates in a meeting to put forward before the Andhra Christian Council and the National Christian Council for their careful consideration.

The following were among the subjects on which lectures were given during the course:—

- The Problem of Literacy in India.
- The Philippine Experiment.
- The Method of Teaching Adults.
- The Incentives to Literacy.
- The Obstacles for Literacy.
- How to conduct a campaign for Literacy.
- Literature suitable for new learners and semi-literates.
- How women can operate in Adult Literacy drives.
- Adult Literacy Propaganda songs.

The following recommendations were among those made to the A. C. C. Adult Literacy Committee for their favourable consideration for effective work in the various church council areas by the delegates attending the training course:—

To take immediate steps to publish a common Telugu Adult Literacy News Bulletin.

To secure magic lantern slides and gramophone records for A/L work.

To consider the possibilities of opening a common library in a central place

and keep in stock all available literature, both foreign and Indian, for the use of the various A/L organizers,

To consider the possibilities of securing a touring van fitted with all modern conveniences for A/L propaganda work under A.C.C.

To take immediate steps to prepare and publish useful A/L posters.

HYDERABAD

The Nizam Government have sanctioned a scheme designed to eradicate illiteracy from the Dominions within a period of five years, at a cost of Rs. 1,42,77,292.

The scheme aims at bringing under instruction all the male illiterates and as large a number of female illiterate as possible.

The course will include reading, writing, arithmetic, general knowledge, religion or ethics and useful hints on the profession of the pupil. It will extend over a period of four months.

The medium of instruction will be Urdu as well as the local language of a particular tract—Telugu, Marathi or Kanarese as the case may be.

In order to maintain and improve the standard of literacy among the new literates, the scheme contemplates the establishment of Adult Literacy Clubs at suitable places which will also serve as libraries and reading rooms.

MADRAS

An elaborate Adult Education Scheme, which envisages the setting up of 50 centres in the City—one per division—sponsored by the Corporation of Madras, was inaugurated by the Minister for Education Mr. T. S. Avinashilingam Chettiar.

Over 500 volunteers and 200 representatives from various social and civic organisations in the city were present at the inauguration ceremony.

Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, blessed the scheme and assured the University's co-operation to the Corporation in working it out. Several prominent social workers also extended their co-operation.

Mr. T. Sundara Rao Naidu, Mayor, welcoming the gathering emphasised the importance of spreading adult education in free India and hoped similar schemes

would be worked out in other cities and in the entire province.

Mr. Avinashilingam, inaugurating the campaign, said:

"Adult Education was of supreme importance. In future the election of our leaders, the formation of our policies, and the very moulding of the future of this country will be in the hands of the masses. The education of the masses is therefore, a vital task."

Mr. C. Narasimham, the Commissioner, then made a statement explaining the scheme drawn up by the Corporation for the adult education campaign.

The Commissioner said that in the scheme—which the Corporation had drafted, taking the suggestion of the Minister of Education—they had kept in view the need for having the centres very near the houses of the adults and to make the talks interesting, so that their interest could be kept sustained. For this purpose, it was proposed to make the the fullest use of visual and mechanical aids, pictures, gramophones, radio, etc. The centres would work only on three alternate days in the week and on each day the talks, etc., would be limited to an hour or 75 minutes. The entire course would be completed in 10 to 12 weeks. The course would include simple economics, politics and public administration, civics and personal and social hygiene, language and literature, and South Indian history. The subjects would be correlated to the life of the people.

In regard to the selection of teachers, their idea was to select Secondary Grade teachers and to give them training for one week. In this connection, the Commissioner appealed for voluntary workers, who should preferably be persons residing very near the selected centres. To secure regular attendance, they require a batch of ten social workers in each division, who would undertake the responsibility of bringing the adults to these education centres.

To start with the Commissioner said, the Corporation would open ten centres and increase the number to fifty at the rate of one for each division. The scheme was expected to cost the Corporation about Rs. 15,000 for the remaining portion of the financial year. The Commissioner hoped that the Government would meet a major portion of the expenditure on the adult education scheme.

Mr. Avinashilingam Chettiar said that The Library Movement was one of the largest and the most organised methods of adult education and the Government were taking this up in earnest. Small libraries existed scattered in thousands of villages, throughout the Province. If these libraries were enabled to get books through grants or to borrow books from Central Libraries, they would cater to a great extent to the intellectual needs of the people of rural areas. "Government" the Minister said "intend introducing a Bill for the proper regulation of libraries so that Central Libraries may be started in the various districts and aided libraries also will come into existence, in about the same lines as aided schools, so that there may be a network of libraries throughout the Province serving the need of the country".

Speaking on behalf of the University, Sir A. Lakshmanaswami Mudaliar said that they were most vitally interested in adult education. The other day the Principal of the Teachers' College, Saidapet, had sent a memorandum on adult literacy which he would be placing before the next meeting of the Syndicate. It was their hope that they would be able, through the various Teachers' Colleges to conduct classes for the training of teachers for the adult education movement.

Speaking on adult education at a meeting of the Madras Youths' Club, Mr. S. M. Jossil said that for free and compulsory elementary education to succeed, there should be, side-by-side, provision for adult education.

Mr. S. Pakkirisami said that for democracy based on adult suffrage to succeed, there should be adult education. He urged the Government to undertake this responsibility, instead of leaving the problem to private institutions.

Mr. D. Krishnamurthi, Secretary, proposed a vote of thanks.

* * *

Ten adult education centres were opened by the Corporation of Madras in different parts of the City. These centres are located at the following places: Vinayakapuram, Kasimode; Corporation Boys' School, Washermanpet (fourth division); Anjaneyapuram, Royapuram Corporation Boys' School, Lalagunta; Korukupet; Corporation Boys' School, Kondithope; Corporation Boys' School, Anna Pillai Street, Kondithope; Arundatheypalayam, Perambur; Appasami Garden Street, Chetput; Muslim Boys' School Mr. Bakshi Ali Street (Amir

Mahal Division), Triplicane Corporation Boys' School Triplicane High Road Triplicane and Corporation Boys' School, Eldams Road, Teynampet.

* * *

The Muslim Educational association of south India has recently opened an adult education Centre for women in the Corporation Grils' School, Taher Saheb Street.

There was a large gathering of women on the occasion. Inaugurating the Centre, Begum Amiruddin exhorted Muslim women to avail themselves of the facilities provided and make a vigorous effort to ban ignorance from their midst, so that they may discharge their duties both in the home and as citizens efficiently. She pointed out that ignorance and a Muslim were contradictory terms. She dwelt on the necessity of adults being instructed in a different manner from the juveniles and urged upon the teachers to make the instruction of the adults interesting. She appealed to the audience to take interest in the working of the Centre and visit it from time to time and came forward liberally to help the Muslim Educational Association.

The Muslim Education Association is organising another Adult Education Centre for Muslim women at Chepauk.

NEW DELHI

"The Government of India will co-operate and give all help possible to the promoters of the visual education scheme," declared Rajkumari Amrit Kaur, Minister of Health, addressing a visual educational conference in New Delhi. The principals of local educational institutions attended.

The Minister added: "Our country is educationally backward. There are a number of plans under the consideration of the Government. But they cannot be put into effect because of the shortage of teachers. We would utilize the educational films to educate our children, our women and illiterate adults."

Rajkumari Amrit Kaur concluded: "Unless masses are educated, unless we revive our traditions and culture, unless people know and understand their duty towards their neighbours, we shall lose our hard-won freedom."

"We must take these educational films to your villages where they are mostly needed. Also in the field of adult education, such films will be of great use. There are many opportunities and it is my hope you will succeed in your endeavour."

[Continued from page 2]

BOOK REVIEWS

BRITISH LIBRARIES

McColvin (Lionel R.) and Revie (J.) 1946. Demy Octavo. 44 pp.+11 photographs. Published for the British Council by Longmans Green & Co. (British life and thought series, 22). 1 sh. net.

A vigorous description of the present-day library system of Great Britain, with a dash of history and a peep into the future, are well packed within the short paces of 44 pages. The senior author is a veteran in the field and this pamphlet has the fullest benefit of his long experience as an organiser, thinker and writer.

The book covers the entire spectrum of the library movement—libraries of cities, counties, schools, colleges, universities, learned bodies, clubs, business houses and of the subscription variety; library co-operation; library legislation; library finance and library statistics. It is a factual counterpart for Great Britain of the vision for India portrayed in my *National library system, a plan for India*, published about the same time as this pamphlet. That these two different approaches have produced the same plan and style of exposition is proof that both books stem from the same fundamentals.

Here are some facts culled from the pamphlet which should interest our leaders, whose thought has yet to be drawn to the priority which should be given to the library movement, if the Indian people are to make

up for the two centuries of their stupour and come out as peers of the other peoples of the world. Of the 4,80,00,000 people of Great Britain, only 3,50,000 or 7 in a thousand live in areas which have no libraries. (In India, more than 900 in a thousand have no library within their reach.) 600 boroughs and Counties maintain public libraries. (Not even a hundred municipalities and district boards do so in India.) About 200 of every thousand Britishers actually use the public library. (Not even one in a thousand Indians does so.) The annual library expenditure per capita is Rs. 1-2-0 in Great Britain and it is planning to spend at least Rs. 3 very soon. (India is not spending even a fraction of a pie; nor is it devoting adequate thought to this question.) Each Britisher borrows on an average 5 books each year.

The printing and get up of the pamphlet are excellent. The photographs which are reproduced in good style form an added charm. One may be excused envying the British reader who has this cheap but lucid and authoritative series on British Life and Thought. When will India float its series on Indian Life and Thought? That is the question which formulates itself, as one reaches the end of this pamphlet and peruses the list of the titles included in the series.

S. R. Ranganathan