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JANUARY-1948

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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Indian Journal of Adult Education

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THE PROSPECT FOR 1948.

Mr. R. K. Balbir, Executive Secretary of the I. A. E. A., sends us the following

Amidst tragic happendings and surrounding gloom, soon after the attainment of independence, the necessity for making comprehensive arrangements for educating the adult population of this country has grown or more reasons than one. Indeed, *talking* adult education is fast becoming a fashion now. Entering the ninth year of our service to this cause, we plead with our readers to make it a fashion to *work* for adult education in 1948.

Often, through these columns, we have urged the need of a Central Institute of Adult Education. In our issue for Dec. 1944 we published detailed scheme for such an institute. In 1945 plans to set up such an institute were actually discussed by the Editor and other accredited representatives of the Indian Adult Education Association and Government Officials; but these plans had to be shelved for various reasons.

However, in view of the recent catastrophe and prevalent though temporary loss of respect for human values and in view of the mistaken propaganda which arouses passion and hatred for sane advice and civilized conduct, the need for organising proper machinery for the extension of adult education becomes urgent. The Fifth All India Adult Education Conference convened by the Indian Adult Education Association in Rewa in December 1947 emphasised the necessity for establishing such an Institute. The resolution passed by the conference together with the addresses delivered by the Honourable Mr. Justice P. N. Sapru and Mr. K. G. Saiyidain inter alia supporting this plea are published elsewhere in this Journal.

It is heartening to see that the Education Ministers' Conference held this month at the invitation of the Hon'ble Maulana Abdul Kalam Azad, Minister of Education of the Government of India took note of the Rewa Conference resolution. At the instance of Dr. Amarnatha Jha, President of the Indian Adult Education Association who was also invited to attend this Conference, it recommended to the Union Government the setting up of a Central Institute of Adult Education to train administrative and other personnel, to encourage the development of the various audio-visual aids to education and to guide and advise Provincial and other Unit Governments in the planning and execution of adult education schemes.

This is an important move in the right direction and if 1948 sees the setting up of the machinery to implement these proposals the prospect for adult education is certainly bright.

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Death of Mahatma Gandhi : As this Journal is going through the press news has come of the death of Mahatma Gandhi. Our March issue will carry a special note on his contribution to adult education in India.—*Editor.*

EXCERPTS FROM THE

PRESIDENTIAL ADDRESS

OF

Hon. Mr. Justice P. N. SAPRU

TO THE

FIFTH ALL INDIA ADULT EDUCATION CONFERENCE

Ladies and Gentlemen,—

I appreciate very much the honour that you have done me by inviting me to preside over your conference. I cannot claim to be either a thinker on educational problems or an educational administrator. All that I propose to do is to place for your consideration a few thoughts on the problems of adult education as I see them. I am not presumptous enough to think that I can make any contribution of a permanent nature, but perhaps this process of exchanging thoughts has some merit to recommend it. For one thing, it will help us to clarify our own ideas.

On the 15th of August, 1947, an event of far-reaching importance to the human race took place in this country. For it is on that day which will ever remain enshrined in our memories even as the great people of the United States remember their independence day that our ancient land acquired its freedom. The exact shape and form which our independence has actually taken was not visualised by the architects of the national movement. To admit this is not to minimise the limitless character of the opportunities which a free India devoting herself to work of a nation-building character will hereafter posses. Of one thing we can now be certain: it is we and we alone who are now responsible for the destinies of our country. For anything that goes wrong, we cannot hereafter blame any outside agency. Independence has, therefore brought with it very heavy responsibilities and it is for us to rise to the occasion and to pursue policies which will ensure that the power which our state possesses will be used for the promotion of that good life of which the architects of our independence saw the vision.

A FAIR DEAL

We live in age which is constantly revising its values. The problem in all countries is to give to the common man a fair deal. The merit of a democratic system of government is that it helps the individual by making him a participant in the active functions of citizenship to develop his personlity. Within the next year or two we shall have a constitution which will be based upon adult franchise. The attainment of that frachise is but a step as I see it towards the goal of a society which provides equality of opportunity for all its members. The life of matter and the life of the spirit are inter-connected and it strikes me that even for the realisation of this ideal of a perfect democratic order, it is essential for us to evolve an educational system which will provide facilities for mental training for the citizens of this vast land. For without a really educated and disciplined democracy, it will neither be possible to improve the standards of life nor the cultural level of our people. For the successful working of democracy in our country, it is obligatory on us to evolve an educational system which will ensure a high level of technical and civic competence among

our citizens. There are men and women whom nature has endowed with capacities of a high order. They get either no chance of a school education or they leave school early. They have perforce to lead frustrated lives and are unable because of a lack of proper education to contribute their best to the nation and society of which they are integral parts. We have, therefore, to work for a sound system of education for our masses which would enable us to discover people of talent, wherever they exist. The problem of adult education is essentially in this sense an an ethical one. It is not possiblse for people to learn their responsibilities aud obligations to themselves and to others unless they are made to feel that technical competence and good character have their own rewards. A society which neglects education is preparing for a generation of maladjusted individuals without any appreciation of the things that go to make the world in which they live a place of joy and beauty. Important as the question of education always was, it has become, after the attainment of our freedom, a burning issue. Without a diffuson of that higher intelligence which is essential for the right pursuit of worthy ideals, democracy will not be able to realise its objective. The task before us is in the sphere of education of a two-fold nature, namely, to increase the productive capacity and the intellectual stature of our people. If we content ourselves with anything short of the highest standard in education we shall not be able to advance in all those directions which make a nation respected by other national groups. To deny to any individual a chance of education is to deny equality of opportunity. Eduction is the broad highroad for the realisation of that democratic society which it is our objective to establish in this country. I would, therefore, suggest to you that it has become, with the acquisition of our freedom, imperative for us to view our educational problems in the light of those democratic concepts to which we have paid allegiance so far.

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PEOPLE'S COLLEGES

It follows from what I have said that one of the problems for those who are interested in the question of adult education is that of correlating the work which our universities and colleges perform with the needs of the common folk who inhabit oue villages and our towns. The view which has appealed to me and which I desire to place before you for consideration is that the work of advancing knowledge which is the main function of a university is separable to some extent from that of presenting it in a form intelligible to the common people. To make popular adult education the chief function of a university may hinder the utility of it as a place which must be able to advance the bounds of knowledge. I must not be understood to say that extension work or extramural teaching is not a proper function of a university. What I wish, however, to urge on you is that institutions which are independent of our universities, colleges and schools can and should play a part in bringing education to the door of the common man in this country. People's Colleges and institutions for adult education working in co-operation with the universities but without being integral parts of it, can conceivably possess the advantage of specialisation in the skill of presenting knowledge in a popular form. Let me emphasise once again that I do not suggest that it is not the function of a university in a democratic community to take steps to bring knowledge within the reach of those who are not its regular scholars. What I am suggesting is that there is a place also for specialised agencies such as people's schools, colleges and institutions which keep as their chief aim the spread in popular form of the knowledge. Gathered in and enlarged upon by our universities and colleges. It is for this purpose that the Indian

Adult Education Conference exists. Its work, therefore, is complimentary in this sense to that which is being performed by our university colleges and schools. It is an agency for providing facilities for the acquisition by the common man of a knowledge of those advances in the sciences, technological developments, arts, law and music for the promotion of which our universities and colleges and schools exist. No apology and no justification are therefore needed for our existence. The very fact that we hold our sessions as an autonomous organisation in centres where the All India Educational Conference meets is complete evidence of a realisa on our part that for our success it is essential there should be complete co-operation between us and the great organisation which has sections working under it for the promotion of all branches of education.

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ROLE OF TEACHERS

It is obvious that no vast programme of adult education is possible without a very considerable increase in the number of our teachers. Simultaneously with a drive for a vast increase in the number of our teachers, these must also be an effort in improving their quality. The teachers of today and tomorrow must be persons imbued with ideals of the social functions of education. It is essential for them to possess a knowledge of the theory of education from a democratic pointof view and a firm belief in the values which are sacred to democracy. Personally I do not believe in a teacher who has no capacity to participate in the life of the community in which he is teaching. Teachers who lead isolated lives, who are unable to share in the joys and sorrows of the community they are intended to educate, who have no enthusiasm for social service, who feel themselves divided by social barriers from the class whom they are intended to benefit by their knowledge and experience, who can only move in their own professsional group and who can not combine faith in moral values with an energising belief in material progress are not exactly the sort of persons who can provide material for building up for shaping the lives of those come into contact with them. It may be that for the production of such a class of teachers it will be necessary for us to experiment with a system which makes it incumbent on young men and women who pass through the portals of our training school and colleges to spend, before they qualify for a teaching degree or diploma, a portion of their time either in rural surroundings or in the workshops and establishments where they can come into contact with the most important factor in production—I mean, the human material which we often designate as "labour."

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RESPONSIBILITIES OF EDUCATIONISTS

Adult education is yet in its infancy in this country. The problems which it has to face are necessarily somewhat diffierent from those where societies and movements for its spread have existed for a number of years. I have not deemed it, therefore, necessary to review the history of adult education or point out to you the problems which face countries which have made advances in it. That is a task which incidentally I am not capable of doing for you. It has been my endeavour to place before you a few thoughts so that by co-operative eflort we may be able to devise some machinery which would enable us to carry forword the work for which the Indian Adult Eucation conference exists. It goes without saying that no great objective can be realised without adequate funds. Adult education furnishes us with a vast field in which all men and women of good-will can co-operate without distinction of race, religion or caste. It is by working co-operatively and by actually handling in a spirit of service our common problems that we shall learn most effectively the art of democratic living. It strikes me, however, that this work of adult education cannot & should not be left in the hands of political or

sectional organisations. As educationists, you have certain responsibilities and you cannot escape them without being false to the ideals which animate you. The true hall-mark of an educated man is freedom from dogma. Freedom to think one's own thoughts, freedom to work co-operatively for the ends one believes in and freedom to express one's thoughts, with due regard for the feelings of others are vital both for the advance of knowledge philosophic and scientific and for the moral progress of man. You are the torch-bearers of this freedom and, therefore, eminently qualified to undertake the work of adult education in a truly democratic spirit. It will take a very long time for the tree that you have planted to mature. That however, need not dishearten you. Mighty movements in human history have often had small beginnigs. There is room for optimism, provided we retain faiths in our ideals.

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ALL--INDIA INSTITUTE

The purpose of all education is to satisfy the hunger of men for perfection. "There is no motive in life",says Professor Hadfield, "so persistent as this hunger for fulfilment, whether for the needs of our body or for the deepest satisfaction of our souls." It is this striving, this inarticulate yearning for the perfect life that distinguishes man from the animal king. dom. For the satisfaction of this spiritual restlessness which exhibits itself in man's quest for "Truth", man needs not only the sustaining influence of faith which religion, poetry, art, music and literature can supply him with but also and not less importantly scientific & technological knowledge. It is obvious that our future programme of adult education will have to be framed with reference to man's needs, both spiritual and material. It is thus clear that those who are planning programmes for an extension of adult education cannot ignore the problem of giving it a vocational turn; there is, in my opinion, no antithesis between vocational and non-vocational education. Good citizen ship requires a society of both efficient producers and consumers of the goods produced. In the circumstances, which exist in this country, the primary need of which is a rise in the standard of living of its masses, the vocational aspect of education needs special emphasis. Indeed, it strike me that by giving adult educational. where possible, a vocational turn, we shall be enlisting for our movement a wider measure of cooperation from those whom we wish to benefit. If we can make by our adult education programmes our ministerial staffs, our farmers and our workers in our factories more efficient than they actually are, we shall also have raised the cultural level of the country as a whole. But apart from giving adult education, to the extent it is possble and desirablc a vocational turn, a problem which we shall have to grapple with is that of helping thc lower income groups to utilise their leisure in a manner which increases their mental efficiency and physical stamina. It, therefore, strikes me that in order that our plans of adult adult education may be furthered it is desirable for us to work for the establishment of an All-India Institute of Adult Education to which provincial institutes simultaneously should affiliated. An All-India Institute will be useful both for purposes of research in the ideals and methods of adult Education and for the training of the personnel needed for making it a success. It will supply a centre which can act as inspiration to all those who are interested in the task of expanding the activities of organisations & institutions which are at the moment engaged in an uncoordinated manner in this work of the highest benefit to the nation. I would, therefore, suggest, with all the earnestness that I possess, that we should give serious thought to the proposal which I have in all humility, ventured to put before you for your consideration. A State's greatest asset is the human material which gives to it its allegience I take it that it is our aim to strive for the establishment of conditions which would make it possible for our men and women to grow to full height of their stature. It goes

without saying that the greatest single agency for the promotion of such basic reforms in our society as will make it a fit instrument for discharging its responsibilies in an ethical manner in a competitive world, is education. It is no exaggeration to say that though our greatest problem today is the liquidation of illiteracy, the levelling up process in our community will remain an idle dream unless the lower income groups in our society are enabled by a provision of adequate educational facilities to throw up men and women capable of undertaking tasks of responsibility in our governmental, industrial, agricultural, cultural, technological and scientific organisations. An All-India Institute, such as I visualise, will not only help to coordinate the various adult education activities in the country but will also supply ideals for future work.

"EQUAL OPPORTUNITY FOR WOMEN"

I have pointed out that the work of presenting knowledge is, to some extent, separable from that of acquiring it. A criticism frequently levelled against our universities is that perhaps due to circumstances over which they had no control they never came into intimate contact with the India of the toiling millions. It goes without saying that, in my view, it is essential for them without changing their character as institutions for the impartiug of instruction in higher education and the promotion, of research in all branches of knowledge, to develop greater contacts, by an extension of their extra-mural activities, with those sections of our population who have either never passed through their portals or who have had their education interrupted. In such an effort special attention will have to be paid to the problem of increasing facilities for imparting useful knowledge in our provincial languages to our women. In a country which has inherited social evils which thwart life's purpose, the importance of the home as a place which gives a permanent bias to the life style of an individual is apparent. If we want to make equality opportunity synonymous with identity of opportunity it is to the mothers of our future generations that we must look for the leadership our Homes. Modern psychology teaches us that unhealthy infuences in early life tend to develop unbalanced individuals. We know what vital part a mother plays in the brining up of a child. Effort spent on an improvement of facilities for the education of adult women will, even from the narrow point of view of utility, prove productive. It would be a great mistake on our part to make any differentiation in the rate of progress of adult education between men and women. Fortunately, the women's movement is getting stronger in this country. I have no doubt that in the planning of our adult education programmes they will exert their maximum pressure to ensure that their sex receives equal treatment with men. It may be said that the problem of spreading education among adult women is more difficult because of the paucity of possible women teachers and social workers. I do not deny that this handicap to some extent exists. It must, however. be remembered that under the inspiration of the national-cum-democratic movement, the influences that made for seclusion of women are fast disappearing. In almost all localities in this country, we have today women of light and culture who consider social service a sacred duty. Their co-operation is essential for the fruition of our programme. A suggestion that I would, in this connection make is that the All-India Insititute which I have in view should have a special department for the training of women teaehers, particularly in methods of imparting instruction to adult women in those subjects and vocations for which their sex has a special aptitude. I have such professions as nursing and midwifery particularly in mind.

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HOPES FOR THE FUTURE

I must bring these desultory remarks to a close. The vision that is before us is that of a free and disciplined society cooperating in the task of the glorious unfolding of life's purpose to those whose existence today is

K. G. SAIYIDAIN'S ADDRESS

TO THE

FIFTH ALL INDIA ADULT EDUCATION CONFERENCE

I feel greatly honoured by the invitation to address this fifth session of the All India Adult Education Conference although it is a matter of deep regret to me—as it must be to all of you—that the Hon'ble Mr. B. G. Kher, whose interest in Adult Education is well known, was unable to be present on this occasion.

SERIOUS SITUATION

I do not, however, propose to take up your time with these preliminary courtesies. We are up against a desperately serious situation in the country and all our time and energies—and our talk—must be directed to meeting this challenge. What has happened during the last few months—both the good and the evil - has put an entirely new complexion on the problem of Adult Education and all of us who are interested in the future well-being of our country, must try to understand the urgent new issues which have crystallised out before teachers and educationists. In the recent past we have all been conscious, in a general way, of the importance of Adult Education, we did realize that it was impossible to build a free and progressive state or to improve the economic and social conditions of the people without launching a nation-wide programme of educating the adults and we all chafed and fretted at the failure of Government—as well as non-official agencies—to do so. But, during the last few months certain great things have hapened - with what seems like the abruptness and the stunning force of an earthquake or a volcanic eruption - which have given a wholly different orientation to our task. And that, if I may say so, is not merely a superficial metaphor but is meant to bring out the true nature and genesis of these changes. To the unwary and the unintelligent, a volcanic eruption or an earthquake is an inexplicable and unexpected freak of nature for which they are never prepared. In blissful ignorance, they continue to carry on their activities by the side of a deceptively peaceful volcano, taking its smiling surface at its face value and ignoring the forces of destruction that may be preparing themselves underground, with ruthless persistence, for the final burst upwards. Intense heat would be generated in the bowels of the earth; the rocks and stones and metals,

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often a tragic futility. For the accomplishment of the task that we have set before us, we need to cultivate artistic and spiritual values, faith and moral aspiration. Cooperative effort in the sphere of adult education will help us to achieve the twin goals of freedom and responsibility. Those who are working in the cause of adult education, can neither be defenders and apologists of existing social evils, nor doctrainaire idealists pursuing goals incapable of realisation in any foreseeable future. Their work is to place at the disposal of their less fortunately situated fellow men and women the experience and wisdom that the process of education brings. Their work is to arrest the stunted growths of individuals with potentialities of infinite good to their fellow beings. Our faith in the goodness of human nature and its capacity to respond to a healthy environment is an asset of inestimable value to us. Only by remaining true to our ideals shall we be able to build the edifice of an India from which illiteracy, superstition, poverty and lack of knowledge are banished for ever.

hidden beneath, will become molten lava, water will turn into hissing steam, the resistence of the crust will be weakened and, as soon as a physically favourable balance of forces is established, smoke and lava and burning stones will be hurled out, destroying, with implacable efficiency, men, women, children and all the products and landmarks of their gracious culture. And the fools will complain there had been no previous notice of the catastrophe - as if natural catastrophes were Assembly questions requiring a polite and well regulated previous notice!

NEED FOR A RADICAL POLICY.

This is what has happened in India in recent months. We have, in the first place, achieved our freedom but it is not the result of anything special or spectacular done by us, say, during the current year, but is the culmination of a long political struggle waged for over 60 years, and which had gained special momentum since the first world war. Momentous happenings in the international field did undoubtedly accelerate and facilitate the process—rather like softening the outer crust of a volcano. But, essentially, we have our freedom, not suddenly and unexpectedly, but as a result of the operation of political and human forces working over a long period of time. This freedom, however finds us unprepared, morally and mentally, to shoulder the great new responsibilities which it has brought in its train. We did gain a great deal of political education through our political activities but it was primarily a training in the technique of fighting - even though the fight was mainly non-violent. But this transfer of power to the Indian people, this challenge to construct what is good and socially desirable instead of merely criticizing what was bad and reactionary and repressive, this exacting chance to build a new social order based on democracy and social justice—all this brings up new needs and problems and calls for new qualities and attitudes. If this great and ancient country, which is, at the same time, a state newly born into freedom, is to survive—remember that inexorable Time awaits no one's pleasure or convenience—we must adopt bold and quick and radical policies to create the proper intellectual and emotional atmosphere and cultivate the right social and moral responses. Education is, no doubt, a powerful telic force for reshaping the ideas of people but, if we rely only on the normal processes of formal education imparted to children and young men and women in schools and colleges—and if this education is really effective and well directed—it will take a very long time, at least one whole generation, before any appreciable results can be achieved.

ADULT EDUCATION A MATTER OF LIFE AND DEATH.

What are we then to do? Obviously this offers a glorious opportunity to Adult Education—conceived in its broadcest and most generous sense—to contribute to the formation of national ideology and character. Speaking personally, I confess that, while I have always had a fairly clear idea of the significance of Adult Education in national life; its urgency and the poignant immediacy of its need had never come home to me with such force as it has come during the last few months. While formerly it appeared to be both desirable and necessary and one knew that we could not make much headway in any direction without raising considerably the cultural and intellectual level of the 'masses' —if I may use that word respectfully and in its literal sense *to-day* I feel, and I hope it is your feeling too, that it is a matter of life and death and that it can be ignored or postponed only at grave peril. If we are to build a workable democratic order, in which the will of the majority is to prevail, is it not necessary to ensure that that will is intelligent, enlightened and inspired by benevolent, rather than malevolent, motives and purposes? An uneducated democracy, swayed by random gusts of fanaticism and prejudice and invitingly responsive to the machinations of self seeking demogogues, can be an even greater menace to peace, security and happiness than

any other from of Government. To say so is not to decry democracy but to guard it against the possible corruption of its moral and intellectual content.

EDUCATION FOR DEMOCRACY

The primary concern of the educationists of democracy should be to strengthen its intellectual and moral defences against two serious dangers - the uncritical and credulous acceptance of propaganda as truth and the breakdown of the sense of social solidarity which results in a selfish clash of interests and the generation of suicidal conflicts between different communal, sectarian and geographical groups. Let me explain this in more concrete terms. In our country, the advent of political freedom and democratic institutions has greatly increased the ex-officio importance of the masses. In order to gain political influence and power, ambitious persons - as well as good ones - have to seek their votes. Now, there are two ways in which we can win the support and the following of the people—either through patient, devoted and unostentatious service, which seeks to raise their material and cultural standards; or through the exploitation of their ignorance and the prejudices which are often associated with it. The first is a difficult and uphill path which is chosen only by persons of high moral calibre, those who are anxious to give and not to grab. The latter is the easy and downhill path where one can count on the demoralising help of the downward momentum ! This is the path that appeals naturally to the ambitious and the aggressive type, more anxious to appropriate persons and things to its selfish ends than to devote its energies to service. Thus the main difference between them is that, while the former regards people as ends in themselves, who have to be cherished for their own sakes and guided with affection and care towards the "good life", the latter looks upon them as mere means that can be exploited to gain political power and influence for themselves. Now in a democracy, these two types are always incorifnct and its ultimate fate depends largely on which of them is able to triumph and gain the confidence and support of the people.

MEANING OF ADULT EDUCATION

One of the primary objects of social and civic education should be to strengthen the critical sense of the people so that they might distinguish between self seekers and true social servants, between incitement to fanaticism, which finds an easy access to our lower nature, and appeals to decency and truth which challenge our higher nature and put it on its mettle. This has become one of the major problems of Adult Education to-day because the new and powerful media of mass communication threaten to swamp all independence of thought and judgement and make it possible for strong and influential vested interests to produce set patterns of thought and conduct in hundreds of millions of human beings. In fact, every new skill and device that education and science place at our disposal is attended with its own specific dangers. Adult Education aims at teaching people to read i.e. to translate certain written symbols into sounds and their meanings But as soon as a person is equipped with this power, he finds himself way-laid by newspapers and periodicals many of which are concerned less with the propagation of truth and good fellowship than with purveying hatred and un truth. He gains an entry into the world of books but not necessarily into the kingdom of the mind and may spend a good deal of his leisure—as a large majority of literate, book reading persons actually do—in reading artistically and intellectually third-rate staff. Science has given us the Radio, the film and the talkies which, between them, are pouring an unending avalanche of auditory and visual impressions on millions of persons all over the world on an unprecedented scale, speeches songs, stories, dramas, comics. informational features come crowding on us all the time. Yet how small is the percentage of items which can really deepen our sympathy and understanding, or exalt our emotions or improve our artistic tastes and standards ! Most

of them are out merely to amuse people at their lowest level so as to make quick and, to my mind , tainted money for the producers. and, against this formidable array of forces, we have nothing at our disposal but the neglected. half-starved, ill-appreciated agency of Education—a David pitted against so many seeming Goliaths? Yet there is no reason why education, broadly conceived and generously planned, should not be able to train people to think for themselves, to sift truth from falsehood. to withstand the presure of propaganda, whether commercial or political, and to realise that the integrity of human relationships is too sacred and too important to be broken at the behest of any mischief—monger, however powerful. This can be done through our schools and our adult centres—only we have not even started thinking about it seriously! There is no reason, again, why with a well meaning and progressive National Government at the helm of affairs, these dread Goliaths should not be made to do the work of David, why (in other words) the schools, the Radio, the Cinema, the Theatre and the Press should not be regarded as integral parts of a single educational and cultural pattern, all aiming (from their special standpoints) to enrich the life of the people and improve their artistic, intellectual, social and moral standards. This does not call for regimentation or denial of freedom or the assumption of totalitarian powers but it does call for vision and imagination and a lively awareness of the issues involved and their dynamic inter—connection with one another. Unless we appreciate the underlying unity of objectives that should inspire them all and understand how they react on the minds and emotions, we shall continue to watch helplessly the foolish and wasteful process of the good done by one agency being undone by others! We cannot provide any effective education for millions of our people or bring about any great and abiding changes in their intellectual and emotional attitudes unless all the influences pouring in upon them are intelligently harmonized and cordiniated. If we wish to produce quick results—and surely we have no time to waste and no occasion for leisurely complacency—Government must adopt a bold and far reaching policy to deal with this situation and mobilize and encourage the best talent in the country for retrieving the films, the radio, the theatre and the press from the dull inanity or worse that charaterizes them at present and infuse a new sense of mission and a new life - giving quality in them. I refuse to belive that Indians lack the necessary talent or the desire for service. What is necessary is to relax the stranglehold of narrow, vested commercial interests on them and visualize them primarily as agencies of mass education, and not as money making devices for profiteers without a social conscience.

THE RECENT TRAGEDY

I have so far dealt with only one aspect of the great change which has come upon us in recent months-the attainment of freedom- and some of its implications for Adult Education. If that were all, the picture would be one only of optimism and hope; a great and ancient people coming into their own after a hundred years of political struggle with the future lying invitingly open before them, to mould nearer to their heart's desire. But that is not all. This dawn of freedom has been marred by a tragic orgy of murder and loot and destruction, by disgraceful acts of inhumanity in which members of all communities have joined to their eternal shame. It is the duty of all honest patriots and all intelligent educationists to ponder over the causes which have brought about this alarming state of affairs and to strive with all their power and resources to ensure that this wave of madness is not allowed to jeopardize the precious fruits of our freedom. Now, if we try to analyse the situation critically and dispassionately we shall find that, just as Freedom did not descend upon us unexpectedly one fine moring, like Manna from Heaven, neither was this communal frenzy a sudden erruption. It is the result of a long series of contributory causes. For many

years. the Press, the platform, the political wranglers, the upholders of the self above the community and of the class and the community above the nation. were allowed to play havoc with the happiness of the people and to embitter the relations amongst the various classes and communities living in the country. I am not concerned here with purely political issues or the assessment of responsibility for the crimes that have been committed. To me, as an educationist, the significant fact is that they *have* been committed and they have produced a pathological situation which has left a scar on the spirit of millions of our fellow men and women. They have lost their true perspective and relaxed their grip on those values of peace, charity and humanity on which India - including her citizens of *all* faiths - have prided themselves and, as a result of this moral tragedy, the entire future of the country has been endangered.

THE LAST WAR

Another factor which has aggravated the situation and which must be duly considered by our educationists as well as statemen is the repercussion of History's most bloody and inhuman war on the people of the world, including our own. We cannot possibly dodge the nemesis of our misdeeds and, sooner or later, our sins must come home to wost. A world that allows itself to drift into such a war,that utilizes the greatest ingenuity of the human mind to devise new forms of death and instil the belief that mass homicide is the highest manifestation of patriotism and national service, that exalts violence into a creed and justifies the Atom Bomb - a world guilty of all these follies and crimes does not recover normalcy as soon as the actual fighting is over. The millions of people who have taken part in war directly or indirectly, who have experienced and perpetrated bombing and inflicted tortures on human beings as a normal part of their duty are naturally apt to value life their own and others' rather lightly. After all that they have gone through, we cannot very well expect them to show due respect for civil law and order or to react properly to suffering and sorrow inflicted on their fellow men and women. They are, on the other hand, apt to turn violent at any provocation even in peace time. This is no doubt a world problem, as complacent war mongers are now realzing to their cost, but it is also a difficult problem for us in India. In planning our Adult Education, we must pay special attention to two large and new groups- *refugees* who have gone through frightful sufferings and have become soured and embittered, in consequence and *ex-soldiers* who have lost respect for life and its more tender values. Any programme, which ignores these large elements of the population and fails to provide specially for their re-education and the healing of their psychological wounds, will remain defective and incomplete.

URGENT TASK OF RE-EDUCATION

The most urgent task of Adult Education today, therefore, is not teaching people to read and write or to add to their knowledge or even to improve their general efficiency- important as all those objectives are - but to concentrate on their *social and moral re-education*, to rekindle that reverence for life which all great religions have taught and to reassert the primary of those moral and spiritual values which ultimately give meaning to life. It would be dangerous to under-rate the impact of the recent happenings on the mind of the millions of refugees and others who have suffered and inflicted sufferings on their fellow men. In the vicious cycle of communal excesses, revenge and counter-revenge that has been set up on both sides of the border, only a small minority has been able to retain its balance, sanity and sense of fairness. I have been shocked and horrified to see how the bitter experience of pain and suffering and sometimes only their reports - exaggerated and otherwise - which newspapers have not hesitated to play up, have changed normally decent and kindly persons into unreasonable fanatics and obsessed mononaniacs. There must be tens of thousands who have participated actively in the mad orgy of murder

and destruction - that is bad enough but it can be put down, if necessary, by ruthless force; for no civilized state can suffer its anti-social elements to disrupt peace and order indelinitely. But what is infinitely more dangerous is the fact that millions of persons, of different communities, have been content to acquiesce in the inhuman excesses commitied by their own members while condemning them, with a great show of righteous indignation, in others: It is this insidious seeping of poison into the heart and the mind which offers the biggest problem for Adult Education. No nation , can survive for long, either physically or morally, if its conscience, its sense of right and wrong, its capacity for impartial judgement become atrophied. We have, therefore, to rebuild the shattered moral fabric through an intensive campaign of Adult Education and offer our whole-hearted support to all those forces and persons and groups who are fighting for peace, sanity and justice in social and political life.

ROLE OF ADULT EDUCATION IN RENAISSANCE OF NATIONAL LIFE.

The above considerations show that if Adult Education was important in 1946, it is literally matter of life and death in 1947. But it is Adult Education interpreted in the broader, more comprehensive sense which includes political and civic as well as moral education. When we think of the tremendous problems created by the war and its aftermath, by our political freedom and by the division of the country, how pitifully inadequate seems to be the kind of Adult education that we have been planning and providing in our centres. What will it avail our people even if all of them are able to read and write and manipulate the four simple rules skilfully? It will only provide so much more gullible, and credulous material for the demagogues of the press and the platform! There will be no necessary elevation of standards or improvement of taste or enrichment of life; there will be no deepening of sympathy or understanding or social conscience. We must, therefore, learn to approach the problem from an entirely different and revolutionary angle and say to ourselves. We have to contribute to the development of their appreciation, their critical faculties and their social sense that they may distinguish between the superior and the inferior in the realm of art, the true and false in the realm of knowledge and the good and bad in the realm of conduct. We cannot expect them to play their part worthily in building a cultured, socially just and prosperous democratic order unless their life is considerably improved in all these directions. These are ambitious objectives no doubt but to call them 'ambitious' is not to condemn them as impracticable but to accept the need for adopting equally 'ambitious' methods and techniques for their realization. And they are no more ambitious than things that have been achieved in many countries in the world where enrichment of the life of the masses has been accepted as thefirst charge on national conscience and national resources. What is, however, important for us to remember is that this raising of the material and cultural level, this admittance into the domain of the 'good life' is not possible through the drab, dreary and often literally dark "adult centres" in which tired, ill qualified and ill paid (or unpaid) workers labour to teach the mysteries of the alphabet to reluctant adults brought there under duress! No, if the adult education movement is to play its part in the renaissance of national life, these centres must become dynamic social centres, focussing the actual and potential cultural resources of the local community, making the members actively interested in their own improvement and providing an environment and an atmosphere in which that interest can be joyfully translated into cooperative and growing activity. Does that sound like asking for the moon? No, it is merely a statement of what is not

merely desirable but also possible in all places where a few sincere, socially minded workers are available and where they have the benefit of intelligent guidance, inspired by imagination. Can you think of any community of persons, however ignorant and oppressed by burden of making a living, which will reject persistently all attempts made to bring a little light and joy and good fellowship into their life? Would they not welcome the chance to sit and smoke together in the evenings, to sing songs. to stage little plays and to hear stories, tolk tales, bhajans and religious poetry? Why not then make a start in that way and provide, to begin with, just a pleasant meeting ground for villagers where they can gradually learn to contribute to their own amusement and relaxation? This would provide an excellent starting point for the formation of "discussion groups" and arranging what may eventually become 'courses' of talks and lectures on subjects of general interest and usefulness to the members. If the educational worker in charge of the centre has the gift of leadership and some understanding of adult psychology he may be able, gradually, to make it into a a living forum for the expression and exchange of ideas, for reading and discussing newspapers critically, for broadening their interest in current affairs. While the start may be modest in scope and the centre of interest may be immediate local problems, it is bound to flow over into affairs concerned with the district, the province, the country and even the whole world, thus becoming a school for citizenship. And not merely theoretical citizenship either. By undertaking common projects for common welfare, they will learn the lesson of cooperation and social give-and-take through practical experience and thus receive training in the qualities needed for the successful functioning of democracy. By quickening their interest in folk art and music and other forms of creative self expression, not only will their lives be enriched and their appreciation deepened but it may even be possible to save them from falling helpless victims to the purveyors of inferior, commercialized art and music. We can also utilize at this stage, partly to win and retain their interest and partly to broaden their mental horizon, the various visual and auditory aids which science has placed at our disposal—pictures, charts, diagrams, films, radio, etc.—to which I have already made a reference. I am convinced that, if they are all mobilized in a rational and coordinated manner, they can exercise a most powerful formative influence on the mind of the public. Great is the influence of the printed and the spoken word which the press and the Radio can broadcast to the literate as well as the illiterate but even deeper is the impression etched on the mind by films and film strips etc. wich appeal simultaneously to the eye, the ear and the imagination. Thus if adult Education is broadened to mean social education, the education of the whole personality in all its manifold ramifications—as is the accepted connotation in all progressive countries—it can make a vital contribution to the salvation of this country and its bewildered people. But it is obviously a responsibility which neither the Education Department nor the Government machinery as a whole can take on by itself; it needs the closest and most cordial cooperation of all agencies, official and non-official, and of all individuals of good will and social sense who are interested in the welfare of India. There is so much work to be done and it is of such varied kinds that there is scope for everyone who cares to join the cavalcade of service, students, teachers, men of leisure, political workers, writers, labourers, craftsmen, professional men, everybody. But they or rather the best of them will join if there is inspired guidance and direction at the top which will make them feel that they are participating in a great national crusade. It is only on a wave of genuine enthusiasm and idealism that great

causes can be achieved; an apologetic, petty minded approach is not conducive to success in a big way. A great deal will, therefore, depend on how the great leaders of our national life tackle this problem and I can only hope and pray that they will be gifted with vision and imagination.

MAHATMA GANDHI—THE GREATEST ADULT EDUCATIONIST.

IN CONCLUSION, I should like to offer on behalf of this conference and of myself our sincerest tribute of admiration and affection to the greatest worker in the cause of Adult Education in this country and, for that matter in the world today, Mahatma Gandhi. With a magnificent courage and singleness of purpose, undaunted by the storm of fanaticism and hatred which whirls around him furiously, his voice has been calling the straying multitude back to the path of honour and rectitude and love. Where men of lesser calibre have been swept away by mass hysteria, he has stood firm and courted abuse and unpopularity and misunderstanding by speaking the truth, when it was easy to win applause by swimming with the popular current of violence and hate. Gandhiji's recent post-prayer talks, couched in language which disdains the aid of rhetoric—and even of meticulous grammar—will go down in history like the Sermon on the Mount both because of their high moral grandeur and uncompromising integrity and because in spite of of their high moral level, they show a profound grasp of psychology in applying great ethical principles to practical everyday matters. From the educational point of view, what Gandhiji has done during the last few months outweighs all the manifold achievements of his entire life, unique as it has been in its fulfilment. For he has had the insight to see not only the beam in the other's eye (which any half-blind fool can do !) but the mote in his own (which only the true seer with vision can do) and he has kept a whole nation of hundreds of millions of human beings from sliding back into a moral death trap. I cannot describe his position better than in the haunting and picturesque words of the great poet, Iqbal:

"Fast and furious blows the storm
But calmly lights his lamp
The man of God, whom He has given
The qualities and attributes of a King !"

Adult Education workers can do nothing better or more useful than strengthening Gandhiji's hands in this great crusade on the successful issue of which depends our moral survival as a nation.

Report of the Adult Education Conference.

In conjuction with the XXIII All India Education Conference the fifth All India Adult Education Conference was held in Rewa on the 29th, 30th and 31st December, 1947 under the presidentship of the Hon'ble Mr. Justice P. N. Sapru of the Allahabad High Court. The President of the Association Dr. Amarnatha Jha opened the Conference and at the proposal of Shri Chandrashekhariyah, Minister for Education of Mysore State, the Hon'ble Mr. Justice P. N. Sapru assumed the Chair, and delivered his Presidential Address to a crowded house.

Among the massages read to the Conference were those from Shri B. G. Kher, Prime Minister, Bombay, Rajkumari Amrit Kaur, Shri T. Avinashillangham Chettiar, Shri D.P. Mishra, Sir John Sargent and others.

Those present at the Conference included delegates appointed by the Government of India and many other Governments in the Provinces and States; among them were K.G. Saiyidain, Educational Adviser to the Government of Bombay; B. S. KESAVAN, Curator, Bureau of Eduaation, Government of India; Director of Public Instruction,

Orissa; Kasturiraj Chetty, Director of Public Instruction, Mysore; Mr. Tomar, Deputy Director of Public Instruction, C. P.; Mr, A. KAZMI, Dy. D. P. I., U. P.; Shri K. N. THAKUR, Mass Literacy Officer, Assam; Mr. KAPADIA of the Bombay City Adult Education Committee, Bombay; T. Krishnamurthy and other officials of the Mysore State Adult Education Council; Dr. K.N. Kiwi, Director of Education, Jodhpur; Dr. JIVANAYAKAM, Travancore University and others from Jaipur, Indore, Gwalior etc.

On this occasion, the Association issued a brochure to all the delegates containing practical suggestions for adult education workers and guiding points for starting adult education activities, citizen centres in villages and towns, besides two useful charts giving talking points on adult education and indicating the nature and scope of some of the problems of adult edueation, which were discussed at the Conference.

A special feature of the Adult Education Conference was the showing of Educational films such as "World of Plenty" in Hindi. This was in augurated by Mr. R. M. DESHMUKH, Prime Minister of Rewa State. The show was preceded by a paper on the subject of "VISUAL AIDS in FOREIGN LANDS." Other films like "Valley of the Tennessee" and "School in the Mail Box" were also shown.

The resolutions unanimously passed by the Conference are are given elsewhere in this journal.

RESOLUTIONS PASSED BY THE

Fifth All India Adult Education Conference

REWA 29th to 31st Dec. 1947.

Now that power has passed into the hands of the people on whom must devolve within the next few months the responsbility for making grave decisions, this Conference urges the view that the need for adult Education in all aspects of its programme was never greater in our land than it is today.

At present the people are confronted with new problems and difficulties and new social and moral urgencies. It is necessary therefore to re-interpret the function and develop further, through bold experimentation, the technique of Adult Education as the only means of equipping the Indian people to play their part worthily in the evolution of a progressive. peaceful and just democratic order. The Conference recommends to all agencies, engaged or interested in Adult Education, to pay due regard to the following points while formulating their policies and programmes:

1. Adult Education is larger than literacy and literacy should not be regarded as the best or the inevitable starting point of Adult Education in the prevailing circumstances of the country.

2. Adult Education must aim at enabling the common man to live a richer life in all its aspects—social, economic, cultural and moral. For this purpose adult education must definitely envisage all Adult Centres, as *social* centres, interested primarily in providing social, recreational and cultural facilities for the people and must endeavour to develop their powers of initiative, judgement and integrity as citzens.

3. While a great deal of emphasis will naturally be placed on the education of the illiterate, Adult Education should confine its attention to this class but should be extended to cover various

forms of "further" or "continuation" education in particular through lectures, seminars, discussion groups, art, craft and music clubs, Peoples Colleges and other agencies which need to be developed in India in the light of her special needs.

4. In order to expedite the process of Adult Education and to reinforce the appeal of the printed and the spoken word, it is essential to make the fullest use as far as is practicable of the modern media of mass communication like the Radio, the Cinema, the Press, the Theatre, folk-lore of art etc.

In order to attempt adequately the programme envisaged above the problem of selecting and training effective personnel for administration, supervision and field work should be recognised as an urgent problem. This need can best be met by the setting up of a Central Institute of Adult Education for the Indian Dominion. Such a body should be able to guide and assist the Provincial and State Governments, local authorities and voluntary agencies in providing training facilities for their respective areas.

This Institute can render unique service by providing basic material for the entire country which regional and provincial workers can use as a model and can draw upon in meeting special needs of their own constituencies.

This Conference further recommends the setting up of Provincial & State Boards of Adult Education with wide powers. These Boards should normally have a non-official as Chairman and invariably a suitable Senior Educational Officer with requisite gifts and experience as Secretary; the latter should have the responsibilitiy for directing the work of adult education in the Province or State.

A Special Sub-Committee should be entrusted—with the task of commisioning, cataloguing and distributing suitable educational films and other visual aids material, This Committee would undertake to secure the production of specially selected films suitable for their areas, and work in continuous and close collaboration with the agency commisioned to produce films etc.

Another Special Sub-Committee should be charged with the responsibility of taking effective steps to take full advantage of recorded programmes made available through the Radio or the Gramophones. The technique for using such recorded programmes as a basic for discussion in rural communities should receive immediate attention.

II

With the attainment of political freedom in India, the the passing of the "Gaon Hakumat Bill" in many Provinces and the contemplated system of adult suffrage, the question of Adult Education for more than 300 million villagers living in the millions of villages of India has assumed a new importance and it is necessary to make every man and woman conscious of its urgent significance, and resolve to take active part in his her education.

This Conference therefore recommends that January the 27th be set a part for celebrating a Mass Education Day in the whole country when all villagers would take a pledge to obtain literacy so far as possible within a year and would demand that a large percentage of revenue realised from them be spent on their education.

AMARANATHA JHA,
President,
Indian Adult Education Association.

RANJIT M. CHETSINGH,
Honorary General Secretary,
Indian Adult Education Association.

Supporting Remarks of

Mr. V. Ramanathan, Principal of *Trichoor Govt. Training College :*

Mr. President, Ladies and Gentlemen,

I rise to support the resolutions which have been moved and duly seconded. The preamble explains clearly the supreme importance of Adult Education in Free India. A democracy can function effectively only if the people are educated and capable of choosing their leaders wisely and well. Popular governments depend on public opinion and unless it is intelligent, organised and alert, they can never achieve the best results. To ensure the freedom that we have won and to direct it towards national regeneration Adult Education is essential. It is only on the basis of an educated and cultured community that we can hope to build up a new India—strong, united, peaceful and prosperous, capable of safeguarding her national interests and maintaining her proper place in the comity of nations.

The first resolution clarifies the position relating to Adult Education. We want a programme of popular education and not merely literacy. The problem of Adult Education implies not merely the liquidation of illiteracy but it involves making the whole community educated every man, woman and child—so that national life will become richer and fuller. The second resolution only amplifies the first. The objective in Adult Education should be to enable the common man to live a richer life in all its aspects—social, economic, cultural and moral. Besides educating the entire nation, it should endeavour to develop powers of initiative, judgement, and integrity so that public opinion which is eventually the basis of all governments may be formed on right lines calculated to ensure national solidarity and diffused prosperity. The third resolution points out ways and means to achieve the objectives of Adult Education,—'continuation' courses, instruction in art and reviving and fostering folk songs and national recreations, popular lectures accompanied by Visual Aids and Peoples' Colleges—all these come within the purview of a well planned programme of Adult Education. The fourth resolution elaborates the basic ideas implied in the previous resolution. To expedite the progress of Adult Education, it is essential to make use of all modern media like the Radio, the Talkie, the Press and the Theatre,—radio broadcasts should be possible even in the remotest village. A scheme of visual education should be introduced in all educational institutions as this tends to reinforce instruction in the class room effectively.

To co-ordinate the programme of Adult Education, it is desirable to train the personnel employed for this purpose. A Central Institute of Adult Education will serve to offer guidance and advice in this direction to Central, Provincial and State governments, local authorities, and voluntary workers, Similarly Provincial and State Boards of Adult Education may be constituted comprising a group of enthusiasts interested in the work under the direction and control of a special Adult Education Officer. A special committee of experts should be entrusted with the work of producing and distributing suitable educational films and other visual aids. Finally, the conference recommends that January 27th be observed throughout the country as Mass Education Day when all villagers should take a pledge to achieve literacy within a year. The implementing of the above resolutions will lead to intelligent and disciplined citizenship which is the sine qua non for national greatness. Broad-based universal education will make for world peace and international understanding. "Depths may be sounded by it that have never been touched before; and out of them may not unreasonably come, in time, all the awakening force and consequent development, that must broaden the avenues of life, ultimately confer an intellectual grasp of new realms, and thereby open a wider field for activity" I commend the resolutions for the unanimous acceptance of this House.

J. RAMANATHAN,
Principal.

Special Features of the Mysore University Extension Lectures

C. Rangachar, B.Sc., M.Ed. (Leeds).

The twentieth century has witnessed a great expansion in the range of education. The ideal of the nineteenth century was to assure a good elementary education for all the children of all the people. That has now been realised in a substantial measure in most countries and they are pressing on to the new ideal of a secondary education for all. At the same time educationists are thinking both up and down from the years of school life, to pre-school children on the one hand and to adults on the other. Adult Education is steadily becoming a permanent and integral part of the educational system and of the national life of most advanced countries.

Adult education, which has been defined as the culmination of all other types of education, has varied aspects—from the liquidation of illiteracy to courses at the University level. The nature of adult education in any country must depend on the facilities available for other types of education. In a country like India, where about 90 per cent of the population is illiterate, the problem of adult education should be essentially that of overcoming illiteracy. But it must on no account stop there. The main object of adult education should be the dissemination of knowledge—cultural, social, scientific, political etc.,—knowledge which would widen the horizon and raise the standards of the people as citizens and as human beings.

The University of Mysore has always been alive to this aspect of adult education, i.e. to bring in a real sense the University and its culture to the people outside its walls. Thirty years ago His Highness Sri Krishnaraja Wadiyar, opening the first meeting of the Senate, emphasized this aspect in the following words. "Our University will also be engaged in diffusing knowledge among that section of my people who, for various reasons, may not be able to participate in the courses and discipline appointed for the regular examinations. It is with this object that the scheme provides for the establishment of extension and publication departments. I trust that the University will soon be able to develop fully this side of its activities with due regard to the practical needs of the Country."

During the first fifteen years, University Extension Lectures were delivered mostly in English. Occasionally there would be a lecture or two in Kannada. These lectures delivered by scholars of ability and eminence were useful only to those who had had the advantage of a University Education and who lived in the two cities of Bangalore and Mysore. The large majority of persons living outside these cities, remained outside the scope of University Extension Lectures. In order to extend the sphere of its influence the University resolved fifteen years ago that extension lectures should ordinarily be delivered in Kannada. Since then they have been delivered in that language except, occasionally, when eminent non-kannadigas are invited to lecture.

Among the Indian Universities, Mysore University has been the earliest in carrying on its extension work successfully through the medium of the language of the country. The scheme of Extension Lecture work of the Mysore University may be broadly divided into two types: (i) Single lectures arranged directly by the University on the recommendation of a Committee appointed for the purpose. (ii) Collective lectures organised by the University Teachers' Association and financed by the University.

It is the latter that is of special interest because the University Teachers' Association has succeded in devising and working a new technique of extension work. When this scheme was described by its then President

Prof J. C. Rollo, at the International Universities Conference held at Oxford in 1934, it was named as the "Mysore Experiment", for nothing like it was to be found anywhere else.

Under this scheme members of the University Teachers' Association, during week-ends and vacations, go in groups and camp in a place for the entire period of a lecture course and establish living contact with the people. The lecture series thus organised were originally styled Upanyasa Sapthahas (Lecture-weeks) but they are now known by a more general and poetical name Upanyasamale (Garland of Lectures). Formerly they used to be spread over a whole week, but experience has shown that a week's duration is too much for certain places. For other purposes, as for example where intensive lecturing is to be done on one or two subjects at the same place, a week's duration may not be sufficient and several week-end camps may be needed. Thus there are at present three types of lecture camps: Week Camps, Intensive Camps and Follow-on Camps.

Week Camps, as the name indicates, last for a week. They are generally held in the bigger towns of the state. Every evening a two-hour programme is arranged. It consists of three items; a reading from great literary works in Sanskrit or Kannada a lecture on a social science subject (History, Philosophy, Economics, Politics, Education, Sociology, Psychology, etc.) and another on a physical or natural science subject. A time limit of forty minutes for each item is strictly but subtly enforced. The programme generally starts with a reading and closes with a lantern lecture. The Association has equipped itself with a battery-operated radio receiver and a film projector together with a number of Educational Films. The former is tuned in about half an hour before the formal programme commences and the latter is worked to run educational films at the end of the programme. These, incidentally, serve the purpose of assembling the audience well in time and of retaining them for the full span of two hours and even after. At the end of each day's programme an announcement is made to the effect that persons, who are interested in any aspect of the day's lecture and who desire to know details, are welcome to meet the lecturers in the camp the following morning. These meetings have sometimes lasted for two to three hours and have proved benificial both to the lecturers and to the visitors.

Intensive Camps are held during week-ends in places easily accessible from the University Centres by train, car or bus. Generally, six week-end visits are made each lasting for two days. Two or three subjects are selected for detailed treatment in a series of lectures, which are required to be written out for publication.

Follow-on Camps are intended to follow up the extension work begun in previous years. Ordinarily they last for 3 days and the programme is similar to that of the Week Camps. These Camps have been arranged in all the district headquarters and many of the taluk headquarters of the State. In recent years attempts have been made to visit some of the bigger villages, but the problem is one of conveyance. It is proposed to secure for the University Teachers' Association a motor van fitted with a film projector, a radio set and and an epidiascope. Then it would be possible for the University Teachers to keep in touch with the remote parts of the State and to bring the villagers within the scope of the University Extension Work.

Another notable development in the University Extension Work is the publication of the lectures in the form of hand-books, which can be had for the nominal price of annas two each. By this means the spher of influence of extension lectures has been

considerably extended. So far 56 books have been published in this series and some of them are in their second and third editions. These books cover a wide range of subjects as the following list indicates:—

1. Introduction to Astronomy.
2. Social Pathology.
3. Taxation.
4. Precious stones.
5. Our Villages.
6. Kumara Vyass.
7. Harihara of Hampe.
8. Kannada Literature.
9. Electricity.
10. Pampa.
11. Animal Life.
12. Dreams.
13. Marriage.
14. Our Economic Outlook.
15. Weather.
16. Light.
17. Karnataka Kadambari.
18. Kalidasa's Epics.
19. The Constitutional Development of England.
20. The Eye and its Care.
21. Public Expenditure.
22. Nursery Schools.
23. The Garden of Numbers.
24. Satire.
25. Ellora and Ajanta

These hand books have become quite popular. More than two hundred thousand copies have been sold. There is a persistent demand for them from all over Karnataka and the supply is far short of the demand for them. About 38 out of 56 books are out of print. This is mainly because of the scarcity of paper and lack of proper printing facilities.

There are several distinctive features of the Mysore Scheme. The first of these is that the scheme is a developing one. No attempt was made to draw up a scheme complete in every detail to start with. Some basic ideas were taken as a working hypothesis to be modified, altered and elaborated in the light of actual working. The scheme is essentially evolutionary, older forms dropping out and newer forms coming into existence as circumstances demand.

Another special feature of the scheme is the co-operation that it has secured from local bodies like Karnataka Sanghas, Youth Organisation and Municipalities. They make all arrangements for the lectures.

The third and the most important distinctive feature of the scheme is that this work done by the University Teachers' Association is voluntary, honorary and non-official. The University gives a lump sum grant to the Association, but the lecturers get only their actual travelling expenses. There even have been instances of teachers travelling at their own cost. A tradition has been established in Mysore that lecturing to the people must be a labour of love. This has earned from the Secretary of the International Universities Conference the following tribute:- "The voluntary work done by the staff of the Mysore University is a remarkable example of the devotion and energy which characterises this infant adult education movement in the East."

We append the report of a topical camp

1. T. Narsipur

The 72nd lecture series was arranged under the auspices of the Karnataka Sangha on the 7th and 8th December 1946. This is the fourth of the lecture camps that have been held in this place.

Mr. G. Krishnaswamy, Managing Director, Silk Filatures presided. The attendance was about 150 and a few ladies were among the audience.

The following is the programme of lectures delivered:

7-12-1946

1. Readings from Sanskrit Poetry—Mr. N. Sivarama Sastry, M. A.
2. India as it figures in English Literature—Mr. M. E. Bharatharaja Singh, B. A. (Hons)
3. Kashmir (Lantern Lecture)— Mr. C. Rangachar, B.Sc., M. Ed.

8-12-46

1. Kalidasa's Sakuntala—Mr. S. V. Ranganna, M. A.
2. Some Experiments in Electricity—Mr. A. Chandrasekhariah, M.Sc.
3. Illusions (Lantern Lecture)—Dr. N. S. Narayana Sastry, M.A., D. Litt.

Adult Education in the City of Mysore with special reference to Education Among Women

Miss Lakshmi Venkata Rau, M.A.

As H. G. Wells puts it, "Civilization is a race between Education and Catastrophe." The city of Mysore has the great privilege of having been the cradle of to the Adult Literacy movement, when it was started by the students of the University Union in the year 1940. In fact the office of the City Adult Education Committee is still housed in the some University Union building where the Campaign originated and the President and Secretaries of the Union continue to be the members of our Excutive Committee. It is from the seed planted seven years ago by a small band of devoted workers that this huge tree of a state-wide organization has come into being.

Miss Ruth Kotisky writing in her "Adult Education and the Social Sciences" says, "From any angle, the success of democracy, the saving of freedom of thought and discussion seem bound up with a very great and successful extension of public study and thought. Adult Education in some form certainly becomes democracy's hope", No better or stronger plea need be put forward for the great necessity of educating our adults. If we want to give material form to the ideal of democracy in the form of adult franchise, then Adult Education centres are the real mints, from where individuals can go, stamped with the mark of intelligent and real citizenship.

We must bear in mind the words of Miss Kotisky who reminds us that Adult Education should concern itself with the important responsibilities of Adult life. She defines Adult Education as an essential component of any effort towards a more desirable social order.

The number of literacy classes for men in the nine districts and four cities of Bangalore, Mysore, Closepet and Bhadravathi up to the end of October '47 were 2785 kannada classes 151 urdu classes and 355 for the Adikarnatakas thus making a total of 3,524 and the number of adults admitted was 72,592; out of these 56 classes were situated in in the Mysore city. At present there are 30 classes working in the various parts of the city. The enormous progress made will be realized when we see that only 148 classes were started and 1,855 adults registered at the begining of the year 1946.

Now 14 classes are being run in Adikarnataka puram for the benefit of the residents of the locality We have met here great enthusiasm and an encouraging response from the local people. The variety and attraction given to the literacy classes by the local people themselves coming forward with songs, plays and bhajanas are an interesting features of these classes. The residents as a whole are keenly interested in current affairs and the free reading room attached to our Adult Education Library is usually well attended. Another noteworthy fact about the classes here, is that they are all run by the local residents and they are working steadily to eradicate illiteracy completely from their locality. Such enthusiasm, co-operation and spirit of service will, I am sure, provide a fine model, for the other parts of the city.

Two classes were started in the Sri Krishnarajendra Hospital last month and a large share of the credit for introducing this work there, must go to the Chief Medical Officer, Dr. Nagendran, who was unsparing in his efforts to make the hospital wardboys and Ayahs literate. Besides giving us encouragement and

co-operation, he has also placed at our disposal his experience and some very valuable suggestions. Both he and the nursing superintendent take a personal interest in the class and pay frequent visits to encourage the adults. We have been given a fine room in the hospital for conducting the class and I am glad to state that it is making good progress.

There is also a class run in the Central Jail with a library attached to it. The inmates, have taken to it pretty well considering the atmosphere and the circumstances under which they are studying. Much stimulus is given to this class also, by the deep interest evinced by the Superintendent.

Another class which needs mention here is the one at the Sri Krishnarajendra Mills. The class is conducted in two batches and yet once more we are encouraged in our efforts by the response of the Mill authorities. They have given their solid backing to the scheme by building a fine new shed for the class. They are also paying the class teacher Rs. 25 per month and are giving 1 rupee as scholarship to each of the adult workers attending the class. On his completing the course the newly made literate is presented with a set of Adult Education Publications costing about Rs. 5. We have also access to a fine library. The Labour Welfare Officer and his assistant have been placed in special charge of the literacy work and besides showing keen interest in the activities and progress of the class, they frequently visit the class and encourage workers.

Mysore city has the proud distinction of conducting the highest number of literacy classes for Ladies. At present we are having 58 classes 2 of which have just completed the post literacy test. Between 20 and 25 ladies have taken up the task of teaching and 3 of them attend to the supervision work. In addition, we are having a Lady Joint Secretary to whose efforts are due the organization and working of these classes.

Unlike the men's classes which are generally held in the evening, the ladies' classes are conducted in the afternoons usually between 1 and 6 p.m; while the former are held in Rama Mandirs and Bhajana Mandirs, the latter are usually in the house of one of the adults who comes to the class. We have a couple of lady volunteers who became literate under our scheme and are now helping us with the work. The effort to learn established by these lady adults, is especially commendable when we remember that they attend the class in spite of such obstacles as heavy domestic work including working and the care of the children. It is gratifying to know that they come to the classes of their own accord and show great enthusiasm to be taught and quite a number of them show a remarkably quick comprehension. The teachers of these classes must also be comgratulated on their perseverance and patience. They are not discouraged by the fact that they very often have to go daily from house to house coaching the illiterates. before starting the class. Many of these ladies' classes are situated in slum areas and thus provide a good opportunity for the teacher to talk to them about cleanliness, sanitation and personal hygiene. Most of the adults who attend the classes seem to understand and appreciate the ideal behind our efforts. The teachers are mostly drawn from the Primary Schools though recently we have got a few college students also coming forward to offer their services. Two ladies' claases have been started in the Adikarnatakapuram and they are being handled by two local lady residents. Many of the ladies whose mother tongue is Marathi, Telugu or Tamil are also coming forward to our classes to learn Kannada.

It is encouraging to know that students, especially of the local Maharani's College have taken up this work in a fine spirit. They have volunteered of their own accord, to

undertake the responsibility of educating about 25 illiterate cow boys who gather near their college. We have supplied them with the requisite literacy material and they intend to start the class soon after the re-opening of their college.

On August 15th Independence Day was celebrated in all the libraries and on October 23rd all the classes in the city performed Saraswathi Puja. In the first year of its Inauguration we had the "Literacy Day" celebration in 1941 when the Dewan of Msore, presided. In the same year Mr. Mohammed Imam the then Minister of Education broadcast talks on Literacy.

Mr. John Barnabas in a valuable essay on "Adult Education through Social Settlements" in the September 1946 issue of the Indian Journal of Social Work writes that Adult Education is for two types of people; for those who have gone through schools and colleges and yet need education and for those who have not had the advantage of education at all. Hitherto we have stressed the latter aspect, namely of making adults literate. The time has now come when we have to exchange the beach of Adult Literacy, for the ocean of Adult Education, when Literacy instead of being our starting point must be our goal. This realization has already been made significant by the change we have introduced in the name of our committee by substituting adult education for adult literacy. The change has made the problem vastly more complicated and complex but it is a very necessary change and we have got to face and tackle the problem.

We next come to the libraries. We now have 11 libraries in the city with free reading rooms attached to them. The selection of newspapers and weeklies for the reading room is left to the local residents. The librarians and the peons are all Municipal employees and are paid an allowance by the Municipal Council, which in addition pays for the oil charges also. The librarian is paid about Rs. 5 per month the peon gets Rs. 3 and the oil charges usually come to about As. 12 thus bringing the total cost per library to Rs 8-12-0 every month. The libraries contain books of such varied interest as fiction, biography history dramas and poems, science, ethics and morals and they help to prevent the newly made literates from lapsing into illiteracy. All the libraries are provided with the adult education series booklets. Another inducement to enable the adult to continue on the path of literacy is the "follow up" course by which books and pamphlets are issued to them to keep up their interest in reading and writing. We also have one of the three central libraries for the state located in our city.

Realizing the value of imparting information through pleasure we had arranged a free show of some information films on November 4th at the local Woodlands Talkies. Though the films were projected at the early hour of 8-15 in the morning we attracted a huge audience of over a 1000 including several distinguished residents of the Mysore city and and the Chairman and Treasurer of the State Adult Education Council. It was very encouraging to note that college and high school students comprised a large majority of the audience. The films exhibited included those on Indian architecture, dancing, musical instruments and rural handicrafts not to mention a series a series entitled "Our Heritage". The show was immensly popular and we have received several requests from the students to how the films again.

To serve as an additional attraction for the adults to come to the classes, we are thinking of introducing some simple handicrafts in our adult education centres, so that the illiterates might earn while they learn. We hope to enlist the active support of the local samajas and other similar organisations and individuals interested in the scheme.

We are also planning to start in the near future, a sort of a community centre both for our lady workers and the newly made literates, where they can meet and relax, we want to

arrange for educational film exihibits, lectures and talks for the benefit of those who congregate here. A reading room and some indoor games with which we hope to equip the centre are sure to serve as extra attractions.

It is now very necessary that we intensify the propaganda and activity in the field of general education and very shortly we hope to start earnest and substantial work in this direction. Towards this end we shall make good use of broadcasting for educational purposes and a van and projector both of which will be available for service in the near future and will be a real help in making our propaganda and instruction popular.

May students have shown their eagerness to be connected with the movement and participate in its activities and as a first step have promised to send contributions to "Belaku" a weekly published for the benefit of the adult literates and the "Pustaka. Prapandha " based somewhat on the model of the 'Readers Digest' and devoted to articles of current interest, reviews of books and similar other topics. A few of them want to write booklets for our adult education series. Some of the lecturers also showed their interest by visiting the classes and promising us articles.

Regarding our idea of starting new classes in addition to the 5 classes running at present in the Cheluvamba hospital, we want to open women's classes in the K. R. Hospital. It is also proposed to start a ladies' class in the K. R. Mills and one class for the peons and maid servants of the Maharani's College. Arrangements are being made to start classes in all the colleges, high schools and other educational institutions for the benefit of the menials.

As the Maharani college students were evincing their interest in our work in so many different ways a batch of about 25 students were taken to the Vidyapeeth at Nanjangud. The girls watched keenly the various activities in progress there and nearly all of them tried their hand at mat weaving and spinning. They seemed to be especially attracted by the popular folk sport "Kolata" which they picked up thanks to the exertions of Mr. Srinivasa Rao, the Principal. They expressed a desire to have some of the handicrafts introduced in their college and a few of them wanted a shorter special course to be instituted in the Vidyapeeth during the summer vacation so that they could reside there and undergo a course of training with special reference to the handicrafts.

In summing up I might just say that classes are being run with equal success in such widely different environments as the Central Jail, the mills, the slums the Harijan Colony and the Mysore Infantry and the hospitals. It is gratifying to see mill workers and hospital attenders tramping in cheeful and alert after their strenuous day's work all eager and excited to start their lessons, or a number of adults congegating round the single oil lamp available, their faces full of purpose to master the letters. Of course a great share of the credit goes to the teacher, who has to arouse and then retain their interest by inparting Education pleasantly.

A happy feature of these classes is the eminently personal and close relationship between the teacher and his adult students These adults unlike the ordinary school children have a fund of common sense and experience which we have got to take into account and turn in to a beneficial channel.

I cannot conclude better than by quoting a Chancellor, Mr. N. S. Subba Rao and the then Minister of Education Mr. Mohammed Imam. The former says 'It is a pleasure to me that the students of the University have been taking so much interest in social welfare work, particularly in the promotion of adult literacy. The work they are doing may not have any spectacular appeal, but constitutes a very important contribution to the welfare of the people and ultimately to social unity. In doing this work the young men and women of the university are also enriching their own personalities and the contacts they establish with the masses, to use the current jargon, and the knowledge they gain of the conditions under which people at large live will constitute an important element in their own education.

Indore Adult Education Association

REPORT FOR 1947.

The Association was organized at the time of Dr. Frank Laubach's visit to Indore about March 1938, His Highness the Maharaja Holker became its Patron. Prominent among its earliest supporters and officers were Col. Richard Samson and Capt. H. B. Richardson. More recently Sardar M. V. Kibe has acted as its President.

The activities of the Association have from the first been both urban and rural, and catered to the needs of both men and women.

1 City Centres.

In Indore, seven centres, five for men and two for women, have been carried on. Of these, the Museum Centre has now transferred its class work to the Hindi Middle School nearby, as the numbers have grown from 15 to 50. Classes are held in elementary and advanced Hindi, and two other classes in English to answer a definite demand.

A new venture during this year has been the establishment of classes in literacy for men and women in the Kalyanmal Mills. A university graduate, trained for this work, gives three hours early in the day to the men and an experienced woman teacher takes the women at suitable hours. This work is paid for by the mill management, and supervised by the Association. Good results have been obtained, both among men and women.

The expansion and direction of the work in the various city centres has been made possible by the appointment on salary of an Executive Secretary, giving full time to supervision. We are sorry to lose him, but he has been appointed to a responsible post in the U. P. We are searching for a suitable man to take his place.

2. The Kantaphor Mass Literacy Campaign.

The most significant development during the year has been the notable growth of adult education in the Kantaphor area of the Nimawar District. One might well use the adjectives "phenomenal" or "sensational" in describing it. A revenue officer, Mr. Obeidulla Khan, Naib Amin, a member of this Association, has shown great enthusiasm in promoting the movement beginning in January, 1947. On various occasions visitors have witnessed crowds of new literates gathered at some centre, with books in their hands ready to display their newly acquired reading skill or to write on slates or smooth stones. Literacy songs were sung with gusto, dances were performed, an effigy of the 'Demon of Illiteracy' was joyfully and publicly burned. In one large village some ten small centres were operating night by night for men, and two women teachers were instructing their illiterate sisters. People of every sort have been taking part in the movement, whether as teachers or students. Groups from aboriginal tribes have been prominent, such as the Gonds and Kurkus, Indeed, Kurkus are more numerous than any other group among those made literate. The weekly returns have kept mounting, until in less than six months over four thousand (4264) in about 80 villages, were reported as having been examined and achieved some degree of literacy.

Mr. Obeindulla Khan's unremitting efforts have been ably seconded by various depart-

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Mr. Mohammed Imam says 'Mysore expects the educated youth to do their duty and discharge the debt they owe to thecountry. Let educated person constitute himself a GURU and carry the torch of learning to the ignorant.

Translation of Speech by the Hon'ble Maulana Abdul Kalam Azad, Minister for Education

On the occasion of the opening ceremony of the Central Institute of Education at Delhi on the 19th December, 1947.

Your Excellency,

India, which has taken its place in the comity of free nations of the world, has to march forward in every field of her national life with alacrity, but you will agree that none of those fields is as important as the education field. At present, the percentage of literacy in India is only 14.7 that is, out of every hundred nearly 85 persons are totally illiterate. Not counting the poulation of the Provinces which have ceded from the Indian Union, the remaining population, according to the last census, is in the neighbourhood of 24,02,54,500. Of these, 2,93,72,000 are schoolgoing children—between the ages of 6 and 11. These statistics show that even if we ingore persons above the age of 11 we have still to make immediate arragements for the education of about 3 crores of school-going children between the ages of 6 and 11.

I am sure you will agree with me that this state of affairs is most deplorable and no civilized Government can tolerate it. If we are unable to make arrangements for the Primary education of about 30 million of our children, all our nation building schemes will *ipso facto*, become valueless. The only way out, therefore, is to try and lift millions of these children from the depths of neglect and ingorance immediately.

The question is how best to solve this problem. The greatest hurdle facing us is the lack of trained teachers. Suppose, we take three teachers per 100 children, we will require a minimum of 9 lakhs of trained teachers for 30 million school-going children. If we want to break this vicious circle, we should not postpone our educational scheme simply because there are not sufficient trained teachers. Rather we should mobilise as teachers all the educated persons available, and at the same time carry on the training of teachers with the greatest possible speed, so that trained teachers can be made

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ments of His Highness's Government particularly the Revenue, the Rural Uplift the Panchayats, the Police and the Education Departments. Considerable funds were supplied by the Rural Uplift Department; the Education authorities helped and encouraged in many ways. The Adult Eduuation Association has provided hundreds of books, met a part of the expenses, and trained scores of instructors for the work.

3. **Future Progress**

This quite remarkable achievement, described by Mr. Richardson as the most striking piece of adult education in India, is an indication of what can be done. The Indore Adult Education Association is anxious to promote further fruitful movements in the State. It calls upon its friends and supporters to rally to its aid.

The Kantaphor Campaign

ANALYSIS BY AGE GROUPS

15-20 years	1331
21-25	903
26-30	840
31-35	535
36-40	355
41-45	199
45 upwards	34
Total	4204★

ANALYSIS CENTRE—WISE

	Enrolled	Passed	P. C.
Kantaphor	634	396	74·62
Loharda	631	403	72·62
Bedgaon	543	273	65·15
Satwas	601	334	96·15
Atwas	545	378	79·24
Bichkua	531	223	48·58
Bai	749	454	73·58
	4204	2462	69·31

★*N. B.* The remaining 60 were below 15 years of age.

available in sufficient numbers in the shortest possible time.

The former Government of India had set up a Central Advisory Board of Education which the present Goverument has also continued. The Board had in the year 1944 submitted a detailed report on the post-war educational development. So John Sargent the spirit behind this, is happily with us on the dais today. One of the basic recommendations in this Report was the establishment of new traing institutions for teachers both by the Central and the Provincial Governments. Accordingly, all the Provincial Governments as well as the Central Government while formulating their five-year post-war programme had this recommendation in view. A number of such training institutions have already been opened and are still being opened in the various parts of the country.

The educational plan of the Central Government included a proposal to establish a Central Institute of Education located at Delhi. In 1945 the details of this scheme were finanlised and 18 lakhs for its buildings and Rs. 2,45,000 for equipment etc. were set aside. It was proposed that the building of the Institute should provide classroom accommodation for 300 students. of both sexes and hostel accommodation for 150 students. It was also decided to have the Institute within the University grounds and regard it as a Faculty of Education of the Delhi University. It is estimated that when the scheme is in full operation, its annual recurring expenditure will be in the neighbourhood of Rs. 2 lakhs. This sum has been sanctioned by Government.

It was decided in 1945 that this scheme should start from the year 1946—47, but it could not be taken in hand and a full year was thus wasted. The building programme was held up due to the non-availability of building materials, but the teaching work could have been started in a temporary building. This year, however, it was decided to start the institution in a rented building. Accordingly, the house in which we are at present assembled, was acquired in July last; but we could not proceed with this work earlier due to the recent unfortunate disturbances in Delhi. However, I am now happy that we have surmounted all our difficulties and that today this Institute is being opened by Your Execellency.

The teachers trained at this Institute will naturally be employed in the teaching institutions in the Centrally Administered Areas. But while gaguing the real importance of the Institute, we should not give undue importance to this aspect of the Institute. The function of the Institute is something greater than this. It will turn out teachers who will be "model teachers" for Provinces but over and above all this, this Institute will be a research centre for solving new educational problems of the country and will be a beacon light for the training institutions of the country. The problems facing the Institute will be how to correlate the different systems of Basic Education; how to reform the present system of examinations; and how to mould the Primary education of a child so that he is given full opportunity to develop his individuality and also to equip himself to keep abreast of world affairs. This and similar other problems will come before the Institute and it will have to find ways and means of solving them.

We have had to start this Institute in a building which is hardly suitable for it but there was no alternative due to the acute shortage of suitable houses. This house, as Your Excellency can see for yourself, is not big enough for our requirements; even with the two tents which we have had to pitch to supplement this accommodation, our work and progress will necessarily be greatly hampered and restricted. We have every hope, however, that that these difficulties will not hamper our progress for long and that soon

this Institute will blossom forth and take its rightful place.

YOUR EXCELLFNCY,

We are fully aware of the keen interest which you have evinced in the social and educational activities of this country. We are deeply grateful to you for the zeal, the promptness and the personal interest which you have shown in dealing with the relief of unfortunate and afflicted from the Punjab. To show our appreciation it was only natural that I should have asked you to perform the opening ceremony of this Institute. I am thankful to for your kindness in accepting my invitition. I will now request Your Excellency to perform the Ceremony of opening the Central Institute of Education Delhi. By pressing the electric button you will open the doors of the Institute. May the gates of darkness and ignorance which have prevented light pentrating to the millions of my countrymen be thrown open very soon in the same manner.

HIGHER EDUCATION FOR WORKING MEN

State Scholarships at Residential Colleges

(By L.E. Sessel)

A van-driver, a cabinet maker, an engineer and a journalist, all between 27 and 40 years of age, together with a woman of 27, have taken up residence at Oxford University to pursue further studies in philosohy, physiology, psychology, politics, economics and English.

They are among the selected candidates to fill 19 State scholarships recently granted by the British Ministry of Education to students of mature age who have missed a university education but have shown special promise later in life. Others— both men women— to whom these State awards have been made have gone to Cambridge, London and other English universities, there to broaden their knowledge in those liberal arts in which they are specially interested and in due course, no doubt, to pass on the learning they have acquired,

These new State scholarships provide additional encouragement and opportunities for adults qualified to advance beyond the facilities offered by evening classes and other courses, or past the ordinary limits of private study . The fact that most, if not all, of the of the new State scholarship holders have had to wrestle with the necessity to earn their daily bread and have only been able to use free time for study purposes in the evening after their work is an encouraging sign that they will justify themselves at the universities.

Mention has been made of the five men and women who have gone to Oxford under the State awards. They will, however, have as fellow students there with full-time scholarships from other bodies, several others from 27 to 39 years of age who have been filling comparatively humble posts— such people as a farm worker, a gas department collector, a garage mechanic, a bus driver, an Indian railway worker from Bengal, a women shorthand typist.

The new State awards for people of mature age are only a apart of the extent of State help for students of different ages. Thus 750 scholarships have been offered to boys and girls in 1947, and, another new experiment like those for mature students, 100 Technical States Scholarships for students under 20, There are hundreds of other scholarships and exhibitions towards which the Ministry of Education contributes, and many more offered by Local Education Authorities. The total number of awards

from public funds covering fees and maintenance is about 6,000 a year, apart from 32,000 Government awards, hitherto, for students whose education has been interrupted by war service or other obstacles.

The importance of adult education is becoming much more widely recognised in Britain. As Sir Richard Livingstone, President of Corpus Christi College, Oxford, urging its development, has pointed out, the majority a of children in their teens fail to realise the value of education and they consequently learn little. Often people only begin to want education after they have left school.

RESIDENTIAL COLLEGES

Sir Richard is convinced that real advance will not be made in adult education until many more residential colleges — not necessarily universities—are available where people can get clear away from home worries and work. He cites approvingly colleges of this description in the four Scandinavian countries.

Since the war a number of these residential colleges have been established in different parts of England and more are planned. Wedgwood College, one of them, in the Potteries, principal centre in Britain for the manufacture of earthenware and china, was opened recently and is a joint venture of the local authority, Oxford University and the Workers' Educational Association (W.E.A.). Another in Devonshire will occupy the residence on an estate which the owner, Sir Richard Acland, M.P., has generously presented to the nation. It is a W. E. A. establishment and will start with about 24 Students. The Y. M. C. A. is interested in two colleges for adults, and several others already exist or are projected.

Most of the English colleges run short courses—from one to two weeks, even Friday to Monday ones —and these short courses are likely to rule for the moment. One of the Y.M.C.A. colleges has an eight-week course. The cost of short courses varies from £2,10s. to £4,4s. The subjects of studies vary a great deal but they all show there are large sections of people more interested in more serious affairs of life than, say, filling up football pool coupons or studying racing forms.

NEWS FROM OTHER LANDS

UNITED STATES

Education Extended to Parents in 3,000,000 American Rural Homes

Education programs and demonstrations in house management, parental duties, food preservation and similar topics are provided for more than 3,000,000 rural American homes by the United States Department of Agriculture's Extension Service.

In the mid-western state of Missouri alone, extension workers conducted clinics on the management of farms and homes in 108 out of 114 counties.

Much of the knowledge gained from these clinics arises from exchange of information among those who attend. More than 400,000 women carry on this training and education work in their communities and clubs as a voluntary service.—U. S. I. S.

Cooperative Community Planning by Citiens in the U. S. A.

The manner in which voluntary action by citizens themselves assists in the operation of government in American municipalities was demonstrated in a recent meeting of leaders from the smallest village to the largest city in the midwest State of Iowa. These leaders were called together to plan together for community betterment on a state-wide basis.

("Community" in the U. S. A. is a geographical term.)

The 250 representatives to the Iowa Community Development workshop at Des Moines divided their meeting into eight committees to study particular phases of community life. These were education, cultural arts and recreation, home and family, health, farming and conservation, Government, religion and industry and labor. The delegates, presenting community life needs from their own experienee, were "speakers" at each meeting.

The workshop was sponsored by leaders of more than 30 state organizations and institutions representing labor, agriculture, banking, health, education, veterans and other groups.

Chairman of the meeting was Dr. W. H. Stacy, extension sociologist at Iowa State College, who said the purpose of the workshop is "to start making a better world on the local level." Each of the eight committees, he said, discussed problems in the particular field with which it was concerned, and then developed guide posts for local community councils and for coordinating the programs of various organizations. Digests of the eight committee reports were made available to community leaders throughout the State.

For example, the health committee report presented ways of coping with such problems as nursing and the mental health of the various communities.

Through such cooperative efforts as the workshop, Dr. Stacy pointed out, "leaders from many types of community endeavor simply were pooling their thinking regarding attainable community goals."—U. S. I. S.

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PHILIPPINES

Some objectives of the Philippines Educational System :-

1. To impress upon people that they are citizens of a republic: to instill in them love and veneration for their country; and to train them to discharge diligently and faithfully their duties and obligations as citizens of an independent state,

2. To evolve a healthy, enlightened, and morally upright citizenry imbued with an abiding faith in Divine Providence.

3. To inculcate in our people the ideals of democracy: to make them realize that the fundamental rights of man should be preseved at any cost if they are to attain self-fulfilment.

4. To develop in the people habits of industry and thrift and to equip them with the necessary skills and knowledge which would enable them to earn an honest livelihood and contribute to the economic well-being of the country.

5. To train our men and women for family responsibilities and the obligations of the home.

6. To guide our people in the wise use of leisure so that it may contribute to their personal growth and promote the welfare of the community.

7. To infuse in the individual the desire and the willingness to help his community; to instill in him sympathy for, understanding of, and good will toward his fellow-men.

8. To promote in our youth a way of life which embodies the best of our cultural heritage, enriched by the valuable experiences of other peoples.

9. To foster among our people appreciation of the arts, sciences, and letters so that their taste may be refined, their lives enriched, and their sympathies deepened.

10. To cultivate in our people a sympathetic understanding of other nations through a study of the contributions that those nations have made to civilization.

—From the Christian Colleges Bulletin

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BOMBAY

The Bombay City Adult Education Committee which is completing its eighth year of activities this month has made more than 22,000 adults literate during the current year. Of this number 3,000 are women. These literates were trained in the Committee's classes, only a small number of 356 being trained in private classes.

The Committee which has enrolled, during these eight years, nearly 195,000 adults of whom 121, 000 or sixty per cent, have satisfied the literacy test, decided to observe a special literacy week in Bombay from January 17.

The programme for the literacy week included an inaugural address by the Governor of Bombay, radio talks and speeches by the Prime Minister, Mr. B. G. Kher, the Mayor, and the Sheriff and meetings to be addressed by prominent citizens and a speech by Mr. Gulzarilal Nanda, Labour Minister.

Mass meetings have been arranged by the Committee with a view to explaining the utility of adult education. All-India Radio, Bombay, it is understood, has agreed to arrange special talks for the purpose.

Mr. Kher made a fervent appeal to the citizens of Bombay to co-operate in making the activities of the Adult Education Committee a great success so that the social, civic and cultural standards of the masss might be raised in as short a time as possible He added that if the masses were not trained for democratic citizenship, if they were not enabled through knowledge and understanding to distinguish between truth and propaganda, between good and evil, between appeals to decency and incitement to fanaticism they would in all probability become mere tools in the hands of unscrupulous demagogues bent upon exploiting them for serving their own private ends.

After a brief review of the work done by the Adult Education Committee. Mr. Nanda said that he was sorry to note that the expectations on which the schemes was based, had not been realised so far. A close investigation showed the need for considerable improvement in the quality of instruction and the effectiveness of supervision.

It has been now decided to employ paid teachers and supervisors for carrying out the Literacy programme. It is also contemplated that the collaboration of public spirited citizens should be secured on a much larger scale.

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NEW DELHI

Maulana Abul Kalam Azad, Education Minister, presiding over the All-India Educational Conference suggested "some kind of conscription to accelerate the educational progress of India. If every Matriculate is required to put in one year's and every Graduate two year's service in education before he or she obtains his or her certificate, we should then get a large supply of teachers for our purpose," Maulana Azad said.

As regards the problem of providing for the education of adults who were illiterate, it was obvious that with the extension of democracy, this problem had become even more important than it was in the past. Some work for adult education had been started in the provinces since 1938 but this was on a very small scale and must be increased and expedited manifold if we were to obtain the desired results. Adult education had two aspects, viz., arrangements for making the adults literate and the provision of means to enlarge their minds and enable them to take an intelligent interest in the affairs of the country.

Such an expansion of mind of the adult could be largely effected to-day through the use of scientific methods and machinery. We should benefit by the experience of the Soviet Union and the U. S. A. and draw upon the vast stores of educational films which had been built up in those countries. Their expe-

rience, however, would have to be modified to meet our requirements. The Education Ministry had recently established a Department of Social Education, which would take this problem up. Expansion of the Department was, however, necessary in order to make it possible to provide such educational films and radio programmes in all Indian languages. He hoped that very soon the Ministry would be able to publish complete plans and schemes for the purpose.

The problem of imparting literacy to adults must be taken up along with that of providing basic education to school-going children. For this purpose we must not only depend upon teachers who were engaged in such schools but also call upon all government employees of all categories to render such voluntary service as might be possible. A time must soon come when literacy would be made one of the conditions for any employment under the Government and in the meantime Government were considering methods by which illiterate Government servants might be encouraged to become literate.

There was no place for English as a medium of instruction in future India, but at the same time there should be no precipitate action that might damage the cause of educa tion. The replacement of English as a medium of instruction should be gradual and stage by stage so that there was the least possible interruption or interference with the process of education in the country.

CENTRAL ADVISORY BOARD

The Central Advisory Board of Education adopted the interim report of the Adult Educa tion Committee, appointed on the opening day of its session, which recommends the launching of a three-year programme for literacy and general education.

The report says both literacy and general education should proceed simultaneously, but during the next three years, greater emphasis should be laid on the latter aspect of adult education with a view to enabling every Indian to take part in the new order. Efforts should also be made, the report says, to raise the percentage of literacy to 50 at least.

The report further reccommends that all the resources and personnel of the country should be mobilised for the attainment of these objectives and suggests employment of whole-time workers, part-time workers and volunteers.

The report says that part-time workers should be village school teachers, postmasters and other civil servants who may be given a small honorarium for their services and voluntary workers should be recruited from amongst students and staff of schools and colleges; Government employees, district officials, etc.

It also recommends that all owners of mills and factories should provide for the education of their workers and their families and the Government should make it compulsory for all its employees to attain literacy within a period of three years and it should give them facilities for this purpose.

Adult education should also be compulsorily provided for all prisoners in jails.

As regards provision of funds for this purpose, the report recommends that provincial Governments and the Central Government should both provide funds at the minimum rate of one anna per person to be educated. As the means of imparting adult education, the report suggests that use should be made of such modern media of mass communication as radio, films, open air theatres, etc. Material for these media, says the report, should be prepared by the Central Government in consultation and co-operation with the provincial Governments. The report suggests the setting up of a special department for the preparation of the necessary plan.

The report further recommends the setting up of special agencies under departments of education which will be responsible for the organization of adult education and says that

the general policy and programme should be decided in consulation with the advisory bodies consisting mainly of non-officials, it adds that in the programme of adult education due emphasis should be given to further education of literates through clubs, discussion groups, people's colleges, summer schools and other similar agencies.

Another resolution adopted by the Central Advisory Board of Education recommends the appointment of a commission to investigate the state of secondary education in India and to report its aims and scope in the light of present conditons and future requirements. The Commission will also consider the question of modification in the course of training of teachers for secondary schools.

* * * * *

WEST BENGAL

The need for trained workers for the spread of general education among the masses was stressed by Dr. Prafulla Chandra Ghosh, Prime Minister, West Bengal, addressing a meeting organised by 'Loka Siksha Parishad' at Ballygunge.

On behalf of 'Loka Siksha Parishad' its secretary, Srimati Sudha Roy, pointed out that they had started the work three years ago and now they had nine centres. About 500 people were receiving training from them. She pleaded for Government help and also appealed to the public to support them.

Mr. K. D. Ghosh requested the West Bengal Government to ask for at least rupees 15 crores from the centre for educational reconstruction in the province.

Sj. Khitindra Deb Rai Mahasai who presided also addressed the meeting.

Dr. Ghosh earlier opened a cottage industry exhibition organised by Loka Siksha Parishad.

The function took place at Tirthapat Institution.

* * * * *

Prof. Anath Nath Basu of the Calcutta University who attended the 10th International Conference on Public Education and the U. N. E. S. C. O. Seminar on Education for International Understanding, as a representative of the Government of India, and visited England, France, Switzerland to study the latest developments in education in these countries, giving his impressions said:-

"Another thing that struck me was the emphasis on adult education. Democracy cannot function unless the people are educated. Hence in England, as also in France, great efforts are being made by the Ministers as well as by private bodies to extend the facilities of education to adults."

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THE INDIAN JOURNAL OF ADULT EDUCATION

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On the approved list of the Government 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 Advisor, Bombay.*

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'..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 touchwith 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 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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THE INDIAN JOURNAL OF ADULT EDUCATION

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JULY 1948

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

EDITOR:
RANJIT M. CHETSINGH
QUAKER CENTRE
24, Rajpur Road
DELHI

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Indian Journal of Adult Education

Vol. IX July 1948 No. 4

Editorial Notes.

The Editor of this Journal will be in Geneva, Switzerland, by the time this issue reaches our readers. We hope that in spite of his absence from India this summer, mainly in the United Kingdom, - the Journal will reach its readers in good time. If our printers play the game by us this should not be difficult. A good deal of editorial work has been done by the Editor and more will be done before his departure from India early in June. We trust that arrangements which we are making for seeing the Journal through the Press will prove more satisfactory than those of last year.

HOW YOU CAN HELP.

You can help the Editorial Board by securing and sending us suitable articles for inclusion in the Journal — also by SENDING US AUTHENTIC NEWS OF WORTHWHILE PROJECTS TRIED OUT IN DIFFERENT PARTS OF THE COUNTRY.

We would also welcome reviews of books on adult education which some of you may read or may hear about. We wish to strengthen this feature of the Journal.

The Government of India & Adult Education.

The Central Advisory Board of Education set up by the Govt. of India recently appointed a Committee to prepare a scheme of Adult Education. This Committee met on the 13th January 1948 and we understand, sent in a report. Its main recommendations are given below :—

The Committee is of the opinion that Adult Education should not be limited to making people merely literate. It should include also general education so as to prepare every citizen to play his part in a democratic social order.

It is suggested that there should be a three year programme for this purpose. While the literacy programme is to be confined to people between the ages of 10 to 40, no age limit should apply in the case of general education.

General education should include :—

(a) Principles of health and hygiene.

(b) Elements of Geography with particular reference to India and the Province in which the adult resides.

(c) Stories from Indian History illustrating Indian Life in various periods (including the struggle for attainment of independence.)

(d) Civics :—

(i) Duties and rights of citizens.

(ii) Administration (Local, Provincial and Central).

(e) Principles of co-operation.

(f) Education in moral values and social service.

Both literacy and general education should proceed simultaneously but during the next three years, greater emphasis should be laid on the latter aspect of adult education. Efforts should be made to raise the percentage of literacy to 50% at least.

All the resources and personnel of the country should be mobilised for the promotion of adult education. Three categories of workers are suggested :—

(i) Whole-time workers,

(ii) Part-time workers.

(iii) Volunteers.

Whole-time workers shall include

(a) those who will be responsible for organising the adult education centres and

(b) those who will be responsible for training and guiding the part-time and the voluntary workers.

Part-time workers will be village school teachers, post-masters and other similar civil servants and they will receive a small honorarium for their services.

Voluntary workers shall be recruited mainly from amongst

(i) Students and staff of the schools and colleges,

(ii) Clerical staff of the Government Departments,

(iii) District Officials e. g Medical Officers, Educational Officers, Health Officers etc.

All owners of mills and factories should provide for the education of their workers and their families.

Government should provide funds at the rate of one anna per person to be educated.

Adult Education in Nova Scotia.

By Rev. D. MacCORMACK, D. D.

This is the story of a scheme of adult education which has its roots in the economic lives of those people among whom it operates. The intermingling of the two concepts, education and economics, was no mere accident but a deliberate policy or program which is defended both from the philosophical and practical points of view.

The setting of the story is Nova Scotia, New Brunswick, and Prince Edward Island, the three eastern provinces of Canada. They are commonly known as the Maritimes by reason of the fact that they are almost completely surrounded by the waters of the Atlantic Ocean. The temperate climate, the country broken by hills and valleys, the fruitful waters of Atlantic, the mineral deposits and forest wealth determine the callings of the more than a million people that live in these provinces. The greatest vocational group are the farmers. They form more than one-half of the total population and engage in mixed farming. A large number of our farmers are part time fishermen and part time lumbermen as well. The next great vocational group are the fishermen who live along the 8,000 miles of the Maritime coastline. They constitute but one-fifth of the total population. 24,000 coal miners and steel workers make their homes in the mining and steel working centres. Maritime Canada is a world in miniature with all the problems that beset industry and primary production.

An industrious people imbued with the love of their land and a yearning for education, a land suitable for farming and enriched with mineral deposits and forest wealth, an ocean teeming with fish and providing strategic trade outlets, a temperate climate, - are these not factors which make for a happy and contented people? Why then do our people languish? Why are communities being deserted? Why are there mass movements of our youth to other lands? Thirty years ago a group of community leaders in eastern Nova Scotia began to ask those questions of the Maritime Provinces. Some of these were college professors, others were agriculture workers, still others were clergymen in rural parishes. On a certain date these people did not come together and dedicate themselves as a group to the people. They were not sufficiently united to be called a group; they did not even have a clear idea of the permanent form their efforts should take, - they were individual planners and thinkers, each with his set of ideas as to what was wrong with the world, with Canada, and with those eastern provinces; each with his own opinion as to how these wrongs should be remedied. It took ten years of conferences, community schools and experiments to unify their thinking and to develop a social philosophy which would provide answers to their troublesome questions.

The diagnosis of those years indicted an economic and social system which was not working satisfactorily for the masses of the people even in the best of times. This economic and social system was not different from that prevailing in the other provinces of Canada or in the United States, their powerful neighbor to the south. It was the system of rugged individualism. In the pioneering days, the defects of the system were not so obvious, but as communities became more subtle and as competition became keener the inevitable results of the system began to assert themselves. There was poverty and misery for the farmers and fishermen. The lot of the industrial worker was not much better. In boom times, the industrial towns pulsated with life, but in the long in-between they suffered an economic black-out and became ghost towns where no real human happiness could flourish. In one fifty year period eastern Canada lost 450,000 of its people to other parts of America. It was not a question of one depression, it was a question of a whole series of depressions, of dark days, weeks, and months when men lived in insecurity and fear, unable to keep body and soul together. All this happened before the world depression of 1929. That particular depression merely accentuated the conditions in our part of the world and brought out the fact that not only Eastern Canada but all Canada—and the world for that matter—were in the same boat.

The educational system was also submitted to a severe and critical examination during this ten year period between 1920 and 1930. The conclusions reached were not happy ones. The great masses of youth were leaving

our schools without even a good grounding in the three R's, much less an orientation in the principles and techniques esential for community life. The teachers, especially in the rural areas, were underpaid and undertrained. They could hardly be expected to do more than carry on according to a routine schedule of mechanical studies; certainly they made no appreciable effort to gear the curriculum so that the pupils would be better fitted to resume the callings of their parents. For the 10 per cent of the pupils who reached High School and for the 1 per cent who reached college, education was merely a way out from the so-called humble calling to the professional and big business openings. The philosophy that there is always room on the top prevailed everywhere. The energetic and ambitions among boys and girls were encouraged to seek the most desirable positions in professional and business life. They were encouraged also to do it in the competitive way and this meant holding out to them the very questionable objective of achieving success over the dead bodies of their fellow-men. The philosophy seeped down even to the parents. Farmers sent their sons to High School or College so that they might escape the drudgery of farm life. The coal miners, the fishermen, and the lumbermen talked the same language to their children. The bright child was chosen for a different career than that into which he was born. The net result was to make education the supply centre for the professions and big business. The whole system pre-supposed the existence of a sodden, dull mass of peasantry as the necessary soil on which the privileged few should grow.

The Extension Department of St. Francis Xavier University, Antigonish, Nova Scotia was the product of this common study. Their program was one of adult education through group action in the economic and social field. Their objective was a new order to supersede the old. The new order was not to be a mere patchwork of the old — for the old had too many vital and basic faults. Nor was it to be something entirely new. This was an impossibility since it would involve a new human nature, a new technology and a new set of institutions. The program of the Antigonish men called for a new manipulation of the social forces already inherent in society. The social pattern resulting from this manipulation would give all men an equality and opportunity and a free access to the good and abundant life. The primary field of operation was to be among the "rejects" of the old educational system. This did not mean that the so-called educated classes did not need adult education. It simply meant that the education of the masses was more important. In our day the rank and file were taking on something in the nature of a personality and they were doing what was once done by dynamic and individual leaders The program was to reflect itself principally in the social-political but above all in the economic field. The reception this program of adult education was to receive was a tribute to the faith of the people in the idea that education, despite its failings in the past, was the main instrument of human progress.

No apology was made for the stress on the economic. The economic needed to be stressed. Permanent economic poverty and social insecurity was threatening life itself, was closing the road to culture and stifling the very yearnings of the human soul for happiness. Moreover, those in charge were prepared to defend this approach by an appeal to fundamental principles of education. It was in that field that the ordinary man's interests were keenest. It was in that field also that the practical problems crying for solution could be found, and success in these would lead men on to other conquests. It was never intended that the final objective of this program of adult education should be confined to material things. The primary emphasis on man's material well-being was based on the conviction that between this material well-being and man's cultural and spiritual welfare there is a very intimate connection and that the conquest in this field would enable them to take up other problems of a cultural and spiritual nature. Already this objective is being achieved.

A complete blueprint of all the educational techniques to be used and practical projects to be taken up was not issued when the Extension Department of St. F. X. University was opened in 1928. The founders were themselves pioneers and had much to learn. The community meeting to arouse the people, the organization of study clubs on a community-wide basis to discuss common problems and a follow-up of community group action— all these were accepted as basic principles; other details were to be developed as needs and opportunities arose. Conferences of an educational and business nature, leadership courses lasting from three to six weeks and taking place either at the University or the local community, radio forums with organized

listening—in groups, lecture courses for urban workers, films, slides and literature of all kinds have been brought into play to reinforce the use and efficacy of the core technique, the study club. To think, to learn, to do, has been the central theme.

The practical results of this educational program are evident in the fields of finance, consumption, production, marketing and other services. In the Maritimes, there are about 450 credit unions with assets of almost $8 million and a membership of 70,000. There are 150 co-operative stores with an annual turnover of $9 million. Co-operative wholesales do a $6 million business. United Maritime Fishermen, a central organization assigned for the fishermen of the three provinces, do a business of $2 million. Other fishery co-ops, unaffiliated with the central organization, added another million. Housing and hospitalization are outstanding achievements. There are over 252,000 in the hospitalization scheme. Seven co-operative housing groups are already in operation and many more in the process of study. In all, 85 houses have been built and whenever possible they are located on substantial lots of land.

The other-than-practical results are even more impressive There is a spring in the step, a new glint in the eyes of the ordinary man. Education means something to him personally, to his neighbor next door. For them it will help unlock the secrets of life and develop all their possibilities. Not every man has been reached and motivated. That would be expecting too much of the educational process in the short period of fifteen years. In every community however, there is a stirring, a leavening of the whole group There was another reason for the farmer-fishermen or urban worker to feel confident. The task of securing a living was no longer to be subjected to the jungle law. Cruel, relentless competition was to be replaced by the practical application of charity and social justice. The welfare of one's neighbor was to become as one's own welfare.

There is a hope, almost a guarantee, for the future. Economic projects, of their nature, are permanent and around them will revolve necessarily a continuous program of education The ups and downs of business, above all the downs, involve meetings and more meetings, first for the directors and then for membership at large. If there is success, the question is, "What next?" If there is threatened failure, the question is "Why?" One project leads to another. The attack on community problems is never cofined to one but is aimed at a number of problems Institutions owned by the people thus become democratic cells, focal points of community education which will eventually make the country strong and free.

Relief from economic serfdom is beginning to show itself in our political life. Where men are economically free, they are inclined to be politically free. Where people are vitally concerned in the business of a nation, they are more apt to make a study of the budget, of the tariff and other governmental moves. Democracy in its full and complete significance implies the participation by all the people in the vital political, economic, and cultural processes of society. The program of Eastern Canada is doing just that. In the world of international politics, this particular program of adult education gives the ordinary citizen a sense of "belonging," a conviction that what he is doing here at home will help first his community, then the country of which he is a citizen, and eventually the world itself. The thought that in every country there are thousands of others working not for private gain but for community betterment, gives a sense of reality to this conviction.

The lethargy, the selfishness, and the occasional disloyalties of the people, the pooh-pooh or belligerent attitude of businessmen, indifference of the professional men, the disdain of the academic minded, differences in religion, race, and politics, limitations of staff and budget are the problems to be faced. Most of these will never really disappear. In fact, the founders of the Antigonish Movement — as this program of education is called — would not want them to disappear. These problems provide the furnace fire in which men are purified and made citizens of a living democracy.

New Concept in Adult Education.

By JOHN MACKEY-MURE,

Editor of "Further Education"

The growth of adult education in Britain has been achieved in a way which can best be described as "typically English". A stranger, who was concerned to study the English educational system, would probably start by assuming that the responsibility for adult education rested upon the bodies responsible for other forms of education.

He would, however, discover on enquiry that responsibility for adult education was, until April 1, 1945, the concern of three different agencies — the Universities, various Voluntary Organisations and certain Local Education Authorities. He would also discover a variety of institutions — controlled and maintained by these agencies and offering a choice of subjects ranging from accountancy to zoology — which have inherited traditions from the early days when the Mechanics' Institutes, the Polytechnics, University Extension Lectures, the Workers' Educational Association, the Y. M. C. A., and the Trade Union and Co-operative movements started their experimental classes and lecture courses for adults.

THE CHANGED EMPHASIS

Legally the position has now changed. What formerly was permissive to local education authorities has now been made mandatory, those authorities having, by the Education Act, 1944, been given *duties* in relation to adult education. By the terms of the Act, it is a duty of local education authorities to secure the provision of adequate facilities for further education,* and to prepare and submit to the Minister of Education, schemes of further education for their areas, giving particulars of the provision which they propose to make.

At the same time, although local education authorities have aquired this new responsibility, it is not intended that they become the sole agents providing adult education. It is specifically laid down in the Act — and repeated by the Minister of Education in his directive to local education authorities requiring them to submit their schemes for further education to him before April 1, 1948 — that they will "when preparing any scheme for further education, have regard to any facilities for further education provided ... by universities, educational associations, and other bodies," and consult with such bodies in the preparation of the schemes.

The result is the healthy and wholehearted recognition of the principle that, although the universities, voluntary organisations and local education authorities have each a contribution to make and ought to be recognised as working partners, adult education must be regarded as an integral part of the educational system, controlled and maintained by the administrative machinery which has been statutorily created.

WIDE SCOPE

This revolutionary change — for such it undoubtedly is — has been made possible as the result of a new willingness to perceive the wide scope of adult education. The classical definition — and that which has hitherto limited the range as well as the scope of adult education — was given in the old Adult Education Regulations as "courses designed for the liberal education of adults", a definition which, although unobjectionable, is hardly helpful in delimiting the field of study.

Largely as a result of wartime experiences and experiments in the Fighting and Civil Defence Services, adult education is now regarded as embracing the provision of such varied activities as community centres where neighbours can pursue together activities of common interest, regular classes and courses of study in both practical and intellectual subjects, information rooms, clubs and associations of men and women interested in gardening, natural history, chess or music, discussion groups, dramatic work, film shows,

*"The statutory system of public education has been reorganized in three successive stages, known as primary education, secondary education and further education". Further education — within the framework of which provision is made for adult education — is defined as:

"(a) full-time and part-time education for persons over compulsory school age; and

(b) leisure-time occupation, in such organized cultural training and recreative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose."

exhibitions and libraries. The significance of such a list, which is intended to be illustrative rather than exhaustive, is the extent to which it underlines the changing concept of adult education.

"It is," as an eminent English educationist has written, "vital that, while the importance of the older forms of adult education must be ever present to our minds, we should not shrink from the implications of this broader conception of adult education, which must result in the acceptance by education authorities and organisations of responsibilities for activities which once would have been deemed hardly fitting for such bodies to associate themselves with."

Striking Features

These words express the viewpoint of the Ministry of Education; and the following sentences are taken from an official publication;

"The conditions brought about by the war have emphasised these tendencies...One of the most striking and gratifying features of education during the war has been the persistence with which adult classes pursued their course in spite of blackouts, blitzes, and overtime. After an initial check in the early days of 1939-40, they not only recovered their pre-war strength but by 1945 had actually exceeded in numbers the level of 1939. More widely still, in the Forces and Civil Defence Services, men and women, partly under compulsion and partly through voluntary initiative, and with considerable help from authorities, have made contact with a wide variety of interests that can properly be described as educational... It is of the greatest importance that both authorities and voluntary organisations should ensure, so far as they can and as soon as they can, that these men and women will not seek in vain for opportunities to pursue similar intersts in civilian life."

To attempt to estimate the value of the multifarious activities of the Services in adult education is too big a task, but certain broad generalisations may be permitted. Sometimes the seed fell on stony ground, and sometimes the seed was of poor quality, but it is becoming increasingly manifest that many men and women are, for the first time, regarding adult education as a normal and necessary activity. But it must be adult education in the broadest sense.

The number of people who are ready to take advantage of formal educational facilities is, it must be frankly admitted, relatively small. (The number of students in formal classes has increased since pre-war years when it averaged just over two per cent. of the population, but it is unlikely that it has yet exceeded five per cent). But the majority of men and women *can* be interested in practical subjects—more particularly in an atmosphere which is full and informal, and in which activities and responsibilities are shared appropriately among all concerned.

New Ventures.

Although shortages of labour and materials are delaying the erection of Community Centres, many local education authorities are, like Kent Education Committee which has recently opened education centres in such characteristically different communities as Sidcup and Tunbridge Wells, adapting existing premises and finding the membership too large for the improvised accommodation.

The Bureau of Current Affairs, sponsored by the Carnegie United Kingdom Trust and publishing fortnightly series of current affair discussion briefs and map reviews on the lines of those so long familiar to the Forces, has already secured an established place as a provisioning body in adult education.

The report of the Arts Council for 1946-47 records that, although the special wartime conditions which led to the enthusiastic reception of canteen concerts has disappeared, there is an increasing demand for the help of the Council in establishing Industrial Music Clubs which meet weekly or fortnightly in conditions of leisure after working hours.

Again there is a vast expansion of the provision of the accommodation and facilities for residential adult education Typical of the new centres are Wedgwood Memorial College, Barlaston Hall, which is being built up experimentally by the North Staffordshire Committee for Adult Education; Urchfont Manor, which has been opend under the auspices of Wiltshire Education Committee, and Bulton Manor—a more ambitious project—in which a number of local education authorities are jointly interested. All of these are residential colleges offering courses in modern studies of up to a month, including some students from industry who have been released by their employers for this purpose.

Pooling of Experience

Lastly, there is the recognition of the need for co-operative effort and for the pooling of administrative experience in the creation of the National Foundation for Adult Education.

It is, indeed, abundantly clear that there is, today both a new concept and a new spirit in the field of adult education. What Sir Percy Meadow did in launching the rural adult education scheme of the Lancashire County Council, and what the Village Colleges of Cambridge were founded to achieve is now being attempted on a national scale—the co-ordinated organisation of all existing facilities for adult education. But, gigantic as this task must necessarily be, it is not the only—or the most important—aspect of present work in adult education.

Today, more than ever, it is realised that the educated man is one capable of entertaining himself, capable of entertaining a stranger, and capable of entertaining a new idea. If he cannot entertain himself, he is a burden to himself. If he cannot entertain a stranger, he is anti-social. If he cannot entertain a new idea, he has no place in a democratic society. To give him each and all of these capacities is now recognised to be the task of adult education. *(B.I.S.)*

VISUAL AIDS TO EDUCATION IN AUSTRALIA

Film and Pictorial Work at University Centre

By CHARLES LYNCH

Extensive use of visual aids in education has been developed on the most up-to-date lines in Australia, where a modern Visual Aid Centre has been established at the University of Melbourne, Victoria.

Founded in association with the Royal Australian Air Force, it produces all types of these aids to instruction and teaching.

Among them are charts, diagrams, film strips, slides, and silent and sound 16mm motion pictures.

A library of 16 mm. sound and silent educational films is maintained, teachers are trained in the use of visual aids, and research is conducted into the most effective techniques for their practical use.

When the Centre was established within the University as a logical location, Squadron Leader N H. Rosenthal B.A.,B Sc., was appointed Director, and it has been due to his energy and enthusiasm that the scope of the important work has expanded and developed under peacetime conditions.

The Centre has played a notable part in changing the Australian educational outlook from one which regarded the film as an entertaining luxury to an essential instrument in post-war education.

Fullest possible use is made of the production facilities of the Australian National Film Board, and also of established commercial film producing laboratories.

Teacher training in the use of films and the operation of projection equipment is supplied, and scientific investigation has been carried out into the question of student reaction.

One interesting test conducted has shown that rigidly factual films are more effective than those which contain elements of entertainment. The student reaction to the irrelevancies was one of bewilderment, but the factual film gives them a simple picture that can be easily understood.

The Centre's facilities are available to all secondary schools, particularly those in the State of Victoria, of which Melbourne is the capital. The Centre also supplies educational institutions in other States, as it is the only one of its type attached to an Australian University, and there are also very few in the British Empire.

The Centre is a non-profit organisation. The work is subsidised by the Government grant and University funds, and practically all the equipment has been made in the University workshops.

Because of the facilities of the Melbourne University, this Australian visual aid Centre offers probably the cheapest service of this class anywhere in the world. Film strips are supplied to schools at Rs. 1/4 each, and their preparation is supervised by lecturers from the various faculties.

Before a teacher can obtain the degree of Bachelor of Education, he or she must prepare an approved paper on aspects of visual aids and the importance of the subject in the University curriculum is increasing each year.

Subjects Covered

Among the subjects covered by the hundreds of 16 mm films regularly made available to schools and educational institutions are engineering, physiology, hygiene, medicine, first aid, physics, botany, psychology, vocational guidances, teaching, social studies and a number of miscellaneous subjects. Many of the executives of Melbourne's leading industrial companies attend regularly the screening of the latest films on industrial management and on staff relationships. These are obtained by the Centre from overseas countries.

Screening of technical films is also carried out in a special sound-wired theatrette equipped with Australian-built projectors.

Officers and men from the Royal Australian Navy, the Postal Department, the Department of Works and Housing and other government authorities frequently attend screenings at the theatrette, and representatives of the various churches also attend to view films on religious subjects.

For the training of teachers, the Centre conducts lectures in the Commerce Theatre of the University

For 1947 the subjects covered included Investigations into the Effectiveness of Visual Aid, Modern Developments in Education, Australian National Library and its Functions, Problems of Production, Types of Visual Aid Equipment, and psychological factors in Teaching with Visual Aids.

The course also included an exhibition of films produced by the Australian National Film Board.

The importance of the work now being carried out in Melbourne will eventually result in visual aid centres being established in other Australian universities.

BOOK REVIEWS

BIOGRAPHY IN TEACHING.

1. The Prophets of the East edited by Prof. Diwan Chand Sharma. Page 116 Pub ishers Longmans Green & Co.

We welcome this further edition of this wise little book. It is good to have presented side by side in brief compass the lives of three spiritual teachers who grew up in the Orient.

As one would expect, the presentation by Prof. Diwan Chand Sharma is catholic and broad-minded. He has brought out the main characteristics in the lives of these men through incidents and anecdotes from their lives and has successfully resisted the temptation to indulge in generalizations and the temptation to moralise. He has let the lives of these prophets speak for themselves.

A special effort should be made at this time to put before our people factual stories of these three prophets. We would suggest therefore that M/s. Longmans. Green & Co should think of bringing out *an edition especially designed for adults.* Perhaps Prof. Sharma can be persuaded to write an introductory note for this adult edition sketching the tragic situation which has developed in our land during the last 12 months to serve as a background against which these prophets can be viewed.

HEROES & HEROINES OF HINDUSTAN Prof. N. S. Takakhav, M. A. Page 114. Price Rs. 1/8/- Publishers M/s. Padmaja Publications Baroda.

At a time when knowledge of India's worthies of the past is neither deep nor widespread among our people this little book which deals with the lives of Gautam Buddha, Ashoka, Kabir, Akbar, Chand Bibi, Shivaji and Ahalya Bai is to be welcomed. Prof. Takakhav has done well in including two women of different faiths in his book. '' treatment of these characters is main' criptive.

The publishers are to be Ltd, on the simple illustrations thquare, London. ded, but we would suggest t books are needed by our a —do— by matric and pre-matric st be presented in a general s

London.

THE SPIRIT OF INDUSTRIAL RELATIONS

by Prof. H. S. Kirkaldy Oxford University Press Pages 138

The book is based on seven lectures delivered by Professor Kirkaldy at Jamshedpur in December, 1946 as the Perin Memorial Lectures under the auspices of the Tata Iron & Steel Co. Ltd. Professor Kirkeldy who is Professor of Industrial Relations in the University of Cambridge has treated the subject on which he has enough mastery, in a very sound, practical and unbiased manner.

His lectures on Trade Unionism, the Legal Regulation of Industrial conditions, Incentives in Industry, Social Security, Joint Consultation and the International Labour Organization are of special interest to employees as well as trade union workers. They are both instructive and informative.

Prof. Kirkaldy rightly maintains that trade unionism "is a movement within the state and not above it" and the basis of sound industrial relation is "cooperation within the existing economic order whatever that may be", but he grants the trade unions the right to work for any change in the economic structure necessary for the ultimate well being of the workers, although that, he warns, would be a "source of disunity among the workers". He suggests that the workers must "form their own views of what they want" and evolve "best method to get it, as well as to lead and guide their own organizations wihout any outside help". For this education is necessary.

The main burden of Prof. Kirkaldy's lectnres is: for successful, happy and cordial industrial relations between capital and labour, not legislation but proper spirit is necessary and for inculcation of proper spirit, proper understanding and proper perspective is needed and these can be had by education.

He makes a plea for mutual agreement and is against both voluntary arbitration as well as compulsory arbitration, for he believes that human element in mankind should so develop that respect for each other may generate the feeling of giving each his due. He doubts whether in the absence of proper training and education, even compulsory arbitration would succeed to achieve its objective, therefore his is a cry for educating properly the people—the capitalists as well as the wage earners. Although he uses the word "education" sparingly, yet that is "the spirit" of the book.

The book is well got up but suffers from bad binding which hardly one expects from an Oxford University Press publication, be it from the Indian Branch.

NEWS from FAR and NEAR

LITERACY WORKS BY MADRAS COLLEGE STUDENTS*

The Madras Government previously took no responsibility for adult education, but the present government realize that it should form an integral part of the educational system. At the present time Adult Education has a place in the Madras education budget and a special officer has been appointed to promote adult literacy. The programme outlined by government includes adult education courses for college students, and in March-April, 1948, before the long vacation, brief training courses in adult literacy were attended by three hundred and forty seven men and te- women volunteers belonging to Arts Training energylleges in Madras city. The length of these importanres varied from one day to six days. under peaceun was given in the organisation of cy centres, the use of Laubach

The Centre he preparation of other reading changing the Aus ching of songs, games, and in from one which reg y. Demonstrations of teachtaining luxury to an post-war education.

ing methods were also arranged. Each student undertook to teach at least on illiterate to read during the long vacation. When colleges re-open, reports are to be sent to the Director of Public Instruction through the Principals of Colleges

Some students living in Madras are helping in adult education centres, run by the corporation of Madras or by the Women's Welfare Association. Other students are teaching illiterates in or near their homes. It is too soon to evaluate fully the result of this effort. The special officer, however, is hopeful. He has received reports of adults having been made literate in twenty five days. The scheme owes its inspiration to Gandhiji's message to students. During the long vacation students will stay in the villages and offer to conduct classes for adults, and to teach the rules of sanitation to the villages and attend to ordinary cases of illness.

ed to the Principal, St. Christopher's Secondary Teachers' Training College, Madras for J
iews. Ed. I. J. A. E.

BOOKS ON ADULT EDUCATION

So often the Editor of this Journal is asked to suggest books on Adult Education, it is not possible to supply individual needs. A short list is, therefore, being included in this issue of the Journal. This is only suggestive and by no means exhaustive. People who will read a few books mentioned, will by reading them find out about other books.

	Title.	*Author.*	*Publishers.*
1.	Cotinuation Schools in England and Elsewhere.	M, E. Sadler	Manchester University
2.	The Adult School Movement Its origin and Development	G. Currie Martin M. A., B. D.	National Adult School Union, 300 Bloomsbury Street, London, W. C. I.
3.	Adult Schools A story in pioneering	Ernest Chempress	The Religious Edr. Press Manon Rd. Wallington.
4.	Colleges for Adult Schools		Edn.l. Settlements Assn. 8. Ensleigh Gardens, London, W. C. I.
5.	Adult Education in Practice	Robert Peers	Macmillan & Co. Ltd London.
6.	Adult Education in Great Britain & United States of America	A symposium arranged by W. E. William	The Br. Instt. of A. E. Evan Bros. Ltd. London.
7.	Learn & Live The Consumer's view of adult education	W E. Williams, Secy. of Br. Instt. of A. E. A. E Health Prof. of Phil. University College, Swansea.	,, ,,
8.	Adult Education After the War.	A report of an Enquiry made for the Btitish Instt. of Ad Edn.	Oxford University Press, London.
9.	Citizen Centres	Sir Richard Livingstone	Cambridge University Press.
10.	The future in Education	—do—	—do—
11.	Education for a world Adrift	—do—	—do—
12.	Further Education	Br. Ministry of Education Pamphlet 8	H. M. S. Office.
13.	University Extention in Action	R. M. Grumman,	University of North Carolina Press U. S. A.
14.	Tell the people (Mass Education in China)	Pearl S Buck	John Day, N. Y.
15.	Regional Survey of Adult Education	J. Ozanna	Am. Assn. for Ad. Edn. N. Y
15A.	Staples Reconstruction Digests What People Think No. 7 Education Part 4		Staples Press, London.
16.	School for life— A story of People's College in Sweden	F. Margaret Forster	Faber & Faber Ltd, 24, Russell Square, London.
17.	Education in Democracy The Folk High School of Denmark.	J. Christmas Møller & Katherine Watson	—do—
18.	The smaller Democracies	Sir E. D. Simon	Gollancz, London.

	Title.	*Aurthor.*	*Publishers,*
19.	Enlightened Self-Interest	Dorothy Rowsen	Am. Assn. for Adult Education N. Y.
20.	Man Made Culture	Frank Ernest Hill	—do—
21.	Listen & Learn	—do—	—do—
22.	Why Forums ?	Mary L. Ely	—do—
23.	About Education	C. E. M. Joad.	Faber & Faber Ltd. 24, Russell Square, London.
24.	Further Eductation		10, Great Turnstile, Condon, W. C. 1, England.
25.	Community Service News	Community Service, Inc.	Yellow Springs, Ohio.
26.	Community	Community Chests and Councils, Inc.	155, East 44 St , New York 17, N. Y.
27.	Adult Education Bulletin	National Education Associations,	1201 Sixteenth St., Washington 6, D. C.
28.	The Booklist	American Library Association,	50 East Huron St., Chicago 11, Illinois.
29.	American Unity	Council Against Intolerance in America,	17, East 42 St., New York 17, N. Y.
30.	New Journal	National Education Association	1201 Sixteenth St., Washington 6, D. C.
31.	Extension Service Review	Superintendent of Documents,	Government Printing Office, Washington 25, D. C.
32.	Literacy in India	R. V. Parulekar	Macmillan & Co. Bombay.
33.	Indian Adult Education Movement	N. G. Ranga, M.L.A.	
34.	The Indian Educational System Chapter on Adult Edn.	Oxford University Press	Bombay.
35.	The Indian Journal of Adult Edn. Volumes I to IX	(Available for reference at University Libraries)	Quaker Centre, 24, Rajpur Road, Delhi.
36.	Fundamental Education in India	R. M. Chetsingh	—do—
37.	India Shall be literate	Laubach	Mission Press, Jubbulpore.
38.	Suggestions for the Teaching of Reading in India	Menzel	Oxford University Press.

Purpose of Adult Education

By K. G. SAIYIDAIN

Educational Adviser to the Government of Bombay.

The purpose of the Adult Education movement is not the mere teaching of the mysteries of the alphabet to reluctant adults but to enrich the lives of our people and contribute to the development of their critical faculties and social sense. In this article, the writer tells us how this could be done.

An educated democracy, swayed by random gusts of fanaticism and prejudice and invitingly responsive to the machinations of self-seeking demagogues can be a greater menace to peace, security and happiness than any other form of Government.

To ssy so is not to decry democracy but to safeguard it against the possible corruption of its moral and intellectual content. Our primary concern as educationists should be to strengthen the intellectual and moral defences of democracy against two dangers—the uncritical and credulous acceptance of propaganda as truth and the breakdown of the sense of social solidarity.

Catching Votes

The advent of political freedom and democratic institutions in our country finds us unprepared, morally and mentally to shoulder the great new responsibilities which it has brought in its train. In order to gain political influence and power, unscrupulous persons as well as good ones have to seek the votes of the "masses". Now, there are two ways in which these votes can be won—either through devoted and unostentatious service which seeks to raise their material and cultural standards or through the exploitation of their ignorance and the prejudices which are often associated with it. The first is a difficult and uphill path which is chosen only by persons of high moral calibre, those who are anxious to give and not to grab. The latter is the easy and downhill path where one can count on the demoralising help of the downward momentum. In a democracy these two types are always in conect, and its ultimate fate depends largely on which of them is able to triumph and gain the confidence and support of the people.

A Major Problem

One of the primary objects of adult education should be to strengthen the critical sense of the people so that they might distinguish between self-seekers and true social servants, between incitement to fanaticism which finds an easy access to our lower nature and appeals to decency and truth which challenge our higher nature. This has become one of the major problems of adult education today because the new and powerful media of mass communication threaten to swamp all independence of thought and judgment and make it possible for strong and influential vested interests to produce set patterns of thought and conduct in hundreds of human beings.

When we think of the tremendous problems created by the war and its aftermath, by our politial freedom and by the division of our country, how pitifully inadequate seems to be the kind of adult education that we have been planning and providing in our centres? Our adult centres are drab, dreary often literally dark in which tired, ill-qualified and ill paid—often under paid-workers labour to teach the mysteries of the alphabet to reluctant adults brought there under duress. But what will it avail our people if all of them are able to read and write? It will only provide more gullible and credulous material for the demagogues of the press and the platform. We must therefore approach the problem from an entirely different and revolutionary angle.

In our plans for adult education we must pay special attention to two large and new groups—refugees who have gone through frightful sufferings and have become soured and embittered in consequence and ex-soldiers who have lost respect for life and its more tender values. The dawn of freedom was marred by disgraceful acts of inhumanity in which members of all communities participated. To educationists, the significant fact is that they have been committed and that they produced a pathological situation which has left a deep scar on the spirit of millions of our fellow men and women.

Another factor which has aggravated the situation is the repercussion of History's most bloody and inhuman war on the people of the world including our own. A world that allows itself to drift into such a war, that spends billions on propaganda to instil the belief that mass homicide is the highest manifestation of patriotism and service, that exalts violence into a creed and justifies the atom bomb — a world guilty of such follies and crimes does not return to normalcy as soon as the actual fighting is over.

Moral Values

The most urgent task of adult education today, therefore, is not teaching people to read and write or to add to their knowledge or even to improve their general efficiency—important as all these objectives are—but to concentrate on their social and moral re-education and to re-assert the primacy of those moral and spiritual values which ultimately give meaning to life. No nation can survive for long, either physically or morally, if its conscience, its sense of right or wrong, its capacity for impartial judgment becomes atrophied.

Education, broadly conceived and generously planned should train people to think for themselves, to sift truth from falsehood and to withstand the pressure of propaganda, whether communal or political. With a well meaning and progressive National Government at the helm of affairs, the school, the radio, the cinema, the theatre and the Press should be regarded as integral parts of a single educational and cultural pattern, all aiming to enrich the life of the people and improve their artistic, intellectual, social and moral standards.

Education Agencies

Such a policy calls for vision and a lively awareness of the issues involved and their dynamic inter-connection with one another. Government must adopt a bold and far-reaching policy to mobilise and encourage the best talent in the country for retrieving the film, the radio, the theatre and the Press from the dull inanity that characterises them at present. It is necessary to relax the stranglehold of narrow vested commercial interests on them and visualise them primarily as agencies of mass education and not as money-making devices for profiteers without a social conscience.

The adult education movement must enrich the lives of our people and contribute to the development of their critical faculties and their social sense that they may distinguish between the true and false in the realm of knowledge and the good and bad in the realm of conduct. If it is to play its part in the renaissance of national life, "adult centres" must become dynamic "social" centres, focussing the actual and potential cultural resources of the local community, making the members actively interested in their own improvement and providing an environment and an atmosphere in which that interest can be joyfully translated into co operative and growing activity.

Light and Joy

This is not merely desirable but also possible in all places where a few sincere, socially minded workers are available and they have the benefit of intelligent guidance, inspired by imagination. No community of persons, however ignorant and oppressed by the burden of making a living, will reject persistently all attempts to bring a little light and joy and good fellow-ship into their lives. They would welcome the chance to sit and smoke together in the evenings, to sing songs, to stage little plays and to hear folk-tales bhajans and religious poetry. Why not then make a start in that way and provide, to begin with, just a pleasant meeting ground for villagers where they can gradually contribute to their own amusement and relaxation ?

With this beginning it is not at all unlikely that some of those who assemble there may talk about their common problems and discuss their common needs and difficulties. This would provide an excellent starting point for the formation of "discussion groups" and gradually pave the way for "courses" of talks and lectures on subjects of general interest and usefulness to the members.

Zeal & Idealism

If the educational worker in charge of the centre has the gift of leadership and some understanding of adult psychology, he may be able to make it into a living forum for the expression and exchange of ideas and for broadening their interest in current affairs. By quickening their interest in folk art and music, not only will their lives be enriched and their appreciation deepened but it may even be possible to save them from falling helpless victims to the purveyors of inferior, commercialised art and music. We can also utilise at this stage, partly to win and retain their interest and partly to broaden their

mental horizon, the various visual and auditory aids like charts, films and radio. But it is only on the wave of genuine enthusiasm and idealism that great causes can be achieved. Adult education therefore needs the closest and most cordial co-operation of all agencies and of all individuals interested in the welfare of India and her moral survival as a nation.

(Sunday News of India)

Adult Literacy Campaign in Bombay City Ten Year Plan

K. T. Mantri, B.A., B.T., (Bomb)
L.C.P. (Lond.) Dip. Edn. (Edin) M.R.S.T. (England) Special Literacy Officer and Secretary, Bombay City Adult Education Committee.

TOMORROW (16-6-48)

Comes to a close, the happiest period of nearly nine years of my total service of thirty-one years in the sphere of education, I mean the service in the real sense of the term as the Special Literacy Officer under the Bombay City Adult Education Committee almost since its inception.

Mine is a very chequered career covering teaching, inspection, administration and organisation. Starting as a teacher in Government Secondary schools and the Mercantile Marine School, Dufferin, I worked as a master of method in the Government Secondary Teachers College, Administration Officer, School Boards, Deputy Educational Inspector, Supdt. to the D.P.I., P.A., to the Educational Inspector and finally Special Literacy Officer and Secretary of the Bombay City Adult Education Committee.

In all these capacities, I could render service to the Government, to the students, teachers as well as the workers and peasants, which I can remember in the rest of my life with a feeling of happiness and joy. Of this the closing period of nine years as the Special Literacy Officer is the happiest one.

Whether as a teacher or an inspecting officer I did not merely confine my duties to the orthodox routine but served pupils on the fields and teachers and villagers on social and educational platform. This gave me the insight into the real needs of their life and I could make the full use of this experience in my work in the Literacy Campaign, during the last nine years.

During my one year's stay in the United Kingdom I took two educational diplomas, one mainly covering the modern Psychological tests and experiments. However my main work was to study the educational system, the methods of teaching and the administration of educational institutions in that country. This was very helpful to me in my subsequent work.

Adult Education in Bombay, nine years of the Campaign.

A campaign for liquidating illiteracy from among the adult population of the city of Bombay on an organised basis and on a large scale was introduced for the first time in 1939 during the regime of the first Congress-Ministry. A joint Committee of the social service league and the Local Committee appointed by the Provincial Board of Adult Education started the movement in April of that year. The splendid response which the movement evoked from the leaders of all parties and the public in general encouraged Government to take over the compaign. This was done in June 1939. An influential Committee with the then Premier and Education Minister Shri B. G. Kher as its President was constituted to organise the campaign on a permanent basis. Persons holding high position in the society, including the Hon'ble Mr. Pakvasa, Mrs. Hansa Mehta, Shuffi Tyabji, Mr. S. K. Patil, Prof. Choksi, the late Sir Frederick Stone, worked on the Committee. Mr. V.D. Chate, Educational Inspector was appointed Special Literacy Officer, in addition to his duties. The first session of the campaign was closed at the end of August of that year. It was further felt that unless there is a whole time officer to look after the affairs of the Committee it was not possible to conduct the campaign efficiently. It was thus that I was deputed to work as the whole time Special Literacy Officer and took over the charge at the beginning of October 1939. The 2nd session of the campaign was due to start from December while I had no assistant,

no whole time clerk, no permannet staff of field workers and no office of the Committee.

Immediately after assuming the duties I appraised the whole position, contacted private associations, Government Labour Welfare Department, social workers as well as the employers' representatives and within three weeks submitted my report making proposals for the conduct of the campaign as a whole and the following session in particular. The Committee approved of the proposals and directed me to go ahead. Great things were expected and with Shri Kher and the Hon'ble Mr. Pakvasa to guide the campaign promised to be the most vigorous movement ever seen in Bombay.

But stars were not favourable and we were destined to plod our way through difficulties and hardships.

The Congress Government as in other Provinces, resigned on 7th November 1939 within one month after I took charge of the campaign as the Committee's Chief Executive Officer and the movement was left an orphan.

It was fortunate, however, that Shri B.G. Kher and the Hon'ble Mr. Pakvasa continued as the President and the Vice-President of the Committee being specially persuaded by the then Governor to do so.

The problem of finance was not easy to solve. While the 93 section Government was generally sympathetic it was not inclined to increase the grant of Rs. 50,000 initially allotted by the Congress Government. If the campaign was to be carried on a reasonably large scale this grant was not adequate.

In order to overcome this difficulty the following devices were tried :—

(a) Persuaded the Bombay Corporation to make an annual grant of Rs. 5,000 which was increased to Rs. 25,000 during the last three years.

(b) Persuaded the Bombay Port Trust to make an annual grant which varied from Rs. 2,000 to Rs. 8,000 according to the number of their employees made literate.

A special Scheme was drawn up and executed for the Trust Employees at their Vadi Bunder and Antop-village Estates. Owing to some misunderstanding however, the scheme could not be worked through as planned and the Trustees' grant dwindled down during recent years.

(c) The Sir Dorab Tata and Sir Ratan Tata Trusts were approached and have been making an annual grant of Rs. 3,000 and Rs. 1,000 respectively.

However these assumed amounts could not meet the Committee's even minimum financial needs.

(d) With the help of the public spirited citizens, schools and colleges, the practice of staging an entertainment programe and holding a literacy week became annual fixtures. At the start, these did not bring in large amounts but they had a great propaganda value which helped to focus the public attention on the urgency of adult education. Later on however, the financial side of these programmes also improved and we could collect decent amounts ranging from Rs. 40,000 to Rs. 50,000 a year.

(e) The negotations with the Millowners' Association have been carried on since the inception of the campaign in 1939, but they as a body have have been refusing to accept responsibility of making their employees literate but individually some mills responded well and ran a number of classes in their mills at their own cost and under the direction of the Committee.

(f) Efforts were made to link up students of schools and colleges and social workers to the movement by encouraging them to run classes on voluntary basis.

(g) Private associations were encouraged to maintain classes on the basis of a grant-in-aid at 50% of their admitted expenditure.

(h) Special classes were held for the police constables, peons and menials of the Bombay Secretariat and Council Hall. More than 600 police constables and 50 peons were made literate.

Three classes enrolling nearly 60 men and women servants at the Govt. House are going on a present.

(i) A local responsibility scheme was tried at some places. Under this scheme Committees of local leaders are formed. They organise classes according to their needs, they collect as much money as they can and approach the Committee to supplement their funds and educational guidance.

It will be seen the Committee have been trying several devices in order (i) to popularise the movement (ii) to link up as large a section of the city's population as possible to

the movement by one way or other and (iii) to reduce the Committee's financial burden as far as possible. It must be admitted that these efforts have not borne fruit to the desired extent There were and are reasons for these inadequate results, the conditions created by the last world war and the existance of the foreign Govt. being the main reasons.

But they are not absolutely lost. The combined effect of all these activities has been helpful to build up an experienced administrative machinery, to create public opinion and to expand the movement as envisaged in tne Committee's Ten Year Plan.

Achievements

The first stage of the campaign has thus been completed as a result of the Committee's eight or nine years' efforts.

Besides the public awakening and the administrative machinery which the Committee could build during this period the concrete results achieved in the form of new literates are not inconsiderable. During these nine years 140,000 adults were made literate, of whom not less than 26,000 are women, at an aggregate cost of Rs. 918,000 which works out to a per capita cost of Rs 6/8. It should be noted that out of the total receipts of Rs. 957,000 of these nine years Rs. 579,000 were contributed by Government and Rs. 378,000 came from non-Government Sources; of the Government contribution of Rs. 579,000 Rs. 78,000 and Rs. 155,000 were received during the last two years. From these figures one can realise the significane of the non-Government contribution during the critical period.

The Committee have not only been concentrating on the achievement of literacy by the illiterate men and women. They have produced special books and have drawn up a scheme for cheap and useful literature concerning the day to day life of the masses. The scheme for education through visual aids is another way for making the adult pupils well-informed citizens. Social gatherings, short excursions, talks on useful information are some other forms of adult education which is provided in the adult classes or from public platforms. The Fortnightly Saksharata Deep which is catering to the news reading needs of the Marathi readers is only one of its kind and rendering a valuable service in the cause of adult education.

The training of teachers is essential for the effective working of an Adult Education Scheme as it is for primary and secondary education schmes. The Committee is conscious of this. However, it has not yet been able to establish a permanant training institution owing to financial limitations. It has, however, not neglected this essential activity. Short term training and refresh classes are occasionaly held and the working teachers are taught both in theory and practice, the fundamental principles of adult Psycology and adult education as wall as methods of teaching adults and organisation of adult education campaigns on a systematic basis and a wide scale.

The Committee's achievements as summerised above deserve to be appreciated from yet another point of view. The period from 1939 to 1946 was one during which almost all the movements introduced during the regime of the last popular Govt. had either collapsed or received a severe set-back. It was during such times that the Bombay Committee, undaunted by the adverse circumstances wss slowly but surely building up the campaign and was preparing the ground for an all campaign for removing the blot of illiteracy from the fair name of this enlightened city of Bombay.

TEN YEAR PLAN

On the foundation as described above, the Committee prepared a time-limit plan, now known as the *Ten Year Plan* in 1946. This contemplates to make literate more than 6,60,000 illiterate adults between the ages of 15 and 40 in ten years at an aggregate cost of a little over Rs. 55,00,000/- The Govt. has approved of this plan and has agreed to make a grant at 50% of the expenditure from year to year. The Committee gave a trial to this plan for two or three sessions and on the experience gained during this time has prepared a "New Approach to the Ten Year Plan" in all detail. The administrative machinery is augmented. The Principle of decentralisation of work has been introduced and the Principle of local responsibility in organisation and direction of the campaign has been brought in the remuneration to workers has been increased. This will, no doubt, upset the original estimate of expenditure. But it must be stated that the increase is the minimum and inevitable.

Two outstanding features have characterised the financial policy of the Committee from the very inception of the campaign

nine years ago. They are (i) firstly to distribute the financial burden evenly among, Govt., the Semi-Govt. bodies and the public. (ii) Secondly to fix up financial commitments after the different Schemes are given a fair trial to.

While in most other cases, liberal estimate of expenditure precede the operation the Committee's final financial estimates follow a trial.

This is, in essence the outline of the work the Committee did and proposes to do in future. As I have been in the movement almost from the time it was placed on a permanent footing naturally it was my good fortune and privilege to play an important role in running the campaign, building up the machinery and planning the expansion. Howeve if my role means anything, I must acknowledge a debt of gratitude to the Hon'ble Mr Balasaheb Kher and the Hon'ble Mr. Mangaldas Pakvasa.

Balasaheb Kher is the father of the movement and has been taking live interest in spite of his various pre-occupations He was the President upto March 1947. The Hon'bale Mr. Pakvasa was the vice President throughout except from March to August 1947, when he was the President, prior to his appointment as the Governor of C. P. Berar. He, however, took personal interest even in small details of the campaign and was the man behind the campaign. Both of them had an implicit confidence in me and gave me invaluable guidance which enabled me to do what little I could do for the campaign. Mr. Champaklal Modi and Mr. R. V. Parulekar also gave me, unreservedly all help whenever I sought it In fact the whole Committee had a confidence in me which alone enabled me to do my part in the movement. In this appreciation I must not forget one more man. He is Mr. A. B. Gavde. His services were loaned by Govt. as a clerk. But eventually he proved to be my right-hand in much I could do. I must not forget to express my sincere gratitude to the large number of friends and co-workers who helped and cooperated with me either on personal grounds or in the interest of the cause. Their number is a legion and it is not possible to attempt to name them. The High Govt. officials, the businessmen, public bodies, authorities of schools and colleges and their students, the press and literacy men and women all treated me with sympathy and helped me in my work without reservation. I only take off my cap in humble obeisance to them.

Britain to Recruit 96,000 School Teachers

Five-Year Programme Initiated.

The rise in Britain's brith-rate is now just beginning to make itself felt in the schools. The point was made by the Minister of Education, Mr. George Tomlinson when he announced the campaign to recruit 6,000 new women teachers by the end of the year. "There would have been 200,000 more children entering the schools whether we had raised the leaving age or not", he added.

The Ministry of Education has surveyed the whole teaching position in Britain today. The campaign is being initiated to recruit and train 96,000 teachers during the next five years. Half of these will be required to meet the wastage due to retirements or illness. The remainder will be added to Britain's teaching force. The scheme will have the effect of increasing it by 41,000.

The permanent training colleges are to be expanded so that they can handle 8,750 recruits a year. This compares with the pre-war figure of 400. Today they are training just over 7,000 candidates each year.

Sixteen thousand new teachers for infant classes will be needed during the next five years. More space will be devoted in training colleges to instructing students in this work. At least half of the women students will also take courses concerned primarily with the teaching of infants. For educating children over seven years of age a higher proportion of men are to be employed than has so far been the case.

When the results of this five-year plan are achieved, there should be teachers not only to meet the effects of the rising birth-rate but also to enable the size of school classes to be reduced. The Ministry hopes that many of the classes can be cut down, within the next three years, to not more than 30 for children over eleven years old. (*B.I.S.*)

REPORT

of the

Adult Education Training Course

at Nangloi

Conducted by the

INDIAN ADULT EDUCATION ASSOCIATION.

Introduction.

At the request of the Delhi Administration, the Indian Adult Education Association conducted the Adult Education Course at Nangloi, from 19th April to 6th May 1947. Mr. R. M. Chetsingh, the Honorary General Secretary of the Indian Adult Education Association was the Director. The course was the first step towards drive for adult education announced by Maulana Abul Kalam Azad by training the existing district board school teachers for being able to undertake adult education work.

Inauguration.

The Course was inaugurated by the Chief Commissioner, Delhi, at Nangloi, a village about 10 miles from Delhi, speciallly selected to provide the necessary rural surroundings where practical demonstrations could be had. He thanked the Indian Adult Education Association for undertaking the conduct of the training classes and urged upon the trainees to devote their time and energy in bringing the education to the common man, because widest diffusion of knowledge alone, he maintained, was a guarantee for the success of democracy. He hoped that the trainees would make full use of the time that they would spend at Nagloi and utilise the opportunity for equipping themselves better for educating the masses.

The Course

The training course covered a considerable field which included the philosophy of adult education ; the relation between educational

processes and social change; educational psychology with particular reference to the psychology of the adult; an introduction to the history of adult education movements in other parts of the world as well as in India; techniques in adult education and literacy work.

Practical work.

Every day the trainees had the opportunity of observing model lessons given by Mr. N. Baldev of Jahangirpur (U. P.) whose services were secured from the U. P. C. C. Adult Literacy Committee or by Mr. Shaligram Pathik of Jan Siksha Sanstha, Allahabad. They went out to four villages in the vicinity during the eighteen days that they were at Nangloi and had an introduction to the use of the Laubach method in literacy work as also to Pataik's Key-word method.

Staff.

Director :—Mr. R. M. Chetsingh, Hony. General Secretary, Indian Adult Edcation Association.

Lecturers :—Dr. W. M. Rybur, Kharar.

Mr. L. G. Nene, Asstt. to the Inspector General of Education, Gwalior.

Prof. Paras Ram, Head of the Psychology Department, East Punjab Camp College, New Delhi.

Mr. Saeed Ansari, Principal, Teachers' Training College, Jamia Millia, Delhi.

Mr. Verma, Lecturer Central Institute of Education, Delhi

Mr. S. R. Qidwai, Head of the Adult Education Department, Jamia Millia, Delhi.

Mr. S. Pathik, Jan Shiksha Sanstha, Allahabad.

Mr. R. K. Balbir, Ministry of Relief and Rehabilitation, Govt. of India, New Delhi.

Conclusion of the Course.

On 6th May, to mark the conclusion of the Course, there was a function. On this occasion, Mr. L. R. Sethi, Superintendent of Education Delhi, presented a set of Adult Education literacy charts and "follow-up" books prepared by the Jan Shiksha Sanstha, to all those trainees who have qualified. Speaking on that occasion, while thanking the Indian Adu t Education Association, for the successful conclusion of its undertaking to run the training course, he paid a well-deserved tribute to its Honorary General Secretary Mr. R. M. Chetsingh but for whose untiring efforts Mr. Sethi emphasised it would not have been possible to conduct the course so well.

Accounts.

Since all the lecturers were honorary and some of them did not even charge travelling expenses. the Association spent only Rs. 395/6/- out of Rs. 600/- sanctioned as contingent expenses for this course. It may not be out of place to mention that Mr. Chetsingh's car was used for transporting all of the lecturers to and from Nang'oi, Delhi and for collecting them from various points in the city.

Statement of Expenses spent by the Association.

Lecturers' travelling expenses	218 6-0
Transport	81-8-0
Clerical help	80 0-0
Postage & telegram	11-5 0
Materials for demonstration and Practical lessons	4-3 0
	395-6-0

THE INDIAN JOURNAL OF ADULT EDUCATION

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FUNDAMENTAL EDUCATION IN INDIA

BY

RANJIT M. CHETSINGH, M. A.

Editor, The Indian Journal of Adult Education

and

Hony. Genl. Secretary, Indian Adult Education Association.

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SEPTEBER 1948

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

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DELHI

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Editorial Notes.

ADULT EDUCATION IN THE NEW EDUCATIONAL ORDER

On the occasion of the first anniversary of our independence the Press Information Bureau of the Government of India has published a review of the educational position in the country entitled *"Blue-print of the New Educational Edifice"*. We are glad to note that adult (i.e. social) education has figured prominently in this review. This is as it should be, For, just now when we are about to introduce adult franchise and on that basis hold the first elections in a free India, could there be any subject more important than this ? The future character of our Government and the fate of this nation will be largely determined by how the people of this country take up their duties as free citizens of a free country and how they excercise their rights and privileges as such.

Maulana Azad's plan of social education is intended to educate our people to these rights and duties and his Ministry has rightly taken this opportunity to inform us about the details of this plan. We note therefrom that the Ministry of Education, in cooperation with the Provincial Governments, is going to launch an all-out intensive countrywide campaign of adult education on the first of January, 1949, with a target of attaining fifty per cent literacy within a period of three years. The emphasis will be on education for citizenship for free India and general education will proceed side by side with training for literacy. The services of whole-time and part-time workers and volunteers will be impressed for this purpose and the Government of India will bear fifty per cent of the cost of the scheme.

The first anniversary of our independence was most certainly a fitting occasion for reminding ourselves of the task that lies ahead of us in the field of national reconstruction; and it has been only timely and proper that the Ministry of Education has done that in an appropriate and convincing manner. The target of attaining fifty per cent literacy in course of the next three years would not be considered ambitious or difficult of achievement if only we have wise leadership and concerted and determined action on our part.

This is a matter which cannot be left to Government alone. Here each one of us has a duty to perform and to contribute his or her share in accomplishing this great and heroic task. This is specially true of those who call themselves educated. They will have to play a big and leading role in this matter and it would be impossible to implement the programme of social education without their full and active cooperation.

We hope our educated brothers and sisters will realise their duty in this matter and come forward to offer their services in the cause of educating their less fortunate brothers and sisters. Every educated person has an obli-

gation to repay the community the benefits he or she has received as a result of education. The time, money and effort that have been bestowed by society for his education has to be repaid by him in cash and kind. It is a debt of honour and a moral obligation.

Adult and social education must always be a field of fruitful cooperative effort between the people and the Government. The task is so big that the Government alone cannot handle it. Nor can voluntary effort alone without active Government support achieve anything big and lasting.

In India large-scale voluntary effort in the field of adult education does not exit. Hence at the initial stage voluntary effort will have to be mobilised and given proper lead and encouragement. We are sure that will be one of the main functions of the Board of Social Education which, we understand, the Government is going to set up. We also hope that the Board will be composed largely of non-official members. For one of the functions of the Board will be to enlist the people's enthusiasm and support to a very great extent.

The proposed Board will set up an adequate machinery. We expect the provinces will also have similar Boards. One of the tasks of the Board will be to train tutors for adult education. It must be clearly realised that adult education like all other types of education is a specialist's job and ultimately only those who are properly trained and equipped should be entrusted with it. Much will depend on the quality of the tutors we have.

The Board will also have to arrange for experiments with methods and materials of adult education. Here it may well enlist the services of the universities, Institutes of Education, Psychological Associations, etc. The importance of researches in these directions cannot be over emphasised. We shall be breaking on new grounds. So while we may and shall profit by the experiences of other countries and workers elsewhere we have to devise our own technique and materials suited to the genius of our people, and their special needs and requirements. Once we went in for copying largely from other countries and we failed; I refer to other types of education than adult. We cannot afford to allow social education to drift like that. For here we have bigger things as immediate stakes. For on the success of our programme of adult and social education will depend the immediate future of our country.

A. N. Basu,
Member Advisory Board of Ed.

The Community Centre

By

Rev W. M. RYBURN, M.A. Littd.

This is a method of adult education which has been used with considerable success in several countries. It has also been tried in India, and it is a method which lends itself to work both in villages and in towns.

A community centre means three things. It means firstly, a place. The foundation of the method is a place, a building, where people can meet for various purposes, and which acts as a focal point for their interest.

It means secondly, activities of various kinds. These activities are of a co-operative nature, that is, they are such that all members of the centre can take part in them, or in such of them as they are interested in. The centre is a centre of community activity.

It means thirdly, a spirit. This is a spirit of friendship, a desire to live and work and play with others. It is the spirit of community, where each realises that he is a member of a group which would be the poorer if he were not there, and also realises that each of the other members has a contribution to make to the well-being of the group. It is a spirit of real fellowship. Though this spirit may not be as strong as it should be in the beginning, if the centre functions properly, it will gradually increase.

A community centre is a co-operative effort by those who belong to it. Each member has a share in the responsibility of running the centre, and a share in determining and directing its activities. It is something which members feel to be their *own*. It is not a school provided by the Government. It is not an institution planted down by some outside agency. But it is something which belongs, in a very real sense, to the people themselves. Unless it is this, it will not succeed. No matter how the initial impetus is given, it must be the outstanding characteristic of a community centre, that it belongs to the group, and that they feel it to be something which belongs in every way to them. It is not a place where they come to be told what to do, or to listen to outsiders talking, but it is a place where they can do what they want to do and advice will be given only when they want it, and feel the need of it. But at the same time the atmosphere will be such that the desire of members will be subliminated.

The aims of a community centre can be summed up as follows:

1. To bring people together, and so help them to learn to live together,

2. To provide a means for adults to carry out any activities for which they have a liking, and so to provide avenues for self-expression in an atmosphere of freedom.

3. To provide a cultural centre for a group of people, and thus enable them to continue their education in a real way.

4. To develop the civic spirit and a democratic attitude to life.

5. To provide means and avenues for members of the group to carry on social service.

There are many activities which may be carried on by means of a community centre. What is given here is merely suggestions as to the type of activity which is possible. The activities of any particular centre will arise out of the desires and needs of the particular group, and be related to their particular environment. The number of activities will also depend on the local situation.

It should be emphasized again that for a community centre to function there must be some central place or building or room where the group can meet. This may not be elaborate. It may not be more than a room. On the other hand it may develop into a pretentionus building. This altogether depends on resources. But some place of meeting there must be.

1. In a community centre there may be a library and reading material. Magazines and a newspaper may be available for those who want to read, and the library can be a lending one. There may be a reading room attached to the centre, which is open for use at regular hours.

2. The centre can be a centre of recreation, which may take the form of indoor games, or of organised outdoor games.

3. Study groups may be organised, if members so desire, on various subjects in which members are interested, such as child welfare, child psychology, literature, world affairs, history, political ideas, gardening, and so on. For these study groups competent leaders will be necessary.

4. Occasionally discussions and debates on topical subjects may be held,

5. If so desired, courses of lectures can be organised on subjects of vital interest. In villages, advantage should be taken of visits of experts in various lines such as co-operation, medicine, education, economics and politics.

6. If members are interested in dramatics a group may be formed which will make this subject its chief interest, and put on occasional plays. This is an activity which always appeals in villages.

7. Lantern lectures and moving pictures form another possible activity.

8. If a centre expands, facilities may be provided for members to learn handcrafts of one sort or another. This need not necessarily be at the centre itself, but arrangements for members to take up some hobby can be made through the centre.

9. In big towns it has been found possible for a community centre to run a nursery school.

10. The centre can provide facilities for members to do social service work of different kinds such as literacy work, organising co-operative societies, and health work. There is no end to what may be done along this line.

Some of the above suggestions may sound too ambitious, and some may not be possible in small communities. But something of this kind can be done everywhere, and there is no better method of developing a good community spirit and life.

The organisation of such a centre will vary with local conditions. But the principle that it is run by the members themselves is fundamental. It will normally be run by a committee selected by the members themselves. Where the community is wealthy or where keen interest is taken in the centre, it may be possible to have a full-time, paid secretary. But this is not necessary. A centre can be successfuly run by voluntary effort, especially where there are a group of people who are prepared to devote some time to the centre.

If such centres could be started throughout the villages and small towns of the countryside we would go a long way to get rid of many of the unfortunate attitudes which are holding up progress, and would also create that interest in a richer life which would solve the difficult problem of developing in the illiterate the desire to learn to read and write, and so enable us to make progress in the task of doing away with illiteracy.

Adult Education in Jodhpur State.

By

Dr. K. N. Kini, M. A., Ph. D., (Columbia), Director of Education, Jodhpur.

Jodhpur State has a population of about 26 lakhs according to the census of 1941 and it is computed that the population would be about 30 lakhs in 1951. Out of the total population of 26 lakhs, 22 lakhs are of ages 5 years and above. Of the latter 22 lakhs, only a little over a lakh are literate giving a percentage of only *five*.

Out of a male population of 11.5 lakhs of ages over 5 years, about a lakh are literate, giving a percentage of a little over nine. Out of the female population of 10.3 lakhs of ages 5 years and above, only about 9000 are literate giving a percentage of 0.9.

Comparatively speaking, therefore, literacy in Jodhpur State is low as compared to that in the Indian Union where it is 13 as per census of 1941, and much more backward as compared with the literacy in Baroda, Cochin and Travancore.

In 1946-47, a beginning was made in Adult Education in the State with 29 night classes consisting of about 480 male adults. During the current year, 1947-48, the number of classes has increased to 90 with a total strength of about 1500 males. Though the increase in both the number of classes and in the strength is appreciable, still as compared to the large number of illiterates both among men and women, the number of night classes falls far short of the requirements. There is a certain amount af reluctance on the part of adults to attend these classes, especially because even a coolie can earn three to six rupees a day and these labourers openly say that they do not appreciate the utility of literacy for them.

With a view to giving a great impetus to the spread of adult education in the State, a conference of all those persons interested in this programme was convened on 5th and 6th August 1948, in the Mehakma Khas,

under the presidentship of Shree Mathura Dass Mathur, B,Sc,, LL B., Shiksha Mantri to the Government of Jodhpur. A number of subjects relating to adult education were considered. There was heart to heart discussion. Every difficulty felt by workers in this field was brought to light. Doubts entertained by some were also placed before the conference in a frank and straight manner. As a result of the discussions, the following resolutions were passed. The Department of Education has been since taking action to implement these resolutions. It has been proposed that the present grant of Rs. 20,000 a year for the adult education be doubled for 1948-49. It may be possible to get even more funds, if necessity demands.

RESOLUTIONS PASSED

1. A literacy week for mass propaganda to educate the illiterates and focus the attention of common man, be celebrated in the State.

2. In order to fight adult illiteracy a couple of days every month be fixed as 'literacy days' when school and college students may go out for literacy work and campaign under the guidance of teachers.

3. 'Each one teach one' societies be established in the city, towns and villages of Marwar to educate illiterate adults.

4. For Scouts and Girl Guides, a Proficiency Badge in literacy be introduced making it incumbent upon them to make one individual literate before they get entitled to this badge. It should be made compulsory for the scouts and girl guides to get this badge before they are declared qualified as 2nd class Scouts or Guides.

5. The Jodhpur Government be requested to make it incumbent upon the Government superior service employees (including such employees of the Court of Wards, aided schools and Railway) to turn one adult literate every year before they are given their due annual increment or to pay for the expenses of turning an adult literate every year.

6. Special agencies to organise Farmers-Self-help Village Clubs, Discussion-groups, Peoples-theatres, Extension Lectures on utility topics, Bhajan Kirtans, Akharas, Games and Athletic meets, Scout and Rover rallies, be established in the State with a special aim of fostering general education of adults.

7. Libraries including Circulating libraries and Reading Rooms, be opened for follow up in literacy work.

8. Resolved that a Central Board of Adult Education with district and village Advisory Councils be appointed to assist the Education Department, Government of Jodhpur, Jodhpur, in removing illiteracy among the adults of Marwar. Their functions should be :—

(i) To advice in opening new adult classes.

(ii) To assist in finding volunteers for adult education work.

(iii) To assist in persuading adults to attend adult classes.

(iv) To collect money for adult education drive.

(v) To help in adult literacy propaganda work.

(vi) To help in enforcing under its provisions, the Compulsory Adult Education Act, if and when passed.

(vii) To help in organising general educational activities of the village, town or district.

(viii) To work in consonance with the instructions to be issued by the Director of Education,

(ix) To help in the establishment of Reading Rooms and Libraries.

9. Extension classes in village schools be opened to enable literates and semi-literates to appear for and pass public examinations by undergoing a course for them.

10. A small committee be appointed to educate the public mind regarding adult education problems in the State.

11. Travelling vans carrying Cinematography apparatus and instructional films equipped with posters and literature relevent to adult educational needs be provided to move about in the villages. One such can be equipped as an experimental measure this year.

12. The Superintendent Central Jail be requested to organise a band of social workers to educate men and women illiterate convicts.

13. It may be made incumbent upon every student of colleges from first year onwards to make literate one adult before he or she is given due promotion to higher class or pay the cost of turning two adults literate every year.

14. "Vyas Literacy Medal" in every school and college be kept for creating a spirit of healthy competition amongst the students for literacy work and campaigning.

15. The Government of Jodhpur be requested to pass a Compulsory Adult Education Act as proposed herein.

A tentative draft of a Compulsory Adult Education Act is given below. It may be first made applicable to men and may be tried in a few places to begin with and then gradually extended to other places in the State.

COMPULSORY ADULT EDUCATION ACT.

Whereas it is expedient to make better provision for the extension of education among the adults, His Highness the Maharaja Sahib Bahadur is pleased to enact as follows :-

I. (1) The regulation may be called "The Compulsory Adult Education Act, 1948" and shall come into force in such areas and from such dates as may be notified by the Government of Jodhpur.

(2) It extends to the whole of Jodhpur State.

II. In this Act, "Adult" means for the present every male between the ages of 10 and 50 years. "Education Department" means the education department of the Government of Jodhpur.

"Recognised School" means a school recognised by the Education Department for the purpose of this Act.

"Adult Education" means the courses in reading, writing and simple arithmetic that may be prescribed by the Education Department for the purpose of this Act.

III. In every area to which this Act applies it shall be the duty of every adult to attend a recognised school for adult education for so many days in the year for one year and for such time on each day of attendance as may be prescribed by the Education Department unless there is a reasonable excuse for the non-attendance of the adult. If the adult fails to be literate in one year the time, during which he shall attend school, will be extended at the discretion of the Department of Education.

IV. (i) Any of the following circumstances is a reasonable excuse for non-attendance :—

(a) That the adult has already attained the standard of literacy aimed at by this Act.

(b) That there is no recognised school within a distance of a mile and a half measured along the nearest road from his residence.

(c) That the adult is prevented from attending school by reason of chronic illness, or any other valid cause.

(ii) Where there is a reasonable excuse for non-attendance, a certificate of exemption may be granted by such authority and in such manner as may be prescribed by the Government.

V. In any area to which this Act applies, every employer shall permit the adult in his employ to attend a recognised Adult School on the days and at the times when the latter has to do so, unless that adult has a certificate of exemption under section IV. Employees will be liable for punishment if they violate this section of the Act as per rules to be framed under the Act.

VI. The Government may by notification in the Gazette make rules to enforce the provision of this Act.

College by Radio—A Unique Adult Education Programme in U. S.

A new phase of education in the United States is being inaugurated this summer with the launching of a unique adult education program, at first on an experimental basis, by the National Broadcasting Company and the University of Louisville (Kentucky).

This "college-by-radio" project will provide home-study courses built around network produced programs, supplementary guidance broadcasts by local affiliated stations, and by university stations, together with assigned reading.

"Students" of this college-by-radio will register for the course at a nominal fee through the participating university and will be expected to listen regularly to the appropriate program and to the supplementary guidance broadcasts. They will submit reports on listening and on assigned reading and at the end of the "course" will take an examination prepared by the university at which they are registered.

Two kinds of certificates will be awarded for work successfully completed—one for

students not interested in college credits and the other, involving more concentrated study, for students obtaining college credits from the radio course.

This summer the 10-week program will be built around two NBC network programs already in existence—the "University of Chicago Round Table" and "World's Great Novels." Supplementing these weekly, hour-long programs will be classroom discussions conducted by well-known educators and broadcast directly from the University of Louisville campus.

In endorsing the project, John W. Studebaker, United States Commissioner of Education, called the college-by-radio plan "a great forward step in strengthening and elevating American life." He said it would enable millions of adults to carry on systematically their education, through programs produced by skilled radio people, and material for reading and study prepared under the professional supervision of colleges and universities.

The project is designed to test procedures to be used later on a nationwide basis. Besides literature and public affairs, other radio-study series may be started later in history, natural science, government, and homemaking.

The experiment is being watched with keen interest by educators, who foresee great possibilities of such series.

As noted by Dr. John W. Taylor, president of the University of Louisville, "it is quite probable also that in the not-too-distant future another sense, that of seeing, can be added to this experience by the use of television. This experiment holds the possibility of success, so far as educating our citizens is concerned, to a degree hitherto undreamed of. Should it prove a success, it would not be fantastic were institutions working on this plan to have enrolments running into millions."—U.S.I.S.

Adult Education In America

Plays Vital Role in Cultural and Vocational Fields

[Some 28 million American adults — over and above the more than two million students enrolled in full-time institutions of higher learning — are spending part of their leisure time going to school. In addition millions of others receive some form of education through libraries, museums and the radio without actual participation in an organized group. Continuing impetus is given the adult education movement by labour unions, institutions of higher learning, junior colleges — through their evening classes — and correspondence schools. There are 450 private correspondence schools and more than 125 colleges in the United States which offer education by mail in anything from Greek history to chicken farming or business administration]

According to the most recent estimates, some 28 million American adults are spending part of their leisure time going to school. This number is, of course, over and above the more than two million students enrolled full-time in institutions of higher learning and does not include the millions who receive some form of education through libraries, museums and the radio without actual participation in an organized group.

A vital educational role is played by the American Association of Adult Education which cooperates with state departments of education and with local Adult Education Councils composed of representatives of schools, libraries, business, labor and professional organisations. In rural sections the Extension Service of the U.S. Department of Agriculture cooperates with local government officers, schools and colleges in a continuing program designed not only to increase the efficiency of agriculture but also to enrich the cultural life of rural communities. Each year the Service distributes hundreds of thousands of free pamphlets whose subject matter embraces virtually all phases of farm operation and rural living.

U. S. Department of Agriculture County Agents — more than 3,000 in number — serve as local educational officers on such matters as land use and conservation, care and improvement of livestock. Government experts travel to remote communities to give demonstrations and instruction in child care, nutrition, and sewing. Many study groups, initiated for the consideration of purely practical

matters, have subsequently broadened their programs to include world affairs, music, drama, and literature.

VARIOUS PROGRAMS FOR ADULT "SCHOOLING"

"Schooling" for some adults may take such a comparatively passive form as faithful listening to one of the serious educational programs presented regularly on the radio. Among those with largest audiences are the discussions of social, economic and political questions by authoritative spokesmen of differing points of view on "America's Town Meeting of the Air" and the University of Chicago Round Table. Every Sunday an audience estimated at five million listens to the program "Invitation to Learning"—a discussion of literary classics by noted scholars. Printed transcripts of educational programs of this type are supplied to listeners, upon request, for a nominal charge and are frequently used as a basis for further study by informal groups or clubs.

Growing tremendously in popularity among city workers are the free lectures — on topics such as painting, sculpture, and archaeology, offered evenings and Saturday and Sunday afternoons by art museums. Only in recent years have museums begun on a large scale to try to satisfy more fully the intellectual curiosity of the 30 million people who visit them annually. The response to lectures, offering interpretation of the museum's exhibits, has been enthusiastic — last year in New York City, for example, attendance at the lectures offered by the Metropolitan Museum of Art totalled 60,000

Also gaining in attendance are the free films forums, book review clubs and discussion groups at public libraries. Among the most recent developments in this field are reading and discussion groups based on the great landmarks of world literature The "great books" concept received its impetus from the University of Chicago which, in co-operation with libraries of the area, has developed 40 classes with more than 12,000 students in Chicago alone.

There have been sporadic and scattered ventures in the field of adult education in the United States since the mid nineteenth century. An unprecedented spurt of activity occurred in the years from 1880 to 1910 when immigrants arrived in the United States. The task of teaching them to read, write and speak English was recognized as basic to the assimilation of these new comers. And, under the auspices of the U.S. Office of Education and the Department of Immigration, public schools and settlement houses throughout the nation inaugurated extensive free classes, chiefly held in the evening.

LABOUR UNIONS' ROLE

Continuing impetus was given the adult education movement by the labour unions which had maintained mechanics institutes and trade union colleges since the early 19th century. The larger unions and scattered locals gradually expanded their programs beyond the trade and vocational level at which they began.

In 1921, the American Federation of Labour founded the Workers' Education Bureau which serves as a coordinating agency for the educational activities of affiliated unions. It publishes books and pamphlets and organizes institutes run ordinarily at annual meetings and often on college premises. Sometimes small seminars of twenty to forty people meet for intensive study; at other times, as many as 600 people attend. The American Labour Education Service, on whose board sit both American Federation of Labour and Congress of Industrial Organizations' members, carries on a similar program.

In the past decades many of the larger trades unions have greatly enlarged their education activities. The International Ladies Garment Workers Union, for example, maintains a professionally staffed educational department which offers classes in fifty-eight cities throughout the United States. In 1946, 9,000 members attended classes in public speaking, labor problems, art, music, dramatics. Similar in scope and program are the educational activities of other large unions such as those in the men's clothing and steel industries.

Within recent years institutions of higher learning have participated increasingly in worker education — education with a focus on the problem of providing the worker with an understanding of labour problems, the nature of the social and economic system in which he functions, and the history and philosophy of trade unions. Today more than seventy-five colleges and universities provide courses in the field.

Harvard University recently established the first full-time residence course in labour, dealing with the procedures involved in negotiating, launching and administering trade-union agreements. Special classes in economics and labor relations are held for

representatives of labor unions and company management at the Yale University Labor and Management Centre. The University of Michigan program is designed to help workers to cope with day-to-day problems of union organization, collective bargaining, and community welfare. An Institute of Labor Relations has recently been set up at the University of Illinois, modelled after the New York State School of Industrial and Labor Relations at Cornell University.

JUNIOR COLLEGES

Regarded as potentially the most important of the formal institutions in the adult education field are the Junior colleges. A comparatively new phenomenon on the American educational scene, they offer to undergraduates a two-year program of general education to follow the regular high school course. Because of their fixibility of program and because they are planned to serve the community directly rather than as centers of advanced scholarship, the junior colleges have performed exceptional service in providing learning opportunities for adults.

One such institution which has a daytime student body of 3,000 has an enrolment of 25,000 adults in its evening classes. Educators, at the present time, are strongly advocating establishment of many more such community colleges, of which there are now some 600 in the country. As indicative of the educational interest of adult groups, they point, for example to the town of Modesto, California, where 5,000 of the town's 14,000 adult citizens are enrolled in courses sponsored by the local junior college.

CORRESPONDENCE SCHOOLS

For adults in both city and country, the correspondence schools have filled a need of men and women who wish to study at home. Throughout the nation there are 450 private correspondence schools and more than 125 colleges, universities and teachers' colleges which offer education by mail. These vary from short five-lesson stints to more ambitious programs of study, in anything from Greek history to chicken farming or business administration.

The largest correspondence school in the country—the one after which most of the others are modelled — is the International Correspondence School in Scranton, Pennsylvania. In the past fifty-six years, it has helped five million students. Through pocket-sized pamphlets written by authorities in the several fields, it has taught subjects ranging from arithmetic to shipbuilding. The lucidly written texts are prepared especially for learning without an instructor. Students usually receive one pamphlet at a time, enough to keep them busy for fifteen hours. When the work is completed, it is sent to the school for grading and further instruction service, and examination papers pour into Scranton at the rate of 5,000 a day.

Despite the tremendously increased scope of adult education in recent years educators are well aware that their goal to make life-long learning available to everyone is not yet realized. The obstacles still to be overcome are in part those common to American education generally—a grave shortage of facilities to serve a population whose standard of living has risen markedly and swiftly, providing both time for and interest in more education. In addition, the adult educators must solve specialized problems for they are dealing with students whose backgrounds, interests and educational qualifications are incalculably diverse.

One of the principal needs of the moment is for more textbooks, pamphlets and films which will be understandable and useful to the farmer who has had meagre formal schooling, to the office or factory worker who has only recently developed an interest in the drama or in anthropology; to the plumber who wishes to improve his skill in his own trade; to the young mother who wants not only to care for her children's physical well being but also to participate in their intellectual growth.

Because of these diverse interests, the concept of education in the adult field extends far beyond anything resembling conventional classroom teaching. It includes stagecraft and the production of plays by amateur groups; weaving, furniture-making and hundreds of other handicrafts; practical experience in steam-fitting, welding or any other skill that might lead to greater efficiency on the job. The term "adult education" is, in fact, used to cover every type of activity that broadens the individual's horizon or enriches his life culturally or vocationally.—USIS

Visual Aids in Education

By F. R. GARDNER

(School Films Organiser for Essex, England)

[Visual methods of instruction today can be the main provider of first-hand experience. They speed up education, as well as enrich it. These are but two of the benefits which accrue from a change in techniques now being used to an increasing extent in Britain.]

When people are asked, "What are visual aids?", many are quick to answer "films". This mistaken idea is, unfortunately, all too prevalent. Films play their part, but they are not, by any means, the only or most valuable visual aid available to teachers. There are the equally important school journeys, museum collections, blackboards, charts, diagrams, lanterns, episcopes and film strip projectors. A visual aid, in fact, is any picture, model, object or device which provides the pupil with concrete experience for the purpose of introducing or developing abstraction, stimulating activity or developing desirable attitudes.

Optical aids can be classed as those for group viewing, and those for individual viewing. Briefly, the latter consist of such things as microscopes, magnifying lenses and stereoscopes. (The stereoscope, once a toy in every home, should be in every school in sufficient quantity for each member of a class to use one. With it scenery attains a vivid reality, and its use in such subjects as solid geometry and geography would repay close investigation).

IDEAL APPARATUS

The group-viewing apparatus provides a picture by either episcopic or diascopic projection, that is by reflected light from a solid surface, or by transmitted light through a positive, respectively.

The episcope (usually combined with a diascopic lantern, and called an epidiascope) is, in theory, the ideal teaching aid. Any flat object or paper can be projected on to the screen, an exact replica of the origional. Thus the visual material is available already in almost every classroom and library. But the episcope is optically inefficient, requiring full blackout and creating the complementary difficulties of bad ventilation and poor teaching conditions. Further to use this instrument to any extent in hot weather would necessitate a fully air-conditioned class room. Even so, it is difficult, but not impossible, to give other projection apparatus equal flexibility in visual material.

Diascopic projectors, those in which a concentrated light beam is directed through a transparency, lend themselves more readily to class room conditions Any projector, still or moving, should be able to provide a picture at least 2 ft. 6 in. wide in controlled dayligh if it is to be considered suitable for school use.

NEW PROJECTORS

The standard lantern, using glass slides 3¼ inches square and still supreme for brilliant, clear pictures to large audiences, is being supplanted in Britain's schools by the combined miniature slide-and-film-strip-projector. The film strip is cheaper, takes up less room and is less fragile than glass slides.

It is a wartime development of the slide-projector associated in pre-war days with miniature cameras. Film strips were used to a small extent before World War II, but it was discovered to be an ideal method of mass instruction for the Armed Forces, ensuring that all training was identical. This, of course does not enamour it to the educationist. Up to some hundred or so pictures can be printed in a sequence on a roll of film, which takes up a very small amount of space. The pictures are printed in one of two British standard sizes, cine size, which is 36 mm. by 24 mm., and cinema frame which is 24 mm. by 18 mm.

Although the strip-projector is cheap and convenient to use, it must be borne in mind that there are serious restrictions and limitations which must be overcome if it is to be used fully. The pre-arrangement of the illustrations and the difficulty of obtaining local or individual specialist illustrations is the greatest drawback.

MOTION PICTURES

This brings us to the question of motion pictures. If films are to justify their great

cost, it is essential that they are made with a full understanding of the requirements of both teacher and pupil. The very term "motion picture" means that they must have some dynamic content. This often takes the form of continuity of processes or events, but their greatest value lies in the ability to portray normally unobservable motion, unobservable due to rapidity or slowness, or because the moving object is too small to be seen. Thus, animation, slow motion, and speeded-up photography and cine-micrography are the very essence of the educational film.

The success or failure of the visual aid programme in a particular region rests not only with the teachers, but equally with those responsible for the educational administration. They have to provide, maintain and service suitable apparatus, supply libraries of still and moving picture material and make facilities available for the provision of individual material for teachers.

LOCAL SELECTION

Where it is essential, through local circumstances, for mobile projection units to be provided, the schools visited must have their own selection of films. There is little educational justification for mobile projection units which take round programmes of films arranged by some central body. Ideally a mobile projection unit should be in charge of a trained teacher who cannot only provide the projection facilities, but can also indicate to the resident teachers the correct technique to be used.

Larger schools should be provided with apparatus for taking photographs and making lantern slides. In some schools cinema cameras could even be provided. Groups of teachers who meet to study and discuss visual methods, ought to be given loan of apparatus and material. It is difficult to differentiate between the relative importance of the supply of equipment and the training of teachers, but it is certain that one is useless without the other. Lastly, but by no means least, architect administrators must consider carefully the needs of all visual methods in their school designs.

Adult Education for Seamen.

The Work of the Seafarers' Education Service

ORIGINS

The seafarer suffers one grave disadvantage in the educational field when compared with the landsman. He is always on the move. He seldom stays in any one place for more than a few days at a time, and he is often away from home for months, or even years, on end. This means that he has not the access to libraries which the landsman in England takes for granted. Nor can he attend lectures, evening classes or literary institutes. He is likely to remain ignorant of many things which are commonplace ashore: new books published, examination requirements, educational facilities available. Postal difficulties and delays prevent him from taking routine correspondence courses, or at least from gaining the same benefit from them as his opposite number on land. He cannot regularly visit exhibitions, art museums and theatres, and cannot play any part in the social life of his home town or village.

On the other hand, he enjoys one great advantage over the landsman. He is always in the same place. This may sound paradoxical in view of what has been said above, but, inspite of being constantly on the move, he is always in a ship. This gives him far more opportunity than the landsman for reading, since he has few other distractions. His job, moreover, often gives him the desire to learn. He is constantly seeing new places and having new experiences which arouse his curiosity. Like the countryman, he has a special interest in the works and ways of nature, in the weather, in the stars, and in the life of the sea.

It was to cater for the special needs of the seafarer, and to fill a void in the English educational system, that the Seafarers' Education Service was founded in 1919, by the seamen's unions, some enlightened shipping companies and those interested in adult education, and under the inspiration of Dr

Albert Mansbridge. Dr. Mansbridge had already founded the Workers' Educational Association, which has been described by Sir Richard Livingstone as one of the three most original British achievements in education, the World Association for Adult Education, and what has since become the National Central Library. If the work of the Seafarers' Education Service is less well-known than the work of these other bodies, it is because it is comparatively small when compared with them, catering as it does for a single, if vital, industry.

The objects of the Service were to provide libraries on shore and in ships for the use of seafarers, to encourage, further and develop the education of seafarers, to collect, circulate, publish and distribute information relating to the education of seafarers, to found prizes and scholarships, and to constitute a body of persons well versed in affairs relating to the personnel of the British Merchant Navy and Fishing Fleets and of persons well versed in educational questions.

THE LIBRARY SERVICE

The founders resolved to work slowly, and concentrated in the first instance upon the provision of libraries. These were not just bundles of books arbitrarily chosen, but carefully selected works of fiction and non-fiction, mostly newly purchased and catering for all tastes. Numbers varied from fifty to three hundred according to the size of the ships' companies. A small part of the library, consisting of works of reference, was to be kept permanently on board. The rest was to be exchanged at intervals of three or four months, and books requested by the readers were to be incorporated in the new libraries as they were despatched. In other words, this was to be a library *service*, functioning as nearly as possible like a public library system.

Certain difficulties cropped up in the early days of this experiment. Since the aim was to make the service self-supporting, shipowners were asked to pay for them. At the present time they pay twenty-six guineas a year for a library of two hundred volumes. This works out at something like a halfpenny a week for the use of a book, a small enough sum, but not one which all shipowners have proved willing to pay. Many of them have yet to be persuaded that they will reap their reward in a happier and more efficient ship's company. Some do not even recognise the need for books at sea at all, and one world-famous company recently wrote to the Service to say that its ships did not require libraries because they were only at sea eight days at a time! Nowadays the library service is almost self-financing, the small balance of the funds being contributed by a number of charitable trusts, voluntary societies and private philanthropists.

Other difficulties existed on the organisational side. Broadly speaking, the majority of exchange-libraries have always been despatched from London headquarters, but ships are permitted to exchange their libraries with one another when abroad. This is a more economical method than the maintenance of huge book stocks at different centres throughout the world, and if all ships carried S. E. S. libraries would have no disadvantages. The success of the system depends very largely on the existence of somebody in the ship who will undertake to run the library efficiently. Some shipping companies detail an officer to do this, but in most ships a volunteer acts as honorary librarian, and the keenness and enthusiasm of librarians naturally varies from ship to ship. In some cases prejudices exist against the use by officers of books also read by the men, and some owners groundlessly it has proved in practice — feared that books might carry vermin. Again, with the best will in the world, losses of books are likely to be high, since the seaman is unable to look after them with the same care at sea as he would do in his own home, and cannot always be prevented from passing a book he has enjoyed on to a friend. These difficulties, however, have not proved insuperable. Losses of books before the war were kept down to one-half of one per cent per annum. On the whole, the books were carefully handled and well-read, and keen librarians were not lacking, while more and more shipowners were persuaded that this was an economic and worthwhile investment. The success of the Service can be gauged from its expansion. From its small beginnings in the Blue Funnel ship *Aeneas* in May, 1920, it has grown to serve nearly 1200 ships belonging to over one hundred and thirty different companies. The library now consists of 170,000 volumes, 120,000 of which are in circulation, and £8,000 a year is spent on new books. Some three or four thousand ships — any companies in the British Empire are eligible — remain to be served, and this is a matter of persuading their owners that the need exists.

THE COLLEGE OF THE SEA

From the very first, however, the S. E. S. aimed at more than the provision of libraries

at sea. It also set up as an advice bureau, answering any questions relating to books, reading, education and examinations, and the education of seafarers' children, Book lists were prepared in many subjects and, largely through Dr. Mansbridge's wide contacts in the educational world, the Service was gradually able to call upon the help of hundreds of voluntary advisers. At the same time, works of non-fiction were lent to seafarers on personal loan where they required them to follow some hobby or study. After several years of experiment along these lines, it was decided to inaugurate the College of the Sea as an intrinsic part of the educational work.

The College of the Sea was designed to assist any seaferer who wished to study a subject or pursue a hobby, the assistance to take the form of continuous tuition, where such tuition was required and appropriate, and not, as it had previously been, in the form of advice and guidance alone. The seafarer who wishes to become a student writes to the Director explaining exactly what he wishes to do — it may be anything from astronomy to zoology. The Director and his staff then put him in touch with an expert in the particular subject who corresponds with him directly, and any books which the tutor recommends are lent to the student by the Service. Set courses are not used; the way in which the subject is tackled is an individual matter between student and tutor which has the great advantage that the student can start at the point which best suits his particular needs and the course can be adapted to suit his particular requirements. The great bulk of the tuition is given voluntarily and in their spare time by members of university staffs, schoolteachers, and specialists among the general public. In order not to overburden these voluntary tutors they are not asked to help more than one man at any one time unless they wish to do so. In a few subjects, mathematics, modern languages and English in particular, the demand for help has been so great that it has been found necessary to employ part-time paid tutors for some of the work, but most of it is still carried on by the twelve hundred public-spirited men and women who have volunteered their services.

For the system to work successfully, the Service needs always to have more tutors than pupils, and this is in fact the case. The Service must always be acquainted with the right man for the oddest request: the study of old coins, the rearing of caged birds, playing the clarinet, making sausages, (all these have been asked for), or whatever it may be. Particular shortages and difficulties arise from time to time. At the present moment, thereis an increasing demand for modern languages, and particularly Spanish. But it is very seldom that, through the good offices of one of the many friends who have learned of the work of the College of the Sea over the past ten years, a tutor cannot be found. The list of advisers and tutors is enormous but it might be of interest to mention two or three. Professor Oliver of Manchester University, has for many years been the Service's adviser in education. The Astronomer Royal, Sir Harold Spencer Jones, and many of his distinguished colleagues, have helped seafarers interested in astronomy. Canon Raven, Master of Christ's College, Cambridge, has given immense help to those whose hobby is bird-watching. Professor Pigou, Professor of Political Economy at Cambridge has helped some men with economics. Sir Henry Dighton Thomas, of the Natural History Museum, has helped budding geologists. And so on. It is impossible to do justice to all those who, because they realise the special difficulties under which seemen work, have of their own free will helped this movement forward.

Since most of the tuition is voluntary, the cost of the College of the Sea is relatively small. Students are asked to contribute only 10/6 to help cover the loan of books, postage and other expenses. The administrative expenses are met largely by trust funds, education authorities — the Service has only recently been officially recognised by the Ministry of Education for grant purpose but many Local Education Authorities have helped it financially for many years past—the Cooperative Societies, business firms, colleges and schools, and a number of public-spirited individuals. Neverthless tne work is sorely limited by lack of funds and the income is irregular, which consequently hampers proper growth and development. What is really required is an endowment fund of some £ 200,000 which would yield a minimum income of regular amount.

The College was established at the end of 1938. Since that date some 11,000 enquiries have been made by seamen, and nearly one-half of these have enrolled as students, while the others have been lent books and given advice. In wartime the work was extended to include in Royal Navy, but since 1946 the Service has gone back to its peacetime function of providing educational facilities only for the Merchant Navy, since most of the

funds which are not subscribed by educational authorities are given by Merchant Navy organisations. As a percentage of the total numbers of men in the Merchant Navy, the number of students is small, but no smaller than the proportion of the adult population as a whole which is as yet interested in further education of a non-vocational character. The college of the Sea is still young and its work is still not widely enough known since resources have never been such that large scale "propaganda" hasbeen possible. With the special difficulties confronting the seamen the difficulties resulting from postal delays, the difficulties due to the small amount of personal contact between tutor and student — though many tutors invite their students to their homes when they are on leave — the degree of success which has been achieved is surprising.

OTHER ACTIVITIES

In addition to the activities outlined above the S.E.S. performs a number of others which do not fall conveniently under any heading. In general, the Service does not provide purely vocational training in seamenship and navigation because courses are provided by various navigation schools. It does, however, from funds provided by the Thomas Gray Memorial Trust, offer scholarships to youug seamen under 23 which pay for their books and a correspondence course to enable them to take their Second Mate's Certificate. If these young man are not up to the standard at which they are able to benefit from a technical correspondence course, it also undertakes to bring them up to that standard.

To encourage original work, the Service offers a number of prizes annually to seafarers for essays, short stories, poetry, photographs, models, paintings and handicraft work. It also publishes its own quarterly magazine *The Seafarer*, which serves the dual rôle of bringing information about education to the notice of the seamen and bringing the special needs of seamen before those interested in education, in addition to publishing book reviews of some of the books being bought for the library, prize-winning essays and articles of special interest.

Much remains to be done and much learned about the best ways of providing educational facilities at sea. Little as yet of a corporate nature is done on board ship. There are few discussion groups and the cinema-projector is a rarity. But it is belived that the Seafarers Education Service is tackling the problem along the right lines, and a long list of successes and achivements' from the ship's boy who has eventually taken the extra-Master's Certificate, and the aspirant novelists and painters, to the kind of man who writes, as one did recently, "I have now been a student of the College of the Sea for two years..... My enjoyment of Shakespeare and Keats has increased tenfold under (my tutor's) guidance", bears witness to this conclusion.

Ronald Hope.

NEWS from FAR and NEAR

CALCUTTA—

ADULT EDUCATION

10-Year Programme Urged.

The Adult Education Committee constituted by West Bengal Government decided at its first meeting that ability to read simple books and news papers easily and freely even without proper comprehension and ability to write what one reads should be considered as standard of literacy, it is learnt.

The Committee, it is further learnt, decided that as a part of adult education, an adult should be given lessons in general knowledge, including personal and community hygiene natural science, village economics and civics, as also in 'namta', simple roots, weights and measures, daily bazar accounts and the adult should be taught to count and write up to 1,000.

Addressing the Committee, Sj. Atul Chandra Gupta, Chairman, it is gathered, said that the recommendations of the Committee should be made with a view to (a) making the illiterates literate, (b) ensuring by continuous education that those made literate did not lapse into illiteracy as was usually the

case with the pupils in primary schools, and (c) imparting information and cultural education to those who were not literate and could not possibly be made so. In order to achieve these objectives, Sj. Gupta urged the Committee to formulate a 10-year programme for the purpose.

JODHPUR—

ADULT EDUCATION DRIVE IN JODHPUR

JODHPUR, Aug. 10. — "We have to educate our human power of 30 lakhs in order to harness it for resuscitating the economic life of Jodhpur and bring the necessities of life within the reach of every individual in a democratic Jodhpur," said Jodhpur's Education Minister, Mr. M. D. Mitra, while inaugurating a two-day adult education conference last week. The conference was attended by over 150 educationists and public workers.

Mr. Mitra added that the percentage of literacy in Jodhpur was only four compared to 13 elsewhere in India.

The population of Jodhpur according to the 1941 census was 26 lakhs and out of this there were 15 lakh illiterates between the ages of 12 and 45. "If democracy is to succeed and find roots in Marwar all the adults have to be made literate within the shortest space of time," said Mr. Mitra.

Referring to the three-year programme of the Central Government for raising the percentage of literacy in India to 50, Mr. Mitra said the Jodhpur Government would add to that plan training in self-defence and a craft. Lack of funds was a great obstacle and the public would have to give a helping hand.

In a touching reference to Mahatma Gandhi, Mr. Mitra said that Gandhiji had "for 30 years, stout-heartedly carried the entire burden of the country on his frail shoulders and had brought her into the gateway of freedom."

The conference passed a number of resolutions on the celebration of literacy week in Marwar, establishment of 'each one — teach one' societies, fixation of two days every month in schools and colleges as literacy days, introduction of proficiency badges in literacy work for scouts and girl guides, recommending to the Government to make it obligatory for each one of its 12,000 employees to turn one adult literate every year and establishment of better living societies in villages.

SHILLONG—

ADULT EDUCATION FOR WOMEN

Final Touches Being Given To Scheme

SHILLONG, July 29 (Delayed) The question of adult education for women in Assam was discussed and important decisions were taken when Miss Amolprobha Das, Special Officer, Basic Education Department, Assam, Mr. Mahendramohan Choudhury, Parliamentary Secretary, Education, Dr. S. K. Bhuyan, Director of Public Instruction, and Mr. N. Phukan, Secretary, Education Department, met His Excellency and Lady Hydari at a conference at Government House.

Dr. Dhuyan told the Associated Press that final touches were being given to put the scheme immediately into operation and hoped that in view of the keen interest expressed by a large number of womens organisations in the Province, it would be possible to make a definite headway in the current year —A.P.I.

MADRAS—

ADULT EDUCATION SCHEME

MADRAS, Aug. 13. A few details of the Adult Education Scheme formulated by the Government were furnished by Mr. T. S. Avinashilingam Chettiar, Minister for Education, in reply to a question asked by Mr. R. Suryanarayan Rao in the Madras Legislative Council to-day.

The Minister said that an Adult Education Scheme had been formulated and it included the following six items: Adult literacy schools for liquidating illiteracy among adults; training of staff for adult literacy work; rural college for giving higher educational training for persons who had some education already; training camps for social service workers; training camps for citizenship and youth workers; and visual instruction. The scheme had been well received by the public. The Government were always watching the reactions to the schemes put forward by them and any constructive criticisms would be considered by Government.

Answering a supplementary question asked by the same member, the Minister said that the scheme had been formulated by a Sub-Committee of the Provincial Board of Education. The scheme was not discussed by the Board as it had been made clear that

in such matters in which action could be taken without further consideration, the Government could straightway accept the recommendations of the Sub-Committee.

NAGPUR—

"EDUCATE AT LEAST TWO ADULT ILLITERATES"

Nagpur 'Varsity Fiat

NAGPUR, Aug. 23.—Women students of the Nagpur University must not only have physical education, but must be trained in the art of self defence. This principle was accepted by the University yesterday when the Academic Council snd Executive Council unanimously endorsed the report of a smaller committee on the subject.

The Executive Council, accepting this policy, appointed a committee to draw up a detailed plan and submit it at the next meeting for implementation by the University authorities.

It is learnt that of the total of five thousand students appearing annually at various University examinations for the degree courses, fifteen hundred are women candidates from different colleges in the province.

NEW PLAN

Another important decision related to the approval of the social education plan of the Provincial Government.

After considering the communication from the Education Secretary to the Government, the Executive Council of the University decided that with effect from July 1948, all the University and high school students appearing for matriculation examination and staffs of all Colleges will implement the social education scheme within their own sphere and educate at least two adult illiterates in accordance with prescribed curriculum approved by the Government during the Academic year.

Only on the production of testimony of having made two adults literate, University students can take their degrees in April 1950.

The Executive Council constituted a small committee to prescribe a regular University social education course for students.—API.

COIMBATORE—

ADULT SCHOOL OPENED

COIMBATORE, July 19—At the residence of Mr. N. Nanjappa Gouder, Municipal Councillor, an adult school was opened yesterday by Mr. S. R. Chandran. Dr. C. Nanjappa, Chairman of the Coimbatore Municipality, presided.

Mr. S. R. Chandran stressed the importance of adult education and appealed for volunteers to take up the work. Mr. Nanjappa Gouder proposed a vote of thanks.—F. O. C.

BOMBAY—

CITY ADULT EDUCATION COMMITTEE.

Under the auspices of the Bombay City Adult Education Committee the literacy Certificate Distribution ceremony was held at Naigaon Welfare Centre on August 20 at 9-0 p.m.

Mr. Kelshikar proposed by Mr. Champaklal G. Modi, presided.

Mr. B. M Kapadia the Special Literacy Officer, Mr. S. A. Upsham, Mr. Y. C. Gaikwad and other prominent gentlemen were present.

LANCASHIRE & CHESHIRE—

NEW SEASONS' PLANS

The Union of Lancashire and Cheshire Institutes, a federation of local authorities providing courses in higher education, with the co-operation of the Ministry of Education and Industry, has issued its prospectus for 1948-9—614 closely printed pages covering a wide range of study. The union now includes Lancashire, Cheshire, Flintshire, Denbighshire, Caernarvonshire, Anglesey, the High Peak division of Derbyshire, and the Isle of Man.

The movement was started in 1839, when the secretary of the Society for the Diffusion of Useful Knowledge, a Mr. Coates, came to Manchaster to start an association of institutions in the neighbourhood which resulted in an organisation which had as its first course of lectures a series on "The comic liturature and ballads of Great Britain." The subjects are sterner now. They include various branches of engineering, building, commerce, naval architecture, chemistry, textiles, coalmining, and industrial art, and courses for plumbers, carpenters' brick layers and boiler makers.

New courses carry versatility still farther, catering for dressmakers, shorthand typists, and beekeepers. The rural course has been completely revised and provides instruction in live-stock impravement, "balanced rations" in stock feeding, rural housecraft, farm machinary, and wood-work.

Extension Courses.

Manchester University's extension courses for next session range even more widely : from Biblical archæology to musical appreciation ; from Goethe to X-ray crystallography. Other lecture series are on plant and fossil study, animal environment, physical optics, adult educateon. Lancashir's part in the Industrial Revolution, organic chemistry, "science and the plain man," visual aids in history teaching, British painting, Jewish philosophy Greek and Roman "views on the nature of of things", phychology, and musical harmony. There are lectures in French and Italian and two summer schools.

Tutorial courses and sessional classes in collaboration with the workers' Educational Association are expected to begin at the end of September, and residential courses at Hally Royde Residential College, Manchester, start on August 30. The Margaret Ashton Memorial Lecture at Manchester University on October 5 will be given by Dame Caroline Haslett on "Women in industry and management "; the Sir Samuel Hall Oration (October 12) by Professor Dorothy Emmet on "In memoriam—A. N. Whitehead," and the Ludwig Mond Lecture (October 21) by Sir Ben Lockspeiser on "Science and music."

Danish Club Leaders.

To give *Scandinavian youth workers* an opportunity of learning how Britain has built a partnership between the State and voluntary organisations, six representatives of British youth workers have been on a reciprocal visit to Molego, Denmark. As guests of the Landsforeningen af Uugdomsklubber i Danmark, which is affiliated to the National Association of Girls' Clubs and Mixed Clubs in Britain, the British visitors took part with the Danish and Swedish youth workers in a one-day examination of youth work in Great Britain.

The British organiser, Mr J. H. Higginson, Lecturer in Education, Goldsmiths' College, London, explained the historical background of the present partnership in the British Service of youth. The other British representatives gave their own views concerning the problems created by "tough youths of blitzed areas " ; of the rural districts of Scotland and Southern England ; of the experimental works carried out at Gates House, Chiswick ; and of club life in Northern Ireland.

When asked by the Danish representative to create on the spot a slogan applicable to all youth leaders in Britain the British representatives suggested "Citizenship for Democracy."

Report of Activities in Jaipur State.

The Jaipur Government was pleased to sanction one lakh rupees for organising adult education in the State during 1946-47. One hundred adult education Centres were started in rural areas. The Organization was after the model of Mr. Mande's Scheme.

During 1947-48 (September 1947 to August 1948) a sum of Rs. 60,500/- is provided. Adult Educational Centres were started in two batches from October 1947 to February 1948, and April 1948 to August 1948. At present 45 Centres are running in Jaipur City of which 16 belong to ladies.

The aim is to prepare adults through education for leading a useful and efficient life. For this they are acquainted with elementary principles of civic life. General information on current topics is imparted. In addition to duties of parents towards children, topics on health and hygiene, discussions on educational topics, folk music and local dance as well as recitation of poems and antakshari are arranged. Illiterate adults between 15 and 40 years of age are taught Hindi up to the standard of class second. Arithmetic is also included in the course and is confined to the teaching of numbers, simple addition, subtraction and multiplication of figures of 3 digits by a number.

Adults attend the centres for an hour daily. Men assemble during night between 7.30 and 10.30 p.m. according to their convenience. Females find it convenient to attend centres between 1 p. m. and 4 p. m. 35 minutes are devoted to literacy work and the rest of the time is reserved for general activities.

Adult workers in charge of Centres are paid as follows :—

For keeping an average attendance of 12 adults in a month teachers are paid an allowance of Rs. 15/- p. m. If more adults

than the prescribed limit are declared successful at the literacy test, a bonus of Rs. 2/- per man adult made literate is paid in addition to monthly remuneration. In case of women, there should be 8 ladies in a Centre regularly. Rs. 20/- p, m. is paid to the teacher and for each extra woman made literate Rs. 3/- per head is also paid. The duration of Course is 120 days. A worker can keep up to 25 and 15 adults in a centre for men and women adults respectively. If the number goes beyond it, the centre can be split up into two sections but 1½ hours will have to be allotted to each. For granting remuneration each section is then treated as separate unit.

Adult Education In Madras Province

By. H. A. POPLEY.

The Madras Government has drawn up a good scheme for the extension of Adult Education in the province. This scheme does not aim merely at the eradication of illiteracy in the adult population, but has in view the wider aspects of continued education for adults who have already acquired literacy but have not been able to continue their education beyond the middle school stage. Any sound scheme of Adult Education in India must keep in view these two aims. The abolition of illiteracy alone will not take us very far unless we couple with it the wider aspects of further knowledge and experience which can only result from the possibility of men and women learning more of the world in which they live and of making use of the opportunities of progress and understanding which the acquisition of literacy and co-operation in continued education will give. Literacy is not an end in itself but only a tool by means of which men and women are enabled to enter into wider fields of knowledge and usefulness.

The Madras plan of Adult Education has these objectives in view and seeks to build up a force of teachers, who in such part-time schools, meeting either in early morning or at night, will be able successfully to carry out this plan. The Government has decided to start immediately six Training Schools for such part-time teachers. These Training Schools will give a six weeks' course in Adult Education technique, including instruction in the Laubach Quick Literacy plan, in the use of modern methods of teaching general subjects to adults, in the organisation and use of village libraries, and in various other allied subjects. It is proposed to train some hundreds of teachers in these Schools and to send them out to start village Adult schools giving them a regular monthly grant and equipment grants for the purpose.

In addition it is proposed to open rural colleges in the different language areas, somewhat on the lines of the Folk High Schools in Denmark, and to provide in these a two years' course of further education to men and women who have read up to the Third Form. The subjects for study in these Rural Colleges will include History, Economics, Co-operation, Agriculture, Home Science and other social studies. Further Training Camps for social service workers and Training courses in Citizenship are to be organised during the holiday seasons for limited periods.

For all these purposes funds have been sanctioned and stipends will be given to students to enable them to attend the colleges or courses without difficulty. Inspecting Officers and teachers are also to be given special instruction in methods of Adult Education.

If these plans are carried out they will mean a real step forward in Adult Education in Madras Province. The Government also hopes that these special courses will provide examples for the opening of similar institutions by private or semi-public bodies so that a wide network of such classes and courses will gradually develop throughout the Province.

This is certainly a wise and courageous plan, which if implemented both by Government and other bodies, should help substantially in providing a sound scheme of Adult Education for the Province. Much will depend on the statesmanship and drive of Government officers, and much more upon the hearty co-operation of public bodies and philanthropic organisations. It has yet to be shown that rural people are anxious fos continued education, and the desire for thi

will only be stimulated if the methods employed are such as to win the interest and co-operation of the rural people. It is good to see that lantern slides and films are to be utilised as much as possible and that music and drama are to be encouraged. These will undoubtedly help to create and develop interest, but the success of the plan will depend ultimately upon the ability and enthusiasm of the teachers.

We shall look forward with great interest to the working out of these plans and trust that they will demonstrate the practicability of methods by means of which the great number of India's village people will be enabled to make use of the tools of knowledge for their own improvement and for the welfare of the whole country.

Mysore State Adult Education Council.

Report of work done during the Year 1947-48.

1. Literacy. 4324 classes were started, including 242 classes for ladies and 470 classes for depressed classes during the year under report. 88,291 adults were under instruction.

2. Book Clubs. At the end of the five month course, the students are tested, and successful candidates are awarded certificates and a follow-up book-club is formed. The council presents each club with a library of 80 booklets specially written for them in bold type and simple style. 2161 such book sets have been sent during the year.

A weekly paper called "Belaku" (Light) is published for the students of the literacy classes and the members of the book club and libraries, where topics of current interst and matters relating to Adult Education work in the State are given in simple and easily understandable language. 6000 copies are printed and despatched every week to the libraries and literacy classes.

3. Libraries. 147 libraries were started during the year and the total number of rural libraries at present is 1,794. Books, periodicals and newspapers suited to the taste of the readers and supplied to each of the libraries. The libraries are serving as centres of general education work, and will gradually develop into Community Centres.

4. Central Libraries. There are 4 Central Libraries which cater to the needs of the rural libraries. It is proposed to have two Central libraries in each district in the near future.

A Readers' Monthly called "Pustaka Prapancha" which gives reviews and summaries of new books published in Kannada is supplied to rural libraries, with a view to guide the libraries and the members who make use of the libraries, in the selection of books for study.

5. General Education. A Van has been purchased for the work relating to General Education. It has been fitted up with a generator, a loudspeaker, a 16 mm. sound projector and a gramophone with records. 20 Educational films (16 mm) have been purchased. An operator and a commentator have been touring all over the State, and arranging for film shows in towns and villages.

Free shows of 35 mm, films are also being arranged in places where cinema theatres are available. For this purpose films are borrowed from the United States Information Service.

One Folk Arts Festival was celebrated at Chikmagalur during the year. Exhibition of pictures and posters are being arranged in places where social and religious festivals are held. Small grants are also being given to encourage folk arts like Marionette shows, Shadow plays village dramatic performances, Folk dances arranged by the villagers. Folk songs and Lavanis are being collected and published by the Council.

6. Vidyapeth. One Vidyapeeth has been started at Nanjangud on the model of the Danish Folk schools. It is a residential institution, where the adults are given a liberal education and brought into living touch with the changing times. The period of instruction is for five months and the adults return to their villages as better farmers better workers with an improved outlook on life. 32 students received instruction during the year.

7. Planning, Research & Development. Research is being conducted under the direction of experts in literacy work, library organisation, Adult Psychology and General Education.

(a) The question of simplifying the Kannada alphabet has been taken up and an expert committee consisting of the representatives of the Kannada speaking provinces in South India has met and came to an agreement with regard to some fundamental changes in the Kannada,

(b) The Council has also drawn up a plan for the total liquidation of illiteracy within a period of ten years.

(c) **Reading Classes.** Just to introduce good books to the readers and to create active interest and good taste among the readers, reading classes have been started in some of the libraries in Nandya District.

The librarian reads a chapter of a good book, for about an hour in the evening and introduces the readers to the books. Sometime interesting parts from classics and puranas also are read and the meaning is explained to the audience. This system has shown satisfactory progress during the year under report.

(d) A scheme has been prepared with regard to starting of town libraries and it is proposed to start libraries at Bangalore City, Mysore and Closepet shortly.

(e) A scheme of Tutorial classes has been drawn up with the idea of giving higher education to Adults made literate in subjects like History, Geography, Health, Civics, and Everyday Science.

8. Finance. The sanctioned Budget for the year under report was Rs. 6,28,000 including Rs. 5,00,000 from the Government.

9. Administration and Supervision. The Council which is a non-official organisation functions through its executive Committee. A senior Officer of the Education Department has been deputed to work as the Chief Executive Officer of the council and three other experienced officers are deputed to work as the Organising Secretaries of the Council.

In each district there are two officers in charge of adult education to work under the general guidance of the District Adult Education Committees. Supervisors also have been appointed to organise and supervise literacy classes and to inspect and give necessary guidance to the librarians and library committee in each taluk.

11. The Government is considering the question of passing an Adults Education Act providing for Adult Education on systematic lines. It is proposed to compel owners of factories and other employers of labour to provide funds and other facilities for the education of their employees. Government employees like servants, Railwaymen, will be compelled to become literate within a specified period failing which they will neither be confirmed nor promoted. It is also proposed to deny franchise to those who remain illiterate after a specified period to refuse to recognise the thumb impression in any document after a certain date. Another interesting proposal is to levy illiteracy tax on all persons remaining illiterate after a specified date. To secure an adequate number of teachers and workers it is proposed to make social service for at least 6 months compulsory, for all persons seeking employment after the High School or the College Course.

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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.* Educational Adviser, Bombay Govt.

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

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

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

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

'..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 1948

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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Indian Journal of Adult Education

Vol. IX December 1948 No. 6

Editorial Notes.

Mr. R. K. Balbir, Associate Secretary of the I. A. E. A. Contributes the following :

The Government's blue print for education, an analysis of which was published in the last issue of this Journal, is an impressive document particularly in relation to Social Education. But blue-prints are not what will solve the problems of our country. We have thought and planned ; but now the country needs effective action. At the 5th All India Adult Education Conference held at Rewa last year adult educationists—officials and non-officials assembled from different parts of the country recommended the setting up of an Institutute of Adult Education with suitable departments, working on the production of material for adult education ; suitable literature, charts and other audo-visual aids including the development of short range transmitters, films, film strips—and all these at an extensive scale sufficient to meet the country's needs. The President of the Indian Adult Education Association, Dr. Amaranatha Jha, also pleaded for an Adult Education Institute at the Education Minister's Conference convened by Maulana Azad early in 1948. That conference accepted the recommendations made in this regard on behalf of the I.A.E.A. We hope those recommendations will be followed vigorously notwithstanding the recent anti-inflation policy of the Government of India. Before the New Constitution is finally adopted, we should be able to make a suitable beginning at educating the Indian adult as to what rights and obligations flow from citizenship of a free country, what is the import of a vote and how, for its exercise he must learn to discern and discriminate between larger interests and human values as distinct from propaganda and illusory slogans. Never before indeed was the need of adult education so great.

ROLE OF VOLUNTARY ORGANISATIONS

Another danger that our Popular Ministers of Education at the Centre and in other parts of the country face today is the possible belief that the Government alone can adequately meet the requirements of people's education. This is a fallacy. All available resources must be pooled and technical leadership for people's education must carry the people with it. Therefore. it may be as well to remember that adult education to be effective in any given area can best be developed through a net-work of non-official adult education boards, if necessary, serviced by Government personnel.

FORTHCOMING ADULT EDUCATION CONFERENCE.

The 6th All India Adult Education Conference this year is being held in Mysore. It is hoped that delegates to the Conference will be enabled to visit different centres exhibiting various aspects of adult education activities being carried on in Mysore. Apart from facilitating exchange of notes and promoting discussion of common problems, the Conference will provide for all those interested a good opportunity to see for themselves that adult education is not a mere slogan and though lakhs of rupees are being spent, as in Mysore, people's education must continue to secure a still greater proportion of its share from the Exchequer ; for the need of educating the adult population in our country cannot be over-emphasized particularly if we mean to build up the character of our nation that has to take its due place in administering its own affairs and those of the world in the mission of promoting peace, prosperity and general welfare of mankind.

All those interested in the forthcoming Adult Education Conference to be held in Mysore in the last week of December 1948 are requested to communicate with the Assistant Secretary, Indian Adult Education Association, 20, Siri Ram Road. Delhi Civil Lines.

Adult Education For India

Now that we are free and nothing in the shape of hindrance can come in the way of our progress, on all sides it is essential and vital too that illiteracy should be swept away once for all from the soil of our country so that she may once again lead the whole world and become the light of Asia.

This article by an eminent educationist gives statistical survey and plan to wipe out illiteracy from the country within twenty five years.

Mass education is the scaffolding on which real democracy exists. India has a very low percentage of literacy in the world and yet no satisfactory attempts are being made to make her millions of adult countrymen into intelligent and independent citizens.

Adult Education Movement is in India yet in its swadding clothes. Even today it remains predominently a mass literacy movement. Before the British rule, India, it is said, had a high percentage of literacy maintained by indigenous systems of educational institutions, like Maths, Pathashalas, Madarsas, Maktabs, Ashrams, etc. Though the education thus imparted was not of a high standard yet it fulfilled the fundamental needs of education. It is quite possible that Adult Education was carried on through religious discourses, reading of holy scriptures and roaming ascetics who inculcated at least some type of moral education. With the advent of British rule in India, these indigenous systems died out and lost their significance and appeal due to the introduction of English education. Literacy figures have a sorry tale to tell, about the neglect of the rules regarding general education. From the table it will be seen that between a period of fifty years 1881 to 1931 literacy figures increased only by 4.5 per cent and in the next ten years 1931-41, it increased by 4.1 per cent. This phenomenal rise during the last decade can safely be attributed to the growing consciousness of Indian people in social, political, and educational fields as also to the effects of popular (Congress) ministries in various provinces.

Year	Percentage of Literary
1881	3.5
1891	4.6
1901	5.3
1911	5.9
1921	7.3
1931	8.3
1941	12.1

Compulsory primary education has a direct bearing on the literacy of any nation and from this point of view it is worthwhile noting that K. K. Gokhale moved a bill for compulsory primary education in the Central Assembly in 1910-11 which was unfortunately defeated. By this time people were already thinking on these lines and we find the existence of the first night school in Rajahmundry in 1907. This may be an isolated case but it is likely that many such institutions were in existence, though no records are available The real phase of the movement started after the World War I 1914-18, when the YMCA and Poet Tagore showed active interest. By 1921 the upsurge of national consciousness and national struggle stimulated the movement. Many students left school and colleges due to political reasons and naturally the need for National Educational Institutions was felt and Vidyapiths grew up. Among the provinces, the Punjab took the lead by launching a campaign against illiteracy in 1922-23. The Servants of India Society made an isolated beginning in 1916 and took it more energetically from 1923 onwards In 1926 the Bhagini Samaj of Bombay undertook education of adult women and the very next year they resorted to visual aid for the purpose. In 1929 and 1931 one Mr. Subba Rao started two schools for training rural workers in South India. The decade that followed is very significant from the Adult Education point of view, because the biggest jump in literacy figures took place during this period. But it is not possible to trace here the provincial achievements in this field.

Among the efforts in the direction of Adult Education on an All Indian scale, the first and foremost is the establishment of the Indian Adult Education Society in Delhi in

1937. At the first instance, its field of activity was only limited to Delhi, later this Society convened an All India Conference of persons interested in Adult Education in 1938. The main objects of the Society as expressed at its second conference were to spread knowledge among peoples of India on all subjects relating to their welfare and culture, to initiate adult education activities wherever necessary ; to serve as a central bureau of information and to co-operate with bodies carrying on adult education work.

Membership was classified under two heads— institutional and individual. The Committee also set up a literacy standard. As regards proper adult education it recommended some 13 types of activities. Proposals were made to set up a central bureau for research experimentation and information. It has also proposed a separate programme for women.

Another on an all India basis was by the Adult Education Committee of the Central Advisory Board of Education in 1938. This Board was set up under the Chairmanship of Dr. Syed Mahmud to consider the question of combating illiteracy. It made valuable recommendations on the following points :—

1. The sphere of adult education in the general field of education.
2. Adult education and other forms of continuative education (e.g. of vocational character).
3. Attendance of pupils.
4. The problem of utilizing and developing existing agencies.
5. New ways of attacking the problem,
6. Leadership training.
7. Methods and technique.
8. Library and adult education.
9. Women and adult education.
10. Taking help of voluntary agencies.
11. Organization of Adult Education Movement.
12. Establishment of Information Bureau in every Province.

On the basis of these recommendations the Sargent Report on education was published. The sixth chapter of the Report deals with Adult Education.

Though the Scheme realizes the New role of Adult Education, viz,, to give reality to the ideal of democracy, vet it lays greater stress on achievement of literacy, because it argues a child must be able to walk before it can run.

The scheme envisages compulsory primary education of all children between the ages of 6 and 14 years. But it embraces all persons between the ages of 10 and 40 years in its fold as it will be wasteful, when the whole Scheme comes into operation, to admit children. The plan hopes to make India 100 per cent literate in 25 years out of which 5 years will be devoted to experiment, research and planning. Adult Education proper will take its rightful place only after the seventeenth year; till that time only 10 per cent of the finances will be utilized for this purpose. The whole Scheme will cost about 60 crores of rupees spread over a period of 25 years.

Though technically the Adult Education Movement started after the World War the real beginning was made only after 1938 as a corollary of political and social consciousness of the people. At this time Provincial Autonomy had come into force and in many provinces, an honest effort was made towards Adult Education. In India, unfortunately, the real aim of Adult Education, namely a continuous growth of the human personality leading to a better and useful life and resulting in an all round adjustment of the individual to his society and to his work, has been lost in the woods of the literacy. Today the word Adult Education is synonymous with "Adult Literacy". The one organization which is free from this confusion is the Bombay Presidency Adult Education Association.

The Indian States, with few exceptions like Travancore, Cochin and Baroda, are very much behind the rest of India in literacy. So it is necessary that a central organization tackling the problem throughout the country should be formed But considering the attempts made on an all India basis we find that the Indian Adult Education Association established in 1938, has miserably failed to arouse public support and sympathy for its cause. It had failed to cater to the needs of the adults effectively. Adult Education Movements abroad were products of the predominating social forces in the country which reflected the sentiment of the people. Thus the Russian Movement was a weapon against Tsarists ; Danish folk schools were started to be spiritual fortifications against Germans ; the English movement was a defence against Social Revolution apprehended to result from the Industrial Revolution, while the American movement sprang up to find every youth opportunity to be a potential president of the United States.

No doubt, the time when the Indian Adult Education Association was formed was psychologically ripe for the Movement. It was the time when political and social consciousness was surging. But once out of the shell the Movement failed to turn its steps with the need of the time, it deliberately moved away from political associations and tried to shape it on the model of the Adult Schools Union of Great Britain—a totally undesirable model; for the counter-revolutionary ideals might have succeeded in England in the initial days of the Industrial Revolution by giving spiritual dope to the people, but to expect the consciousness—is amazing.

The problem of education and literacy is intimately associated with the babel of tongues that India is. According to Dr, S K. Chatterji there are in all 544 dialects in India, but fortunately for us, there are 15 major languages with literature and which are used as media of instruction. Therefore, the problem has to be tackled on the basis of these fifteen linguistic regions. This will conduce on cultural integration leading to social and political solidarity. Since more than one of the languages are used in more than one province or state, a central organisation, independent of provincial or state jurisdiction and boundaries must be created, The central organization will divide the country into five major zones with one or more language regions under its aegis. The division will be as follows :

(a) North Zone : Consisting of Balochi. Pushto and Punjabi linguistic districts,

(b) Central Zone : Consisting of Hindustani and Nepali linguistic districts,

(c) East Zone : Consisting of Oriya, Bengali and Assamese lingual districts.

(d) South Zone : Consisting of Telugu, Kannada, Tamil and Malayalam lingual districts.

(e) West Zone : Consisting of Marathi Gujarathi, Sindhi, and Rajasthani lingual districts.

This will facilitate education of people in their own mother tongue and uniform attack on illiteracy and help research and experimentation.

These zones will then be subdivided into suitable district zones, and here an attempt must be made to synchronize the boundary of these districts to the boundary of administrative district. These district units will be subdivided further into various local territories which will directly execute the programme of the central organization.

Functions of various Organizations :—The four main tasks of planning. co-ordination, control and execution will be done by the central, zonal district and local organisations, The main function of the central organization will be to effectively plan Adult Education for the whole of India. It must also prepare a comprehensive plan of action laying down initial methods, techniques and programmes.

Among other important functions will be leadership training, supervision, research and experimentations, publication of materials for adult education, carrying on propaganda and lastly maintaining an efficient information bureau, and also maintaining vital statistics to check up the progress of the movement from time to time. This body should be controlled by an executive of 15 persons who must constitute a "Brains Trust" representing various field of arts and science And there should be an Executive Director who will be responsible for the day to day administration of the organization. Under him will be departmental heads for each of the departments like research, information, propaganda, etc.

Zonal Organization :—The main function of these organizations will be to co-ordinate the various agencies available in the respective zones and harness them according to the to the policy laid down by the central office. They will also have almost all the functions of the central organization, only that their field of activity will be limited to their respective zones. These will be divided into districts and local units.

The district units will exercise control over local units and be responsible to the zonal organization in executing the policy of the central organization, and the local units will be directly responsible for the execution of various schemes and programmes.

Agencies for Adult Education : The agencies for the purpose of Adult Education can be divided into three major heads—

(1) Government.
(2) Local Self Government.
(3) Voluntary.

Government:—There are so many departments in the Government that have direct

contact with people and these contacts can be utilized for furtherance of the cause ; chief among them are :

(a) Education.
(b) Public Health.
(c) Department of Industries.
(d) Co-operative Department.
(e) Prisons.
(f) Rural Reconstruction.
(g) Agricultural Department.

Local Self Government :—Co-operation, Municipalities, District Boards, Local Boards, Gram-Panchayats can also carry on the work of Adult Education through their various agencies.

Voluntary Agencies:—These are such agencies as are not directly concerned with Government of local bodies and among them they be included :—

(a) Universities.
(b) Colleges.
(c) High Schools.
(d) School Service Agencies.
(e) Trusts.
(f) Employers.
(g) Co-operatives.
(h) Community Centres.
(i) Settlements.
(j) Libraries.
(k) Museums.
(l) Work Camps.
(m) Religious Institutions.
(n) Hospitals.

Types of Adult Education :—We have already seen, if adult education is to be a real programme for adult life it should cover the following types of Adult Education:—

(a) Literacy.
(b) Post Literacy.
(c) Education for citizenship.
(d) Parent Education.
(e) Health Education.
(f) Vocational Guidance and Adjustment.
(g) Cultural Education.
(h) University Extension.
(i) Worker's Education.
(j) Rural Education.
(k) Women's Education.

(a) Literacy :—Literacy is the basic content of education. But Literacy by itself can never be education. It is at best the capacity to decipher words and figures and to write them with some dexterity ; but education is the capacity to comprehend life situations, using past experience crystallized into knowledge. From this point of view the Indian villager too is educated though in his own way. The knowledge he has acquired, however, is traditional, tracing its origin to antiquity. The world has changed and is changing. It has made stupendous material progress, revolutionized the means of production, and distribution of communication and contact. The question of isolation is out of the question. With the impact of this new culture and contact the village isolation is shattered, new situations, new challenges, face the masses which hitherto were unknown to them. Their traditional life fails to save them from resulting maladjustments.

It is there that re-education of people is needed. Psychologists hold that man is not born human but is made so through social interaction. If a person is made he can be remade. Thorndike has also proved that adult learning is in no way inferior to child learning.

Now it must be remembered that it is difficult to reach crores of people through the word of mouth. Moreover, expression of ideas, and thoughts can only be concretized through literacy which facilitates efficient dissemination of knowledge.

It is essential that literacy primers should be based on adult interest rather than on antiquated "King Lessons", Dr. Labauch's method has proved useful and till some other alterations are found suitable, it should be utilized to the full. The Bihar Mass Literacy Committees have produced material with a right outlook and are bound to prove useful for others to follow.

Regarding the methods of Campaign for Literacy the following points must be remembered :—

A survey of illiterates and their subsequent classification, based according to sex, age, profession, residence, etc., should precede the enrolment and training of teachers and volunteers. Next will come intense propaganda, through 'literacy' celebrations, exhibitions, films, slides, talks, posters etc. After enrolment of students allotment of classses to teachers should be made, and then work may begin. Wherever possible a course of study, and proficiency tests should be devised, time limit fixed and "Each One, Teach One". If students all slogans

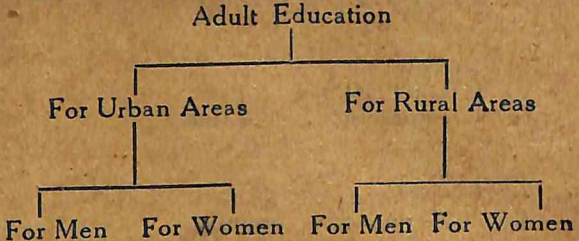
should be promoted for the purpose of intensive drive.

(b) Post Litercy : Creation of literacy without a follow—up programme is futile. The main task at this stage is to supply, enough and more, interesting reading material to the newly made literates and thus prevent their relapse into illiteracy on the one hand and teach them something useful on the other. An elementary education in a simple way on subjects like arithemetic, geography, history, civics and economics. should be given. Village libraries, public libraries and reading rooms form an integral part of this stage of adult education.

And from here the whole adult education programme can be classified into two major heads.

Each of these groups will have sociological problems of its own and no rough and ready method can either be devised or course of study laid down. Much will depend on interests aptitude, likes and dislikes. All this is important to make any programme interesting.

(c) Education for Citizenship : Success of any policy, and especially of Democracy depends on the civic sense of its components.



This is based on a healthy balance of rights and duties. The trouble arises when people exercise their rights without fulfilling obligations that they owe to society. Another type of crisis crops up when people are too ignorant to realize their duties and rights and vested interests. Franchise is a dangerous weapon in the hands of an ignorant people who are unable to decide whether persons and policies are in their interest and welfare. Through Adult Education we have to develop a body of citizens "alert to the facts of of Government, vigilant in the scrutiny of the conduct of Government, able by reason of training and knowledge to decide on persons and policies."

(June 1948)

INDIAN HOME

Reorganization of Education

By

Dr. M. Karamchand Wade

Our Educational system needs a thorough overhauling. Real India lives in villages and yet a fraction of its population living in towns, monopolises power and the direction of affairs. Urban people live artificial lives divorced from the realities of rural India, which in effect, is real India. H lf-hearted measures, as tokens of the realisation of the urgency of bringing about some approximation between the life of the town dweller and that of the villager, merely touch the fringe of the problem. What we need is a system of education that makes the citizen a patriot, ready to do his best for the country even at the sacrifice of his personal interest. No country ever retained freedom by shouting slogan, by paying only lip service to a Mah.. strict. Freedom retained only by educating the masses and shaping them into a a disciplined people. The units must be attended to before a virile nation can be evolved.

At British and European Universities students walk with the air of lords of creation. They look strong, sturdy, cheerful and manly and carry themselves as self respecting previleged members of the body politic. They have none of the sorry ways of our worm - eaten boys most of whom have flat chests, rounded shoulders, little of vitality and less of idealism. Quite a number of them look fatigued and physically bankrupt even before getting well into their twenties. What hope is there for a country where on account of an interminable service of senseless

examinations, chronic malnutrition, and early marriage, accompanied by an unending array of puny children begotten of immature mothers, its youthful citizens are ground down into tottering manikins at a time of life when their compeers in other countries are enjoying life to the full without any worries to harass them ?

REASSESSMENT OF VALUES

Educational values stand in urgent need of reassessment. We attach far too great an importance to memory work and make no attempt to foster originality. Education is looked upon as a synonym for bookishness and it is clean forgotten that the education of the body and of the emotions is far more important than the mechanical absorption of useless stuff by see-sawing over printed matter. We have plenty of intellect in our country but there is a lamentable lack of selfless, public spirited citizens. There is no dearth of moneyed men, but the will to serve humanity is to be found only in a few.

NEW OUTLOOK

The new education ought to be so planned as to bring home to the student so trained that he must look upon himself as a humble servant of society. His family circle should not circumscribe his whole world. That is the unit on which he should concentrate but it should not monopolise all his energies or earnings. Society contributes a good bit towards his education and upbringing and, even on the low plane of equity, he ought to make some return to it There are places in crying need of dispensaries, of drainage, and of elementary educational and irrigational facilities and yet there are "educated" men, who by plying some profession, have earned large fortunes which they have not the public spirit to part with for the public good, but which will be in all probability, squandered by some brainless beneficiary on wine, women, or races. Society has a right to a substantial portion of the savings of people with swollen fortunes, and there is a strong case for levying heavy death duties.

NEW TYPE OF BOOKS

Physical Education is the crying need of the country of Madras in particular. It it time that a third of the total marks for an examination were assigned to games and athletics, a third to books, and the remaining third to character of and the social service rendered by the student. Books and bookish examination should be relegated to a subordinate position The type of books prescribed for study in schools needs a radical change. Love of the country should be sought to be impressed on young minds, narratives to illustrate the greatness of master minds like Gandhiji, Jawaharlal, Sardar Patel, Lajpat Rai, C.R.Dass Subhas Bose, Aurobindo Ghosh, Sharadhanand Tilak, Andrews, Gokhale, and Pandit Malaviya who have devoted the best part of their lives to the service of humanity, should find a prominent place in our text books. Historical primers should be written with the set object of bringing out the best of Aryan, Dravidian, Rajput, and Mughal cultures and the pupil should be taught that all religions are but several pathways leading to one God. A committee of all talents should be appointed to write out suitable books for a self-respecting autonomous India. Without a sound educational foundation it is not possible to have a disciplined nation capable of undertaking concerted and planned action.

HIGHER EDUCATION

Collegiate education breeds snobbery and generates artificial standards distressingly dissociated from life. The collegian lives in a world of his own shutting his eyes to the stern realities of life. It will help elementary education and give a sense of perspective to undergraduates if the Universities instituted a three years' course for the Degree Examination the first year of which should be spent at a college, the second year in teaching in an elementary school, and the third year back again at college. That will provide the country with thousands of excellent honorary elementary school teachers and will greatly help in the education of the prospective graduate by bringing him in close contact with the rural population.

Foreign games that are played in our educational institutions are costly. As a matter of sober fact facilities for games are non-existent in most schools and a number of colleges. No school or college should be granted recognition unless it has extensive grounds attached to them The Government of Madras runs several colleges, Numbers in them are rising very fast but some of them have practically no play grounds. It passes my humble understanding as to how a government can be so foolish as to deny its youthful citizens the elementary amenities of education, like a play field. If students are

to be kept healthily engaged away from bad influences, colleges and schools should provide ample facilities for games.

It is time that the state faced facts and introduced free and compulsory education throughout the land Teachers can be found by pressing into service all the undergraduates of universities for a year's compulsory teaching in elementary schools.

Adult Education in Travancore.

The setting up of an All Travancore Adult Education Council to draw up a comprehensive scheme for Adult Education in the State with special emphasis on the training of workers along lines laid down by Gandhiji was decided upon at an All Travancore Conference of Adult Education Workers and others held in the Residency, Trivandrum on the 5th of June 48 under the Presidentship of Shri S. Ramachandran. Adult Education workers and others interested in Adult Education from all over the State attended the Conference.

The Hon'ble Prime Minister Shri Pattom Thanu Pillay and his two colleagues in the Cabinet, the Hon'ble Shri T. M. Verghese and the Hon'ble Shri C. Kesavan also attended the Conference and took part in its deliberations.

Shri K. R. Elankath. M. L. A. welcomed the delegates and Rev. J. W. Rasalam explained the object with which the Conference had been convened.

Shri C. Ramachandran in his Presidential address pointed out how Adult Education which was always an important item in Educational Reconstruction had assumed even greater importance now in Independent India. Adult Education he said, concerned the citizens of today here and now whereas the rest of the Educational programme concerned the citizen of tomorrow.

Shri K. A. Mathew, M. L. A. moved the Conference setting up forthwith an All Travancore Adult Education Council consisting of 30 members with power to co-opt. The Conference also elected an Executive Committee with Shri G. Ramachandran as President, Shri K. A. Mathew as Vice-President, Rev J. W. Rasalam and Shri K. R. Elankath as secretaries and Shri Gangadharan Nair, Editor of the Molayala Rajyam as Treasurer. The Conference also appointed a special committee consisting of the President, Vice President and Rev. J. W. Rasolam, Shri B. Shankar, Shri J. Jesudas, Miss M. Chacko and Shri Gangadharan Nair, M. L. A. to draw up a comprehensive plan for Adult Education work in the State within a month. A sub-committee consisting of Shri G. Ramachandran, Shri K. A. Mathew and Rev. J. W. Rasalam was appointed to draw up a constitution for the Adult Education Council within two weeks.

The Prime Minister assured the Conference that he would see to it that adequate finances were made available for a comprehensive and suitable scheme for Adult Education in Travancore. The Minister for Education welcomed the setting up of an All Travancore Adult Education Council and suggested that they should produce a scheme without delay for training at least a hundred workers. He also stressed the need for work among adult women.

NEWS from FAR and NEAR

CALCUTTA—

ADULT EDUCATION IN W. BENGAL

Campaign To Be Launched Immediately

West Bengal Government have accepted the plan and proposal of the Adult Education Committee of immediately launching a campaign of adult education in the Province, it is learnt.

The campaign is expected to be started by Government in the beginning of next year, it is gathered.

Pending submission of their final report the Committee had suggested in an 'interim report' starting of adult education centres under trained workers in all districts throughout West Bengal. Sj. Atul Chandra Gupta is the Chairman of the Committee.

8 PER CENT INCREASE IN LITERACY IN WEST BENGAL

There has been an eight per cent increase in literacy in West Bengal during the last 7 years, it is learnt.

It was 16 per cent according to the 1941 census. It stood at 22 p.c. in 1948, according to an educational survey recently carried out by West Bengal Government.

INCREASE IN CITY'S POPULATION

According to the survey, Calcutta's population, calculated at par, has increased by 8 lakhs and the population of the province of West Bengal by 17 lakhs during these 7 years.

In 1941 the population of Calcutta was 21 lakhs. According to the survey, the present population of the city is about 29 lakhs, which figure it is stated, compares favourably with the total number of food ration cards issued in the city. The population of West Bengal in 1941 was 2 crores 12 lakhs and the present estimate according to the survey, is about 2 crores 29 lakhs.

The educational survey was made within the age-groups of 6 years to 40 years and the present figures have been arrived at after calculating the actuals at par.

BOMBAY—

EDUCATING THE CHILD

Bombay Premier's Advice

BOMBAY Oct. 16—"Teachers should realise that when they are teaching or training a child, they are face to face with God's greatest miracle—the human personality," said Mr. B. G. Kher, Premier of Bombay, in the course of his Presidential address at the inauguration of the Bal Shikshan Nagar, at Wilson College.

Mr. Kher said that the function had a special appeal for him because it was a new and promising venture and he was very happy to note that private philanthropy had stepped in to supplement the efforts of the Government in the matter of child education. Education should never be a close preserve of the State.

Adverting to the system of work the Bal Shiksan Nagar was pursuing, the Premier said: "There is no period of life when the mentally alert and conscientious teacher can do more good than at the earliest stage when the child's mental and emotional attitudes are just in the process of formation and when a right or wrong orientation may mean all the difference between a good happy and a distorted and miserable life." He, therefore, particularly appreciated the work of the sponsors of the Bal Shikshan Nagar, for he knew that the child at present was suffering from many a serious handicap both at home and at school.

"I have strong hopes," the Premier said, "that in the very near future, we shall be able to bring into being at least one such children's centre as this in fairly cheerful surroundings, which will be open to the poorest child in the land. Anything that can be done to enrich their lives and broaden their interests, is not only good for the children but is a profit-bearing investment for the future health of adult society," he concluded.

Earlier. Dr. Maria Montessori, in the course of her inaugural speech, emphasised the necessity for a new approach to the whole problem of education, and particularly to the education of the child. It was only through the child, she said, that humanity could be controlled and influenced, for "the famed artist, the victorious general and the beloved saintly leader of the people — all developed from that psychic void that is the new-born child."

Dr. Montessori deplored the tendency of the States of the World which were preoccupied with the solution of many a serious political and economic problem and neglected child education to their own detriment.

If child education was to have any significance in the future set-up of the world, she insisted it must be based on a new science and a new approach to the child mind. It was only when they built on the secure foundations of rightly educating the growing child, that they could see some hope for humanity which was now in travail almost for its very life,—U. P. I.

ADULT EDUCATION DRIVE: NEW LITERATES CONGRATULATED

The second Literacy Certificates Distribution gathering to the successful new literates of the June-October 1948 session of the Bombay City Adult Education Committee was held on Sunday night at Sanki Street Mandanpura, under the Presidentship of Mr. Mohamed Umar Rajab, M. L. A Besides the President amongst the other Speakers were Mr. S. S. Dashnavi. Mrs. Kulsum Sayani, Mr Munshi Moinuddin and Special Literacy Officer Mr B M. Kapadia who all congratulated the successful candidates and urged them to join the Post Literacy classes of the Committee and thus to perfect their social education. The speakers further exhorted the audience consisting of over 2000 people to join the Literacy Centres in their thousands. India being free, it was their duty to their motherland to be fully educated so that they might understand their rights and duties as ideal citizens of a free and democratic state like India.

EDUCATION BY VISUAL AID

Poona Exhibition

Under the auspices of the Advisory Board of Visual Education, Bombay Province, an exhibition will be held in Poona from November 19 to 22, at the Nutan Marathi Vidyalaya High School, the Training College for Men and other suitable centres.

The exhibition will contain all such visual aids as maps, charts, graphs, pictures, models, and films, used in educational institutions to present the subject matter in a vivid, and interesting manner. The exhibition will, it is hoped, prove to be of great use to teachers in all kinds of schools and also to the guardians of pupils.

Dr M. N. Natu, M. L. A., is the Chairman of the Reception, Committee. All interested in education, may enrol themselves as members of the Reception Committee by paying a subscription of at least one rupee. Teachers in the Central Division are expected to take an active part in the exhibition.

Illiteracy Tax

The Mysore State Adult Education Council in their enthusiasm for the spread of literacy have hit upon a novel expedient to facilitate their task. They have suggested that illiterates who fail to become literates within three years from now onwards should be compelled to pay an illiteracy tax. They have also recommned that attendance at literacy classes should be made compulsory.

If the suggestion had been made as an anti-inflationary device there will be nothing more to be said except to put it down to the spirit of the times Investigation of its efficacy may be left to the economic experts of the Government of India. But if it is seriously intended to help in the spread of literacy it will be necssary to examine the basic assumptions behind the proposal.

ANOTHER STEP IN ADULT EDUCATION

By G. V. T. Church

The art and architecture of India and China formed the subjects of recent discussions at Pendley Manor, a centre of learnig and leisure not far from London. One evening films were shown illustrating the national characteristics in these spheres. This was augmented by lectures on the civilisation and architectrure of ancient India.

Pendly Manor constitutes perhaps the most interesting and successful of British experiments in adult education. The idea germinated three years ago when Mr. Dorian Williams, then headmaster of a "prep" school, came into possession of this estate which is situated near Tring, not for from London. Firmly believing that art and culture should be made more easily available to the ordinary people, he immediately saw in the manor means of bringing his dream to realisation.

He soon found an enthusiastic supporter of his plan in Sir Richard Livingstone, Vice-Chancellor of Oxford University. Sir Richard, who is a great classical Greek scholar, deeply believes in bringing beauty into living He considers that the principal flaw in present day education is that it tends more to lay down rules on how to live rather than to give full richness to life.

MAIN SUBJECTS

Pendley Manor aims to fill the gap. It does so by running mid-week and week-end courses,

The object is to afford an opportunity to the man-in-the-street of getting out of the every day rut by extending his interests and knowledge. The Manor can house some 40 people and, in addition to the cultural aspect, the courses allow ample time to make full use of the spacious and beautiful grounds, as well as the surrounding country.

Each course is complete in itself but the different aspects of the main subjects are dealt with at approximately two-monthly intervals. This gives the people the opportunity during a year for more continued study than is possible in a single week-end. The main subjects, which cover an extremely large number of interests, are art, architecture current affairs, drama, history, music, philosphy and psychology.

Pendley Manor is entirely divorced from politics and by drawing together from all walks of life those with similar tastes it offers the added attraction of learning about other peoples' lives. Thus, although the institution may be considered as a new departure in adult education, to accept it as only such would be a mistake. It is bringing realisation. sadly needed amid the general feeling of frustration, that life need not be drab and humdrum but can be rich with beauty and understanding.

Adult Education In C.P.: According to a report published in the " Hitvada " ;

Pt. D. P. Mishra, through his Social Education Scheme, aims at liquidating adult illiteracy in the Central Provinces and Berar in five years. It is expected that by the end of 1953, thirty lakhs of people living in 25,000 villages in the province will have received Adult Education Certificates.

The Scheme of Social Education was launched in May this year, with 438 Camps in 346 selected villages, 20 tahsil and 22 district places.

There were 4833 classes—3165 for men and 1673 for women. 1,17,062persons – 78,476 men and 38 587 women—were enrolled. Of these 62,198 — 41,274 men and 20924 women passed the Adult Education Certificate Examination — 51 045 men and 25,356 women having offered for the examination.

13,328 persons volunteered their services of whom the services of 7,377 were utilized.

The Scheme of five weeks is estimated to have cost the Provincial Exchequer more than Rs. 3,00,000 which works out at a little over Rs. 5 per adult.

JAIPUR—

ADUDT EDUCATION COMMITTEE SET UP IN JAIPUR STATE

JAIPUR, Oct 24—The Government of Jaipur have set up an Adult Education Committee for the whole of the State to find out means for educating adults. The State Government have sanctioned Rs. 50,000 in this connection.

KALYAN—

NO ILLITERACY AFTER TEN YEARS BOMBAY EDUCATION PLAN

KALYAN, November 2: The scheme of compulsory primary education would be completely enforced in the Bombay province within the next 12 years and no illiterate child of 14 would be found in the province then, said Mr. B. G. Kher, Premier of Bombay, laying the foundation stone of the Mahatma Gandhi Vidyalaya at Ambernath tnis evening. The Bombay Government were spending more than Rs. 8 crores over the compulsory primary education scheme, he added.

Speaking in Hindi, the Premier at the outset said that he was an old resident of Ambernath and was proud to preside over the function. The power of knowledge was unique, he said. He referred to the great strides made by other countries in scientific and technical education which had enabled them to build big ships and manufacture aeroplanes and motor cars. He regretted that India had to import railway engines, radios, planes and motor cars from foreign countries for want of technical knowledge in the country. Mr, Kher referred to the fact that India paid annually Rs. 24 crores to shipping companies for bringing cereals to India from outside.

Speaking on university education, the Premier remarked that in England only 10 per cent of matriculates went to the university, while in India the percentage was 35.

It was announced at the meeting that the school building would cost over Rs 2,50,000 and the hope was expressed that the major portion of it would be contributed by the Wimco Match Factory, the Woollen mills and Dharamsey Chemical Mills of Ambernath. It also revealed that Seth Kanji Govin Karson of Kalyan had consented to conduct a branch of the Vidyalaya in Kalyan in his building.

DELHI—

MEANING OF ADULT EDUCATION

Dr. Ranganathan's Talk To Delhi Teachers

Speaking to Delhi teachers receiving training under the Delhi Municipality adult education scheme on Sunday, Dr. S. R. Ranganathan, President, Indian Library Association, said that considerable confusion was caused by the different meanings attached to the term "adult education" as practised in different lands.

In his recent tour of the countries of Europe and America he found that hardly any two countries aimed at similar results or used similar agencies in their adult education movement. In Denmark, the attempt was to reach young persons about five or six years after they left school. The content of the course excluded information or further training in the arts and crafts practised by them, this help they are getting from the employers or professional organizations. The course included only literature and fine arts like music, painting and dancing to sublimate emotions, civics, geography and history to widen their civic sense and induce an international outlook, and fundamental sciences to strengthen their foundation for the pursuit of their vocations. The teacher and the library played a considerable part in the system.

In Sweden, the objective of adult education was the same but included men of all ages. Self-education through books was dominant and instead of a teacher each circle had a leader often chosen from among the group itself and occasionally employed from outside.

In America, on the other hand adult education was more concerned with the Americanization of the immigrant, i.e. his induction into the culture and language of America. It included, therefore, making the literates in one language literate in another.

IMPORTANCE OF ADULT EDUCATION

In an address recently delivered to a group of graduates undergoing a course of intensive training under the Adult Education Organization of the Delhi Municipal Committee. Dr Zakir Hussain emphsized the importance of suitable training to workers proposing to take up any sort of social work as their life's mission.

He pointed out that adult education was the first need of India today and on a proper planning of this work and an intelligent implementation therefore depended in a large measure the future of the country.

They should take up their work in a spirit of humility and should never forget that the adults among whom they had to work were certainly their equals and possibly their superiors in many matters. They would soon discover that they had at least as much to learn from these adults as they had to teach.

An important aspect of adult education was the fact that at no stage could a worker afford to take up an attitude of complacency and claim that what he was out to accomplish had been achieved.

Adult Education in Germany

The recent report of the United States Education Mission to Germany points to the role of Adult Education in re-shaping attitudes there. The report states " if there is to be a spirit of responsible self government in Germany in the near future, it will be possible only if those who are now adult or approaching adult life are willing and trained to accept such responsibility.

Prior to the coming to power of Nazism there was a strong tradition of adult education in German urban centers as a result of the work of the publicly supported *volkshock schule* supplemented by such voluntary organisations as the trade unions, the churches, the political parties, as well as so-called free groups.

These agencies, closed or corrupted during the Hitler regime, have now started to operate once more. The response to their efforts has been gratifying, particularly in the age group 18 to 35, from which group are now developing many of Germany's future leaders. This great desire for knowledge indicates a possibility of reeducating this younger adult group if only a determined effort is made.

Much greater emphasis will be placed on current and social problems in national and international affairs. The discussion method is to be given a much more important role as a teaching technique. Special village programs are now being organised. Villages had been untouched by the adult movement. With the arrival of large numbers of people expelled from other centers, social problems are exceedingly acute here. New attention will also be given to trade unions, youth groups and church groups and not just to the Volkshochschule. University extension activity will be re-established. As quickly as possible film, radio, and library programes will be restored.

To make these activities significant an immediate start will be made in training leaders.

—R.K.

(*Ad. Ed. Journal Oct. 47*)

REPORT OF THE
Adult Education Teachers' Training Class
AT SHIVPURI (Gwalior State)

Introduction.

The training class was organised by the Gwalior State Education Department, an Institutional Member of the Indian Adult Education Association at Shivpuri, a district town, about 75 miles to the South of Gwalior. Mr. L. G. Nene was the Director. 51 trainees attended the course, of which 40 were teachers

The Course.

The course lasted from 17th May '48 to 26th May '48 and covered a considerable field including aims, objects and scope of Adult Education in India and a brief history of adult education in other countries ; adult education versus child education ; craft training in adult education ; pre-literacy ; literacy and post-literacy stages in adult education. The lectures were delivered by Mr. L. G. Nene. The lectures used to be delivered daily in the morning between 7 to 9 after which demonstrations and practical lessons used to go up to 10-30. In the evening between 6 to 10, trainees used to take classes in four selected villages.

Practical Work.

Demonstration lessons were held daily and were given in the Pathik method by the four trainees trained in Nangloi Camp held recently, and in the Mande method by Mr. L. G. Nene. These were followed by practice lessons by the trainees themselves. In the evening the trainees used to conduct adult education classes. Four villages at a distance of 1 to 2 miles were selected and the trainees were divided into four groups. Each group took one village and ran an adult class in that village for eight days. Magic lantern shows and lectures by the inspectors agriculture, veterinary and cooperative were also held.

Indian Educationists in London

TRAINING COURSES TA INSTITUTE OF EDUCATION

By

C. Harcourt-Robertson

Thirty-four Indian educationists — eight of them women — are among this year's 700 students, coming, from 45 countries, now working at London's great Institute of Education, which is housed in a complete five-storied wing of the new University building in Malet Srreet.

Reasons of space forbid the mention of all these by name. They include principals of schools, college professors, government education officers and inspectors and a few who are training teachers on modern lines, though the majority are already experienced educationists who are qualifying for higher degrees. A number of them are, for instance taking the advanced course in English Educational Thought and Practice.

It may, however, be permissible to give the names of the lady students, which are: Miss Shakuntala Bhalla. Miss Anupana Bose, Miss Sarla Dang, Miss Amy Daruvala, Mrs. L. Das Gupta, Miss Tratima Das Gupta, Mrs. Dutt, Miss Ashoka Raikut and Miss Perin Vaccha.

The great majority of the students from India hold scholarships. A number of the Colonial Students hold British Council Scholarships and more will be awarded under Britain's new Colonial Development and Welfare Scheme.

EXCHANGE OF IDEAS.

The College itself provides facilities which make it not only a centre of instruction, but also a great forum for the exchange of ideas and experience among its students, by means of seminars and discussions in which the cultural views of many lands are given free and profitable expression.

The aim of the college is not to give a stereotyped knowledge of British teaching methods, but to adapt all students courses so that the problems which they have found in their own home areas can be dealt with individually. Thus students doing higher degree courses wrote theses on teaching practice in relation to solving the problems they have come across in their own teaching experience. Future colonial education officers of English nationality take the same course as experienced teachers from the areas where they will work, so that they get the opportunity to meet future colleagues, and to work with them, even before beginning their task and thus learn about social and economic background of the territories where they will work.

Tutors in the Colonial Department for the study of education in tropical areas, have all had wide experience of education problems in the Colonies. Senior tutor Mr. A S. Harrison, formerly principal of the Government Training College, Colombo, for 17 years, says that he and the other tutors are looking forward to the time when all the Colonies have evolved high standard training colleges of their own, based on the London model, and exchange of staffs can take place. Another tutor Mr. C, G. Sollis was formerly Director of Education in Hongkong and before that Senior Education Officer in Malaya.

It will be seen that the London Institute of Education aims at being something much bigger than a mere training college for teachers, important as that aspect of its work must remain. It is to be the nucleus, as well as the prototype, of a world-wide organisation devoted to the interchange of preceptorial wisdom; the key-link of a cultural chain binding East and West together in common understanding and progress for the benefit of humanity as a whole.

(B. I. S.)

In Britain Today

New Concept in Education

SPECIAL TREATMENT FOR DELINQUENTS

By

Dr. George Gretton

The recent visit of Princess Elizabeth to a Juvenile court in London drew attention to an important aspect of Britain's educational system.

The treatment given to young delinquents in Britain is based on some decades of social thinking and experience and it is a far cry from the old fashioned attitude of merely punishing the offenders. Underlaying the principle is the recognition of the need to help guide and reform young offenders according to the latest developments in psychology.

The courts are closely associated with a network of child guidance clinics where psychologically maladjusted children are dealt with and treated, and the whole system is far more a part of the national educational system than of the judiciary.

A NEW SENSE

Britain's 1944 Educational Act represents the fruit of three-quarters of a century of social and educational thinking and it is aimed at providing universal education in a new sense—that is the right sort of education, not only for ordinary normal children but for all those who cannot benefit fully from the more standard training given to normal children. It is recognised that although a big majority of children will be catered for by normal schools of various types, there will remain a small minority of children who, for one reason or another, need special treatment.

In a purely mechanistic or materialist civilisation it might be urged that all the resources of education should be concentrated on the normal and intelligent children and the handicapped ones written off as a loss to the community. This is not the British view. A Ministry of Education booklet on this subject states: "From the Christian standpoint, we believe in the worth of every human soul; from the democratic, in the opportunity of education for every one; from the national, in the value of every child as a potential member of the community". On this basis, Britain has built up a complex and flexible nation-wide system to provide special educational treatment for all those who need it.

CHILD GUIDANCE CENTRES

The normally handicapped child, who is psychologically maladjusted, is dealt with at Child Guidance Centres; serious cases, in which actual legal offences are committed, come to the juvenile courts where suitable treatment is decided upon and carried out at Guidance Clinics, Approved Schools or elsewhere. But there are also physically and mentally handicapped children. They may be defective in sight or hearing, malformed or crippled, suffering from some organic disease, such as diabetes or epilepsy, or they may be below the mental standard suitable for normal teaching methods.

Incidentally, we no longer speak of "mentally deficient" children since the big volume of work on this subject done over the past 30 or 40 years has shown that only a very small percentage of sub-normal children are incapable of being trained to normality—or at least to a point where they can earn their living and take their place in the community as responsible and self-reliant members. And the same applies to the vast majority of physically handicapped children.

The numbers concerned are relatively small. It is estimated that they vary form about 0.2 per 1,000 in the case of blind and epileptic children, up to from five to eight per 1,000 of physically handicapped, and as many as 10 per cent who are educationally sub-normal—that is who need special teaching methods of one kind or another.

DUTY OF TEACHERS

In the case of serious defects, such as blindness or physical deformity, there is no difficulty about the diagnosis, but many other cases are difficult to detect.

What is regarded as ordinary dullness or even bad conduct may, in fact, be the result of some slight physical, mental or

psychological defect such as partial deafness or muscular maladjustment affecting speech. It is, therefore, the duty of the teacher, in co-operation with the school medical officer, to have every suspected case examined at the earliest possible age—frequently it is possible to remedy the defect completely if an operation or other treatment can be performed at an early age — and the modern advances in orthopedic surgery have enormously reduced the incidence or crippling defects.

Education authorities are also obliged to have any child examined (above the age of two years) on the request of parents.

NATIONAL SYSTEM

If, on examination and diagnosis, it is decided that the case requires not merely medical treatment, but special educational treatment this is provided in various ways. In the case of blind and deaf children special schools are provided, and since the numbers involved are far too small to make a local school in any one area practicable these children are normally accommodated in boarding schools where they are taught by methods which circumvent their handicap.

There are also special boarding schools for educationally sub-normal children who form a much larger class, but the modern tendency is to accommodate all but the most retarded cases either in special local day schools or in special classes in ordinary schools. In short, a very big proportion of backward children can be brought to normal standards by special educational treatment. In country areas, of course, the boarding school is the main instrument since there will not be a big enough population in any one locality to justify a special day school.

The result achieved has been remarkable. By the use of special teaching methods, educational psychology, speech therapy and so on, it has been found possible to reach completely normal educational results with childred who a few generations ago, would have been classified as mentally deficient and left to their own unhappy fate. Today in Britain, it is true to say that education is universal in the sense that no child, whatever his handicap, is left out of the national system of training for citizenship.

(B. I. S.)

DELHI MUNICIPAL COMMITTEE

Adult Education Training Course.

REPORT.

INTRODUCTION.

The Adult Education Scheme sponsored by the Delhi Municipal Committee provides for the opening of a number of adult education centres in different parts of the city. In order to run these centres it was thought necessary to select a number of suitable persons and give them intensive training. Accordingly under the joint auspices of the Indian Adult Education Association and the Delhi Adult Education Board a training course was started on October 6 and concluded on Nov. 5, 1948.

The training course was inaugurated by Mr. Hilal Ahmed Zuberi, Senior Vice President, Delhi Municipal Committee at the College of Commerce on October 6, 1948 at 9 a. m. While dilating upon the origin of the scheme, he paid well-deserved tribute to Dr. Zakir Hussain, Maulana Shafiq-ur-Rehman Qidwai, Acting General Secretary of the Indian Adult Education Association and Mr. V. S. Mathur, Secretary of the Adult Education Board for the drawing up and working out the scheme.

Mr. V. S. Mathur, explaining the Delhi Adult Education scheme, its aims and objects thanked the Indian Adult Education Association for the technical assistance and guidance.

HOURS OF WORK

The working hours for the training course were from 8 30 to 11-30 in the morning and from 2-00 to 7-00 in the after-noon with a short break of half-an-hour for tea. Actually as the training course progressed the time

had to be extended beyond 7-00 in the evening and on quite a number of occasions the evening session closed as late as 9-00 p. m.

The Trainees were expected to work at developing notes, preparing maps, charts and wall news-paper sheets in their off hours at home. This kept them busy at work till late at night and during the lunch hours in the day.

LECTURERS:—

(1) Dr. M. H. Cama, M.A., Ph. D.
Secretary, All-India Mental Hygine Association.

(2) Mr. V. M. Tarkunde, Bar-at-Law,
Genl. Secretary of All-India Radical Democratic Party.

(3) Mr. A. K. Mukherjee, M A.,
Secretary, Indian Federation of Labour.

(4) Dr. Bool Chand, M.A., Ph. D.
Hony. Professor of Political Administration, Indian Administrative School.

(5) Dr. B. N. Ganguli, M.A., Ph. D.
Reader in Economics, Delhi University.

(6) Dr. S. R. Ranganathan, M.A., D.Litt.,
Delhi University,

(7) Dr. Bina Chatterjee
Ministry of Education.

(8) Dr. R. M. Halder, M.A., Ph. D.
Ministry of Education.

(9) Dr. N. S. Junankar, M.A., Ph. D.
Ministry of Education,

Mr. Syed Ansari, Principal,
Teachers Training School, Jamia Millia.

(10) Mrs. A. Y. Erzina, Secretary
Soviet Embassy in India.

(11) Mr. W. R. R. Wickham.
Representative of the British Council in India.

(12) Miss D. Bose,
Personal Secretary to the Hon'ble Minister of Health.

(13) Mr. R. K. Balbir, B. A., (Hons.) LL B,
Ministry of Relief & Rehabilitation.

(14) Mr. Hilal Ahmad Zuberi, S.V.P.
of the Delhi Municipal Committee

(15) Mr. M. Verma, M. Ed.,
Central Institute of Education

(16) Mr. B. K. Bhatia. M.A.,
Central Institute of Education.

(17) Mr. S. K. Dass, M. A.,
of the Statesman.

(18) Mrs. Mangat B. A.

(19) Mr. Shafiq-ur-Rehman Qidwai.
Acting General Secretary Indian Adult Education Association.

(20) Shri Bhagwant Kishore,
Municipal Commissioner.

(21) Mr. V. S Mathur
Municipal Commissioner and Member Executive Committee Indian Adult Education Association.

(22) Mr. S. C. Dutta,
Assistant Secretary, Indian Adult Education Association and Member Academic Council University of Delhi.

VISITS

There are some adult education centres functioning in the different parts of the city and to give the trainees an insight into their working it was arranged to pay visits to some of these centres. Shri Shafiq ur-Rehman Qidwai who is the Head of the Adult Education Movment of Jamia Millia kindly arranged for these visits and the Trainees saw at work three centres and got acquainted with both the organizational and the operational parts of the Jamia Millia Adult Education Work.

PLAN OF WORK

The Trainees were directed to take careful note of the talks given at the course and to amplify and add to these notes in their leisure hours. It was early made clear that credit would be given to them for these notes when finally assessing their work,

In the final assessment 15 marks were allotted to these notes and Mr. S C. Dutta, Assistant Secretary, Indian Adult Education Association, kindly agreed to make the award.

Attendance and punctuality is important everywhere. It has a special significance for the adult education worker who has not only to educate people on the informative side but also to build in them habits of punctuality and regular attendance. The Trainees were informed that their attendance and punctuality would be considered when estimating their work, in the final examination. 15 marks were allotted under this head.

A most important part of the work of adult education workers is the ability to prepare and collect and intelligently interpret charts, pictures and maps. An amount of attention was, therefore, devoted to initiate them into the technique of preparing or collecting and suitably interpreting these visual aids to education. Mr. Shafiq ur-Rehman Qidwai was specialty useful in giving the necessary guidance in this department of work In the final assessment 30 marks were allotted for this and Shri Shafiq-ur-Rehman Qidwai assessed the trainees' work and awarded marks. With a view to find out how far the Trainees have imbibed and understood the literature provided and the talks delivered a written test was held at the end of the course and 15 marks were allotted for this written test, Dr. S. R. Ranganathan agreed to examine and mark the scripts.

A necessary qualification for a Social Worker is the way he can hold an audience by talks given on different aspects of his work. This requires practice under guidance and by discussions and lectures delivered by the trainees at the course a great improvement in their power of speaking was achieved. For assessing their progress in this behalf 10 marks were allotted at the final test. Mr. J. N Kaul awarded marks.

For success anywhere in life a great factor is the personality of the worker and his attitude towards his work. It was considered necessary to hold a rough and ready interview and appraise the attitude and personality of each trainee. 15 marks were allotted for this. V. S. Mathur, Secretary, Adult Education Board, Mr. S C. Dutta, Assistant Secretary Indian Adult Education Association, Mr Neki Ram Gupta, Senior Assistant, Adult Education and Mr. J. N Kaul, Junior Assistant, Adult Education, formed a Board to award marks under this head.

DISTINGUISHED VISITORS :

Dr. Zakir Hussain found time amidst his multifarious duties to pay a visit to the Trainees and in an inspiring talk told them about the great role that they were destined to play in the upliftment of their country-men. In his usual idealistic strain he placed before them other than merely material values of life and stressed the dignity of the common man from whom the social worker had much to learn. The Burmese Delegation consisting of U. Aung Min and U. Soe Lin accompanied by S. Sohan Singh, Educational Officer, Ministry of Education and Miss S. Bakaya, Asstt: Educational Officer, Ministry of Education, were good enough to visit our centre and felt keenly interested in the type of training that was being imparted. They promised to visit our centres when they next come to Delhi after a couple of months in order to watch how the trainees would face their problems and develop their centres.

ACKNOWLEDGEMENTS :

We have to thank the U. S. S. R. Embassy for some pictures and pamphlets presented by Madam Ezina to the Training Course and to the British Information Service for sereening a number of films of educational interest for the benefit of the trainees. Our thanks are also due to the Hindu College, Delhi for lending us use of the Magic Lantern and to the Polytechnic for making avalaible a number of slides which were displayed and discussed by Dr. Ganguli in his learned talks in the course. Our special thanks are due to the Principal of the College of Commerce who placed at our disposal his college accommodation and furniture for the earlier part of the course and the Central Institute of Education and the Library of the Delhi Municipal Committee for the loan of books which proved of great help to the trainees in collecting and classifying information on the various aspects of their work.

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MARCH-MAY 1949

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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NEW ORIENTATION NEEDED.

The educational circles all over India looked forward to a radical change in our pattern of national education after the attainment of independence. Many, like the Indian Adult Education Association placed before the power that be the nature of the problem and its solution but our Government was not able to make up its mind. While the Government admits that there is a need for new orientation it has not been able to clearly enunciate the new aims and objectives of our educational system. Perhaps its preoccupations to solve the multiple difficulties which confronted it after the attainment of independence might be responsible for this failure.

The haphazard and unplanned manner in which the Social Education plan is being carried on shows how the Ministry of Education has not been able to adjust itself to the requirements of the new situation. Wooden-headed bureaucracy has been put incharge of a work which requires human organisation to achieve good results. People who have no idea about the new life which is pulsating throughout the country and who have no living contacts with the human material which we have to mould go about publicising astounding results which in the long run would turn out to be illusory. Social Education as conceived by people who have power to make the experiment a success is no education at all. If giving instruction in three R's is be end and be all of social education it would be better if the Education Department stops it and saves the tax-payers' money. Nor can teachers train to teach children or young boys and girls be expected to put this into practice. For making Social Education scheme a success we require men, who have a living contact with the masses, who understand their day to day needs and necessities and who have capacity to act as guide and friend to the harassed human-beings huddled in hundreds of villages in India. Indifferent teachers, unsuccessful lecturers and unimaginative bureaucrats can hardly do the job. Educating India is an "*adventure*" in the true sense of the term. The Education Department of Bombay under the guidance of the great educationist, the Premier of Bombay and under the headship of that brilliant educationist who today occupies the position of its Educational Adviser, has realised it, as is evident by its naming its official journal as "*The Adventure of Education*". Unless the Union Government also graples with the problem of education in a spirit of adventure and experiment with new organizational machinery, perhaps, far removed from the old, alien official set-up, its chances of success are bleak. Time and again we have suggested that in order to make Social Education a success the government must work through non-official agencies. Wherever non-official agencies have been associated with the work of Adult Education, marked success has been achieved. In Mysore, Bombay and Delhi there are non-official adult education councils and boards which have done very good work and achieved substantial results, heartening both to the masses as well as to those who want masses to be educated. Nothing has been lost even now. The Union Government can still change its ways and we on our part are always at the disposal of our Government to cooperate with it for carrying out our life's mission - "to make man of man".

S. C. D.

Adult Education in Bombay City

PROUD WORK OF COMMITTEE

The gallant band of teachers of the Bombay City Adult Education Committee, who are trying to fulfil a plan of educating the 10,00,000 illiterates of the city, are faced with problems of varied nature, not the least being the harrowing poverty of the workers and their inhuman living conditions in the chawls.

The vast majority of the illiterates are workers in the mills and the fact that 1,50,000 adults have seized the opportunity of receiving basic education under these conditions during the last nine years, speaks well for their innate urge to learn.

Mr. B. M. Kapadia, Special Literacy Officer, accompanied by Mr. Y. C. Gaikwad and Mr. K.B. Kasotia, the two Deputy Literacy Officers, early in March took a group of journalists round a few chawls in Parel, Sewri, Dadar and Bhendi Bazar, to give them first-hand knowledge of how adults were educated in the 750 classes conducted by the Committee.

At the post-literacy class being conducted by a Moulvi, in a library at Badu Rangari Street, nearly ten shopkeepers and small traders, were being taught advanced theory about health, current topics and civics. Classes are divided into two types, (i) Literacy and (ii) Post Literacy. The first type classes work for 4 months, with three sessions every year, and the second runs for eight months aiming at making the adult completely literate.

In the Municipal sweepers' chawls at Valpakhadi, 20 women huddled together on the floor were learning their letters in Gujerati. A large batch of children who were not willing to leave their mothers at study got in the way, but it could not be helped as there was no one at home to take care of them and the women made the best of it.

PROUD ACHIEVEMENT

The women who were in rags held up proudly the slates on which they had written their names for the first time in their lives. Their teacher, who was a sweeper, explaining his difficulties, said that besides the difficulty of women who were on night duty, attending the classes, the problem of husbands who were not willing to allow their wives to go to classes in preference to work at home, was also one of the factors contributing to the poor attendance.

The total number of women attending the Literacy and Post Literacy classes is only 157 out of a total of about 750 men and women who attend the classes conducted in Marathi, Hindi, Gujerati, Telugu and other provincial languages, all over the city.

The Literacy Officers explained that it is the policy to find as many teachers as possible from the workers themselves as they were best able to understand the problems of the pupils. At present there are about 770 teachers of whom 89 are women. 40 supervisors aid these teachers in conducting the classes which are held during day and night to suit the convenience of pupils. Eight Assistant Literacy Officers including two lady officers look after and inspect these classes every night. The Special Literacy Officer with the help of his two deputies and the 8 Assistant Literacy Officers look after the whole organisation.

PROBLEM OF ATTENDANCE

The problem of attendance, which is poor, has been met to some extent by organising cultural shows and cinemas during the work to arouse the interest of workers who are rendered apathetic by their appalling living conditions. The efforts of the chawl committee which looks after the attendance and discipline, have been helped by such programmes.

At Love Lane, Hathi Baug, a large crowd was watching a film show, arranged by the Inspectorate of Visual Education. But surprisingly enough the commentary was in English. Representations have been made to the authorities to supply films in Indian languages without any success so far. At present the Special Literacy Officers meet the problem by replacing the commentary in a local language by an extra microphone, whenever the story of the film makes a new turn. The films are mostly educational on subjects like geography, hygiene and social problems.

STUDY UNDER STREET LIGHTS

Among other classes visited was one of young workers from U.P. who were studyiug Hindi on the footpath by insufficient street light, and classes at the BEST chawls where conditions were more human.

In the cleaner BEST chawls, classes were conducted on every floor. A group of workers were found studying the history of the city of Bombay. The teacher also read to them the daily newspapers and problems were discussed.

Rupees nine lakhs have been spent during the last nine years for educating 1,50,000 adults in the city and to this amount, the Bombay Government has contributed half. The Bombay Municipality contributes Rs. 25,000 every year and the rest is collected from the public. From March 7 the City Adult Education Committee hopes to start about 1,100 classes for for about 30,000 adults.

In spite of the best efforts of the City Adult Education Committee, it seems a matter of doubt how far the workers of Bombay can be educated by such methods alone, without improving their living conditions. The mental state of a worker who spends his life in a room six feet by ten feet along with twenty others, after a day of hard labour, is not conducive to the pursuit of knowledge.

Someone remarked when we finished the tour, "We must educate the Government before we educate the workers!"

Adult Education To Make Common Man Happy

AMORE URGENT AND DIFFICULT JOB

BY Mr. A. G. VILVA ROY

Demon Ignorance is as old as Adam. Yet it seems easier to conquer Death than to subjurgate this old devil. He looks well set and making merry under the roof of his twin whom Gandhiji named Daridranarayan. Adult Education is a sure process designed to break this formidable combination and overpower Ignorance and Poverty together. As a positive effort Adult Education will make the common man happy.

FOOD AND LITERACY

The simple antidote to hunger is food. Grow-more-food is the common slogan though GROW-MOST-FOOD ought to be tne order of the day. Competent experts should determine the maximum food that can be raised on a given plot of land and so much food ought to be raised, the necessary co-operation and facilities being found. Growing less than the estimated maximum ought to be deemed antisocial. To achieve this level of food production consolidation of small holdings and cooperative farming are the first requisites. Such intelligent and efficient co-operation is impossible among a set of illiterates. Lenin discovered it in 1918 and decreed first an all-out drive against illiteracy among adults. In fact adult literacy among peasants is the secret behind the freedom from hunger enjoyed by Russia to-day. A Down-With-Illiteracy Drive is quite possible in a non-communistic state like India.

THE FORD OF SOUTH INDIA

Mr. G. D. Naidu of Coimbatore is already reaping 3 cobs from a single maize plant which would not yield 3 before. Cooperative farming with such improved methods of cultivation ought to revolutionise food production and banish hunger much quicker than even Russia did. In Lenin's words "An illiterate man must be taught the alphabet. Without this there can only be rumours, gossips, tales and superstitions." Besides Mr. G. Naidu's discovery of quick methods of stepping up food production we have now got on hand quick methods of making adults literate in any language within 40 to 60 days. Let us make adults literate quickly and as quickly make discoveries like Mr. Naidu's reach them through simple, printed word also. It is not rumour and gossip that would reach the farmer that way but accurate information which he can read and appreciate independently at his own leisure and convenience.

DRIVE FOR LITERACY

Let us have the courage to do things aright, to spread adult literacy side by side with other development drives. All the publicity material printed and distributed by the various nation building departments can be got recast in the simplest possible regional languages and made accessible to the adults rapidly made literate. Like the quality of Mercy it would bless the departments with

effective propaganda and also the vast majority of adults with intelligent understanding of what these agencies mean to them. Incidentally, it would save Adult Education a big slice of cost on continuation reading material. Local libraries and clubs can provide for other kinds of reading material.

VILLAGE CAMPAIGNS

It was a Chicago broadcast that gave many years ago the motto "Education and recreation united they stand divided they fall". There is need to organize Adults' Clubs in every village and every ward of towns in India and spread knowledge and literacy through them in a pleasant way, while children of school going age are about 14 per cent of the population, adults form about 70 per cent. Hence the spread of literacy among adults is a much bigger job. While teachers are not available for child education in adequate numbers it is no use depending on teachers to do the whole work among adults. Let the literates everywhere mobilise themselves, from local adults' clubs and spend as much time there as they can spare in teaching illiterates and semi-literates and that way help in putting down ignorance and poverty. *(Deccan Chronuld)*

Sixth All India Adult Education Conference

"If you want to educate people you must first make them feel that it is worth while to be educated", said Sir C. V. Raman inaugurating the Sixth All India Adult Education Conference held in Cranford Hall on December 30, 1948, in the presence of about 5000 persons, including Shri K.C. Chetty, Chief Minister Mysore, Shri C.H. Chandrasekhriya, Education Minister, Mysore. Shri Kasturi Raj C. Chetty, Vice-Chancellor Mysore University, representatives of Central, Provincial and State Governments and of the Universities and delegates from all parts of the country.

Speaking on adult education, Dr. Raman said that he discounted any political arguments in its favour but would appeal to the educationists to view it as a sociological and human problem and tackle it after a careful study and understanding of causes for the misery and unhappiness in society.

Sir C. V. Raman said a literate man could not be called educated if he failed to appreciate the great human values of life. Education, according to him, he said, was contact with noble men and their works and the educative influence in every individual was the contact they had with great men who should show the right path to progress and prosperity.

Concluding Sir C. V. Raman appealed to educationists to take a dispassionate view of the whole problem, casting aside all prejudices and try to evolve a new method to tackle it based on cold scientific reasoning.

Earlier Mr. Madiah Gowda, Chairman Reception Committee and President Mysore State Adult Education Council welcomed Sir C. V. Raman and other delegates to the Conference.

(After Dr. Raman had inaugurated the Conference, Shri C.H. Chandrasekhriya, the Education Minister, Mysore proposed the name of Dr. S.R. Ranganathan to take the Chair. The proposal was seconded by Shri Kasturi Raj C. Chetty, Vice-Chancellor, Mysore University)

PRESIDENTIAL ADDRESS.

Dr. S.R. Ranganathan of the Delhi University in his presidential address said adult education was not literacy work. One had to be taken far beyond literacy to self-education.

Proper directives, he said, should be given by the State, making it clear that each adult education agency must first concentrate on literate adults who had left the school, before taking interest in cultural subjects.

He expressed the opinion that the present technique of teaching was wrong and that a new method was necessary for adult schools. Much also depended on the teacher for the working of a flexible curriculum and specialized technique of teaching.

Dr. Ranganathan stressed the need for a Department of Adult Education to co-ordinate activities with libaries, universities and secondary and elementary school. He suggested creation of the post of a National Director of Adult Education by the Union Government.

After the Presidential address, Dr. Amarnatha Jha, the President of the Association in his inimitable style, full of wit and humour proposed a vote of thanks to Dr.

C.V. Raman. After this the Inaugural Session came to an end and the conference proper began.

The Conference had received messages from H.E. Shri C. Rajagopalachari, Hon'ble Member Abul Kalam Azad, Hon'ble Rajkumari Amrit Kaur, Hon'ble B.G, Kher, Shri R.R. Diwakar, Sri S. Radhakrishnan Shri R.N. Tagore of Shantineketan, Ernest Schipp, President National Adult School Union of London, Mr. W.R.L. Wickham of the British Council, Mr. H.B. Richardson, Provincial & State Ministers and other educationists and adult education workers in India.

The second session started at 10-15 a.m. in Cranford Hall. The proceedings started by an address from K. G. Saiyidain Esq. Educational Adviser to the Government of Bombay on the meaning and technique of adult education. This address was followed by a very lively discussion, in which Mr. Saiyidain replied to all the questions put to him.

After him the following read interesting papers which were followed by discussion :

1. Janab Mohamed Ismail Sheriff, Labour Commissioner in Mysore on " Adult Education with special reference to Labour "

2. Shri B.M. Kapadia, Secretary, Bombay City Adult Education Council on " Students role in Adult Education."

The third session started at 2 p.m. with Dr. S. R. Ranganathan in the chair.

The following persons read papers :

1. Sri P. Shivshanker, Vice-Principal, Law College Bangalore on " Some Aspects of Adult Education in cities."

2. Miss M. N. Seethamma, M.A. on " Some neglected aspects of Adult Education"

3. Shri M. J. Prakasam on " Adult Education through Community Centres".

4. Shri B. K. Narasimhamurty of Chikmagalur on " Adult Education".

After this a keen and interesting discussion took place on the vexed question of "conscription of students for adult education work" A resolution suggesting that conscription of students should be resorted to for the adult education work was moved by Shri T. Krishnamurty of Mysore. This resolution after a good deal of debate, was referred to the Executive Committee of the Association, on the suggestion of Shri S.C. Dutta.

Lastly Sri S.V. Srinivasa Rao, Principal Vidyapeeth, Nanjangud, read a paper on " Vidyapeeth " giving a clear picture of the new experiments that he is carrying on in the field of adult education. The paper was both illuminating and instructive.

The fourth session started on 31st December, 48 at 8 a.m. with Dr. S.R. Ranganathan in the Chair.

Janab S. R. Qidwai, Acting General Secretary, Indian Adult Education Association addressed the house. He maintained that the object of adult education is enlightenment first and literacy later. He also dilated upon various methods that he has successfully followed in the various adult education centres organised by the Jamia Millia Delhi.

Dr. Ranganathan thanked him for his lucid and instructive speech.

After Janab S. R. Qidwais speech, reports on the work done at various provincial centres and the results achieved were read by Messrs. N. L. Kitroo, Director Adult Education, Delhi, A.G. Vilva Roy, Adult Education Officer, Madras, Wajanendra Rao of Hyderabad, D. Davenesan of Christian Council and Principal P. S. Abraham of Trivandrum,

Papers by Mr. B.M. Kapadia of Bombay and Mr. L. G. Nene of Gwalior were recorded

Then Mr. Harold Horne, representative of the National Council of Y.M.C.As in India read a paper on " Fostering Social and Civic Sense through Adult Education " and Shrimathi Kameswaramma of Mysore spoke on " Learn through recreation".

Dr. Kini, Director of Education Jodhpur also spoke for a few minutes on the work done at Jodhpur.

After tea the meeting concluded and the delegates immediately started for Nanjangud to see the new experiment of Vidyapeeth. at vidyapeeth the delegates spent a very useful happy hour and a half, seeing the students at work and at play. The guests were treated to a sumptuous lunch by the Mysore State Adult Education Council. " The visit was a grand treat " to quote Dr. Ranganathan.

The fifth and the last session of the Conference started at 2 p. m. in the Cranford Hall.

The Conference adopted the Acting General Secretary's report, the audited accounts and the budget. It passed the

following resolutions ;—

This Conference places on record its profound sense of loss and grief at the passing away from our midst of Mahatma Gandhi who was not only the greatest political and social leader that the world has produced in many centuries but also rhe greatest adult educationist, in the deepest and truest sense of the word, of our age who devoted the whole of his life to bringing about that moral and intellectual reorientation of this generation which is the real task of adult education.

1. While appreciating the steps already taken by some Provinces and States to start training centres for field workers in adult education this Conference requests the Government of India to start a central training institute for training superior staff for organising adult education and conducting researches and experiments in the principles and technique of adult education.

2. This Conference welcomes the new scheme of social education which aims at giving a wider and deeper connotation to Adult Education and to include social and civic training in it. It wishes, however, to place on record its considered opinion that all workers and authorities promoting social education should take scrupulous care to see that their civic education does not degenerate into party propaganda on behalf of any political group.

3. This Conference recognises the need for adequate use of audio-visual aids in adult education and in view of the technical nature of work and the costs involved suggests the Governments in Provinces and States should set up properly inter co-ordinated agencies for the preparation of films, slides and pictoral charts for supply ' at cost price ' to associations or institutions engaged in adult education.

4. This Conference is emphatically of the opinion that it will be prejudicial to the best interests of the country to hold up the schemes for expansion of education on the plea of financial stringency. While education should, as a whole, be given priority amongst the nation building activities of the Government in Provinces and States, adult education should in the present setup of the Indian Union receive high priority in all schemes of education expansion.

5. In view of the importance of adult education in the present conditions of India and with a view to help and encourage non-official agencies to take up this work in an adequate measure, this Conference is of the opinion that expenditure incurred on it by private bodies or institutions should be recognised by the Government. of Provinces and States as approved expenditure entitling them to grant-in-aid in the same way as is at present allowed for secondary education.

6. While thanking the Central Government for sanctioning this year a token non-recurring grant of Rs. 5000/- as said to the A.I.E.A. this Conference expects that, in order to help the association to extend and develop its sphere of activities as a clearing house of information and an All India co-ordinating body the, Goverment will sanction a suitable recurring grant-in-aid for the association.

7. This Conference earnestly requests Provincial and State Governments to make suitable grants to Provincial Adult Education Associations to assist them in their work.

8. This Conference requests the Provincial and State Adult Education Organisations to liberally assist the Central Association with funds so that it may function more effectively both as the National Organisation of India and also as a liaison body for the purposes of international work,

The Conference placed on record its grateful appreciation to Shri R.M. Chetsingh the outgoing General Secretary for the services rendered to the Association ever since its inception and expressed happiness that he would be available to us to continue his great services to the cause of adult education and the Association which he had helped to find develop. Dr. Amarnatha Jha who was present in the house stated that he had already written to Mr. Chetsingh on behalf of the Executive.

The resolution thanking the following was also passed.

1. Mysore State authorities, particularly Shri C. H. Chandrasekhriya, Education Minister, Shri Kasturi Raj Chelty, Vice-Chancellor, Mysore University and the Reception Committee of the Adult Education Conference and the All India Education Conference.

2. Shri T. Madhe Gowda, President, Mysore State Adult Education Council and Shti P. G. Muthirpa, the Local Secretary for the Conference : and

3. The Government. of India and various Provincial and State Governments and the Universities of India who very kindly deputed delegates to the Conference.

With a vote of thanks to the President, Dr. S. R. Ranganathan, the Conference came to an end.

On the evening of 29th December, 1948, the President and the members of the Mysore State Adult Education Council were 'At Home' to the President and the delegates to the Adult Education Conference at the Exhibition Hall. The Chief Minister and other ministers were present. Covers were laid for about 200 persons.

Novel War On Illiteracy

The C. P. Social Education Scheme, the biggest, perhaps the most ambitious experiment in social reform yet undertaken in India, turning illiterate adults into enlightened citizens within a period of five years, has taken rapid strides in the first nine months of its working.

The scheme was sponsored by Pandit D. P. Mishra, Home Minister, the object being to acquaint every adult with the ever-changing currents in the social, economic and political life of the country and to instil in the adult faith in himself and in the future. Pandit Mishra felt that in order to make the people fit for adult franchise it was necessary that they should understand their responsibilities as citizens.

In the nine months that the scheme has been in operation 76,401 adults — 51,046 men and 25,355 women — have obtained Social Education Certificates.

117,063 adults were enrolled in the 4,838 classes of which 3,165 were for men and 1,673 for women. At 251 camps held during the year the services of 7,377 volunteers including 1,901 women were utilised, the total number of those who volunteered for work being 13,328.

Target Of Scheme.

The main object of the Scheme is to liquidate illiteracy in the province in five years and for this purpose, it is realised, it is necessary to engage private persons and various other agencies to take up the imparting of Social Education to the people.

It is felt that the missionary spirit and the desire to work with a spirit of sacrifice have not been developed in the people to the extent required to undertake this work without some incentive in the shape of remuneration.

It is therefore proposed that the word teacher so far as it relates to the schemes of Adult and Social Education be interpreted to mean and include a person or society, qualified to teach the Social Education syallabus and who voluntarily offers himself for imparting Social Education to a class of adult illiterates. This will entitle a private person or other agencies to remuneration and reward.

The proposal that a remuneration of Rs. 5 per month for monsoon and winter courses and reward of Rs. 2 per male and Rs. 5 per female adult who has Adult Education Certificate, be sanctioned to a teacher who conducts a class of 20 adults with an average attendance of 15 a month is under active consideration of the Provincial Government.

Radio Installations.

As part of Social Education scheme, Government has placed orders for 1,000 radio sets and 2,000 batteries to be installed in rural areas. Of these 500 will be H. M. V., 200 Marconi, 150 Murphy and 150 Phillips. The totol cost will be in the neighbourhood of Rs. 1 lakhs. These radio sets will be given to the 1,000 Nyaya Panchayat in the province. A proposal is also there to appoint a Radio Engineer and Radio Assistant for the proper maintenance of these radio sets.

With a view to enrolling adult workers and volunteer teachers and collecting funds, a Social Education Week was held in Nagpur from February 6 to 11. The idea was also to acquaint the people with the scheme of social education. The Week held under the auspices of the Nagpur Social Education Association the aims and objects of which are :

1. To promote literacy ; 2. to spread useful knowledge on subjects related to the people's all-round welfare ; 3. to initiate social education activities ; 4. to serve as a Central

Bureau for information and advice concerning social education ; 5. to prepare and supply slides, charts and films and to undertake publication of suitable books, literature, and bulletins; 6. to arrange public lectures, demonstrations, and exhibitions for the furtherance of the object ; 7. to affiliate social education organisations; and 8. to organise a social education week annually.

Governor's Advice.

The Social Education Week was inaugurated by His Excellency Shri Mangaldas Pakvasa, Governor of C. P. and Berar.

Inaugurating the Week, the Governor laid great stress on the need for mass literacy campaigns and observed that apart from any other considerations, literacy was a torch that would dispel the darkness of ignorance.

In our land of 15 per cent literacy he felt, no single institution, not even the Government, could undertake the enormous task single-handed and it was therefore a very laudable move on the part of the citizens to come forward and organise such a Social Education Week in the town.

Shri Pakvasa announced a donation of Rs. 500 to the Association for the purpose of a good library for the post-literacy classes.

Pandi D. P. Mishra, the father of the Social Education scheme, addressing a meeting of students, teachers, and members of the Nagpur Social Education Association, held as a part of the Social Education Week programme, observed that the Social Education scheme had taken root, the obvious signs of which were that the movement was passing from Government to people's hands, and that, therefore, its fruits were well within the reach of the needy in the near future.

Pensioners.

He suggested to the Association that a number of retired people who had willingly submitted themselves to spending time in idleness should be persuaded to form an association and harness themselves to the task of social education of the masses.

The wives of these people, who also thought that their retirement with their hushands was a matter of course could also make good use of their time.

U Aung Min, Chief Executive Officer of the Council of Mass Education, Burma, who has been touring the province to study the Social Education Scheme of the C. P. Government, at an "At Home" described it as a really great work in the education of citizenship and said it was a pleasant surprise to him to find women keen on social education. Forge ahead, he advised, while the enthusiasm lasts. Don't let it die down, he urged. He called upon the educated middle class people to join this crusade against illiteracy and added if co-operation was forthcoming it would not be difficult to make the people worthy citizens of a worthy nation. He wanted India to take her rightful place in the Commonwealth of Nations, but first, he said, illiteracy would have to go and the people be fitted to shoulder their responsibilities. *(Free Press of India)*

Objectives Of Adult Education

TRAINING CITIZENS FOR CIVIC DUTIES

By

N. L. KITROO Director : DELHI ADULT EDUCATION BOARD

The Constituent Assembly has declared that the next elections will be based on adult suffrage and that all men and women above the age of 21 will have the right to vote. All progressive sections of society cannot but appreciate this decision of the Assembly. It is only under adult suffrage that the rule of the people, by the people, and for the people can be fully realised. Any limitation placed on the right to vote is to that extent a negation of true democracy.

But adult suffrage has certain implications which should be realised without delay. Every right conferred on the people postulates the existence of informed and intelligent opinion among them for the proper exercise of that right. If every adult is to exercise his vote properly, it is necessary that he should know what the vote means and what results are likely to follow from a right or wrong use of it. And where this knowledge is absent, it is our duty to take adequate measures to impart such knowledge and to awaken the intelligence of the voter so that his right be exercised for the good of the country.

Under the circumstances, the problem of Adult Education in India is assuming an importance which it is no longer possible to overlook or ignore.

Our Government as well as the people are recognising that a rational approach to the promotion of education at all stages is indispensible to real progress. Already a number of Provinces and important States have before them schemes of Adult Education which with varying degrees of earnestness they are attempting to implement. There is, therefore, no dearth of enthusiasm for this cause in the new set-up of India to-day and the prospect is very favourable to social workers who may concentrate on this aspect of national reconstruction.

Literacy Aspect.

When, however, we come to examine the schemes that have been formulated and the steps that are being taken to pursue the schemes in the various parts of the country, there is no agreement either on the principles or the details. Most of them are frankly literacy schemes intended to raise the percentage of literacy in this country. The idea appears to be that the low percentage of literacy in this country is a challenge to the self-respect of a free and independent India which has the ambition of taking its proper place on terms of equality with the progressive nations of the world. An effective claim to such a status among the nations postulates an equality with them in the matter of educational progress. It is, however, forgotten that literacy is not synonymous with education. The mere ability to sign a name or write a small letter does not guarantee the ability to read and understand the daily paper or a book or a poster.

In this age of science, it is not even necessary, though it is very desirable, to be able to read in order to acquire education and knowledge of the most significant problems of modern life. Other means in many respects, much more effective than reading have been discovered whereby useful information can be imparted to the masses. The radio and the films are outstanding examples of modern means which progressive countries are pressing into service in carrying out adult education drives.

Our Government have before them such schemes ; but they will require the co-operation of all public bodies and individuals to make them effective means of education on a mass scale.

Delhi Scheme.

The education drive in India has to include in its sphere many and varied fields of activities. In this connection, the Delhi Municipality Education Scheme may be described. It has set before itself the following main activities.

1. EDUCATION FOR HEALTH : The activity would include education for personal, domestic and public health and for achieving results, the organisation will co-operate with the Municipal Department of Public Health in instilling into the minds of the people the basic need for a healthy life, healthy habits and healthy surroundings.

2. EDUCATION FOR CITIZENSHIP : Under this head it will promote civic understanding and co-operation and in doing so, it will work in co-operation with social organizations which have similar aims.

3. EDUCATION FOR DEMOCRACY : Under this head, the scheme proposes to foster among the people a faith in their own intelligence, a will to solve their own problems co-operatively, a readiness to respect the worth of every individual regardless of caste or creed or social status, and a desire to fraternise with each other on terms of absolute equality.

4. EDUCATION IN SELF-GOVERNMENT. The people would be trained to recognise and discharge their duties and obligations, as much as to claim their rights as members of the Municipal Organization.

5. EDUCATION FOR RECREATION : The scheme proposes to organize recreational facilities in which the citizens would be encouraged to join and where they would learn how to make a profitable use of their off hours.

6. CULTURAL ACTIVITIES : In these centres, the residents of the locality have opportunities of meeting together, both in mornings and evenings and the staff provided by the Adult Education Board is available for help, suggestions and guidance in organising these different aspects of adult education. As these centres increase in number, the sphere of their utility and usefulness would grow. Each centre maintains a library and a reading room. Books in Hindi and Urdu and papers in English, Hindi and Urdu are

provided for the use of the members. Papers and books will be read out to the illiterates by the Assistant Warden of the centre A radio set is provided in each centre and interesting and instructive programmes are announced on the notice board beforehand. Lectures, discussions and dramas and physical culture programmes are arranged by the Warden with the assistance of the members. Local problems are considered and discussed, and in so far as is possible, practical handled. The Wardens are taking steps to set up information bureaus in their centres where the people of the locality can obtain helpful information on all the various problems that face the citizen in his everyday life. The success of a Centre Warden would be measured by the extent to which he is able to enlist the support and co-operation of the members of the locality. An ideal centre would be one in which all the responsibility is taken over by the locality which the centre is out to serve.

EDUCATION IN A DIVIDED WORLD

We Must Train Students to be Effective Citizens

Pointing out that a child's educational opportunities vary greatly from state to state, from city to city, and from school to school, President Corant proposes that, in the next 25 years, conditions be brought up to the level of the best that now exist.

Pattern for Public Schools.

Dr. Conant proposes this pattern for public education in America :

(1) Continued local control of the schools. "As far as possible the elementary schools should be the direct responsibility of the local people. Only thus can the school serve the community."

(2) Increased aid to local schools from state taxes. "In recent years, it has become more and more evident that the taxing power of the local community is not broad enough to support the type of school required by our modern society. . . . The taxing power of the state as such must be invoked in order to provide sufficient funds for the local schools of many cities, towns, and rural areas."

(3) Federal aid to education in the states. "The resources of certain of our states are simply insufficient to finance the type of school our society requires in the mid-twentieth century." Dr. Conant insists, however, that "federal funds should flow to the state and be disbursed within the state by state authorities acting according to state law."

(4) To instil loyalty to democratic ideals in future citizens, "democratic living" should be a major concern of public schools. Their purpose should be threefold : education for citizenship ; education for the good life ; education for jobs.

(5) Helping youth to find their own talents and guiding them in the choice of a suitable occupation should be a function of the high schools.

(6) Two-year terminal colleges would be added to local school systems, to provide vocational training and training in citizenship at home, since board and room is the biggest cost in attending college. Boys and girls headed for white-collar work in business and for semiprofessional work would attend these institutions instead of going to a regular four-year college.

(7) Only boys and girls headed for the professions would attend the regular four-year colleges and universities as preparation for professional studies. To open these opportunities to the best qualified youths, some Federal scholarships would help finance their education away from home.

(8) For adult education now—discussion groups, radio programs, and evening classes—Dr. Conant sets the twin objectives of "an understanding of American democratic society and its historic goals, and a dissection of Soviet philosophy and an expositure of its methods." This he calls "the number one educational need of the moment."

"Higher" Education

Sending all youths to college is not the answer, Dr. Conant takes issue with the President's Commission on Higher Education in its belief that enrolment in graduate and professional schools should be increased 170%. He warns that if we educate more doctors, engineers, scientists, and college professors than our economy can support, the result will be "frustrated individuals with long education and considerable intelligence." And from such people come the leaders of antidemocratic movements whether they originate from the right or left."

Whether a man or woman goes to college should depend on the amount of education necessary to the work he plans to enter. Dr. Conant would do away with the term "higher education" which implies "that those who do not go to a university or a four-year college are forever on a lower plane.

If we want to move toward a more flexible social structure. we must consider the final years of formal education not as a privilege of those who can afford to pay or to be won by a few with high scholastic skill, but something open to all who deserve and need it" for their future vocations.

Since the bachelor's degree is the badge of respectability for most Americans." Dr. Conant proposes a degree of B. G. S., (Bachelor of General Studies) be given on completion of this two-year course.

High School Education.

The dilemma of American public is to train all youth for effective citizenship and at the same time to train gifted youth to take up advanced study for professional work.

"The justification for spending public funds on a system of free sceools in the United States." Dr. Conant says is threefold :

(1) We wish to insure a vigorous development of this society in accordance with our traditional goals (education for citizenship).

"(2) We desire that as many of our citizens as possible may lead fruitful and satisfying lives (education for good life).

"(3) We realize that in order to prosper as a highly industrialized nation we must find and educate all varieties of talent and guide that talent into the proper channels of employment (vocational education)."

"General education" is the name given the effort to meet the first two of these needs. Here, a "common core" of learning may be shared by all boys and girls, regardless of what business or profession they expect to ener.

The Humanities.

Dr. Conant argues that the humanist to-day as always, must relate his work to the current social and cultural scene." and that art and literature in the public schools should be related to ethics, the welfare of society and emotional happiness of the individual.

A study of literature is useful for the future answer, doctor, business executive, or public servant "who needs to be wise in his understanding of human beings." But "why should the future truck driver. shoe salesman, bank teller, or assemblyline foreman read the English classics ? Or, for that matter, the future astronomer prolozoologist, or research chemist ?" .....

Dr. Conant answers : " To be ignorant of the way in which the present technological civilization came to be is not only to live in perpetual bewilderment, but to be at the mercy of every man who claims to be giving you reasons why this and that are so. Literature is part of the history of the race...a record which appeals by its very nature to all manner of people. This story of our past must be read in order to enable us to appreciate the present.

The Study of Man.

A set of common beliefs is essential for the health and vigour of a free society. And it is through education that these beliefs are developed in the young and carried forward in later life."

Dr. Conant suggests. that the public schools teach the beliefs which are the common inheritance of Americans of all faiths-the sacrosanct nature of the individual, the individual's obligation to other individuals, and the need of our society for a high degree of personal liberty and the same time active co-operation toward ends.

"The future citizen we desire to educate should have strong loyalties and civic courage. These loyaltie ought to be to the type of society we are envisaging and to the United States as the home of this society."

"Democratic living" in the schools is of the first importance, and every teacher's goal

should be "to inculcate a democratic attitude, a lack of snobbery."

Natural Science.

In his own field of study Dr. Conant suggests that teachers "reject the extravagant claims for the scientific method as a modern Aladdin's lamp and question the validity of the assumption that the study of physics trains the mind of the future statesman".

Students should be given "the conditions of scientific inquiry...the nature of the assumptions about the external world which are essentially those of commonsense.

"Then if we seek to spread more widely the desire to examine facts without prejudice and to glorify the bold and impartial inquirers of the 20th Century, we should go to other fields than natural science ...Rather than leave in the minds of the pupils the very dubious proposition that the methods of science are applicable to all manner of practical human affairs we should show how legal methods of inquiry have been used in Anglo-Saxon countries.

"Likewise we must study the rational methods of merchants, manufacturers soldiers, and statesmen which were employed with considerable success for generations—long before any idolatry of the word 'science' came over the academic horizon."

Despite difficulties and criticism of the method, Dr. Conant believes that "for young pupils the presentation of general science in terms of understanding the earth, the atmosphere, the process of life, and to some degree modern technology, is the most likely way to arouse their interest."

Preparation for College.

Dr. Conant believes the boy or girl who is going on to professional training should get three skills, as a minimum, in high school: writing English, handling mathematics in so far as arithmetic and algebra of an elementary sort are concerned, and ability to read with concentration and some degree of understanding.

"The content of the secondary-school curriculum is not so important for the talented youth as either the defenders of the classical tradition or the innovators of modern times would sometimes have us think...Irrespective of former schooling, brilliant students show a remarkable ability to do outstanding work in College."

In the teaching of a gifted boy or girl, Dr. Conant lays down three tests for the secondary school:

"(1) The intellectual interests of the student must be keenly stimulated during the entire last four years of his school work.

"(2) The student should get a belief in the relevance of formal study and book learning to the problem of the day.

"(3) The ability to knuckle down and do a hard intellectual job, the willingness to go through drill in order to appreciate or understand something to which it leads, is essential to advanced education," *(Ceylon Observer)*

NEWS from FAR and NEAR

NEW DELHI—

PARLIAMENT INTERPELLATIONS

Adult Education

The Chief Government Whip reply on behalf of the Education Minister informed the House that the adult education scheme had been introduced in the provinces of Bombay, C.P. and Berar, Madras and Delhi. In Bombay there are 80 adult education centres and about 1,000 adults are attending each centre. In C. P. and Berar 451 camps of social education were opened in 1948, where 41,274 men and 20,924 women got their adult education certificates. Delhi Municipality has opened 60 centres and about 800 persons have registered themselves at these centres. In addition there are a number of casual students. Information regarding the number of institutions and students in Madras is not available.

So far the Central Government, he said, had given only block grants for general development to provinces and no grants for specific purposes such as adult education had been given. But in view of the importance of social education Government had provided a sum of Rs. 90 lakhs in the Budget for 1949-50, for these specific purposes.

BOMBAY—

LITERACY CERTIFICATES FOR ADULTS

The four-month literacy s. s. on in the adult education campaign conducted by the Bombay City Adult Education Committee terminated last week with the awarding of 100 literacy certificates to Marata-and-Hindi-speaking adults. The certificates were awarded at three well-attended gatherings at the Adult Education centres in the working class areas of the city.

The new sessions of classes were started at the begining of this month at each of the three centres.

In the essay competition organised by the Committee on the "Problem of Adult Education and How to Solve it," the first prize for college students has been recommended by the Judges for the composition of a student of the Siddnartha College, while the prize for High School students goes to a pupil of the G. T. High School. The special prize for girls has been awarded to a student of the Victoria High School.

ADULT EDUCATION COMMITTEE

The Government of Bombay has reconstituted the Bombay City Adult Education Committee with Mr. Champakal G. Modi as its President and Mr. R. V. Parulekar and Mrs. Kulsum Sayani as Vice-Presidents for a period of three years, from March 15, 1949. The members of the reconstituted Committee are :

Mrs. Gulistan Billimoria, Mrs. Kamala Bhuta, Mr. P. T. Borale, Prof. R. Choksi, Mr. Dhirubhai Desai, Mr. S. S. Desnavi, Mr. B. B. Deshpande, Mr. Y. A. Fazalbhoy, Mr. R. G. Gokhale (a representative of the Bombay Mill Owners' Association) Mr. Moinuddin Harris (a representative of the Bombay Municipality), Miss Kapila Khanddala, Mr. K. T. Mantri, Mr. Manoharlal Mehta, Dr. K. S. Mhasakar, Mrs. Lilavati K. Munshi (a representative of the Indian Merchants' Chamber), Dr. T. R. Naravane (a representative of the Bombay Municipality), Mr. S. K. Patil, Prof. V. G. Rao, Miss A. B. H. J. Rustumjee, Mr. P. K. Savant, M. L. A., Mr. M. T. Vyas, the Educational Adviser to Government and the Director of Labour Welfare Department.

Mr. B. M. Kapadia is the Secretary of the Committee.

ADULT EDUCATION CAMPAIGN IN CITY 2000 NEW LITERATES IN PAREL

Mr. S. L. Silam, M.L.A., Secretary. B.P.C.C., presided over a largely attended meeting of literates and others at the Damodar new Hall, Parel, yesterday night, when certificates of Literacy were distributed to a thousand new literates who completed their four months, literacy course last week.

Mr. Silam stressed the urgent necessity of making every Indian literate as India was free now. He appealed to the students to take up this work in right earnest and said that if the 40,000 students, who appeared for the school leaving certificate examination every year, could be compelled to teach 25 illiterates before they are admitted to the examination, 10 lacs of people would be made literate every year and the problem of illiteracy would be quickly solved.

Mr. P. T. Borale, a member of the Bombay City Adult Education Committee under whose auspices the meeting was held, narrated how the literacy campaign was handicapped by lack of funds, and appealed to the Government and the Bombay Municipality to give adequate funds, if Bombay was to be made the first fully literate city in India.

Mr. B. M. Kapadia, Special Literacy Officer, thanking the President, said that the Bombay City Adult Education Committee received a grant at the rate of 50 per cent. of the expenditure from the Government of Bombay, while the Bombay Municipality promises to increase the present grant of Rs. 25,000. Even then in an annual expenditure of over Rs. 4 lacs, there would be a deficit of over a lakh of rupees, which had to be met by donations from the public.

MYSORE

ADULT EDUCATION IN MYSORE

The Government of Mysore have decided, as part of its Rural Development Scheme inaugurated last month to intensify adult education throughout the State. A certain amount of progress in this direction has already been achieved through the efforts of the Mysore Adult Education Council, which has been in existence during the past nine years.

Since 1943, up to the end of the financial year 1947-48, the Council has made no less than 1,54,007 adults literate, by conducting 16,459 classes.

The Council has also opened Vidya Mandirs where follow-up courses are prescribed for those made literate. The Vidya Mandirs are supplied with books and magazines by the Council which has so far printed about eight lakhs copies of three text-books and about six lakhs copies of adult education series. The work of supplying books to these libraries is done by a central library established in each district of the State.

The Council's programme of adult education also includes visual instruction with the aid of films and revival of village arts and games.

The Council is maintaining a Vidyapeeth at Nanjangud, 12 miles from Mysore. The Vidyapeeth gives short course in village panchayat administration, organisation of co-operative societies, cattle protection, village reconstruction, and other allied subjects.

The Council's finances are derived mainly from the Education Department of the State Government and from public sources. Since 1941, the Council has spent Rs. 16,19,167, of which Rs. 15,23,500 came by way of grant from Government. For 1943-49, the Council has received a grant of rupees five lakhs from the Government—API.

MADRAS—

ADULT EDUCATION CONFERENCE

Mr. T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Aosscia-tion, Madras, in a communication, says that a five-day adult education conference will be held in the City in connection with the visit of Dr. Frank C. Laubach, Special Counsellor to the World Literacy Committee of America in the last week of March. A local arrangements committee has been formed. The Conference in which workers from all over South India will participate will be organised under the patronage of the Government and under the joint auspices of the South Indian Adult Education Association and the National Christian Council of India. Further particulars can be had from Mr. T. J. R. Gopal, 99, Godown Street, Madras 1.

DR. LAUBACH TO VISIT INDIA

Well-known American Authority On Adult Education

Dr. Frank C. Laubach, well-known American authority on adult education, visited India last month at the invitation of the National Christian Council of Nagpur, it is understood here.

The Sub-Committee on adult education of the Madras Advisory Board of Education met an February 14, under the chairmanship of Mr. T. S. Avinashilingam Chettiar, Education Minister, to utilise the presence of Dr. Laubach in Madras for furthering the anti-illiteracy campaign. The Committee also considered plans for adult education work to be undertaken next year with the grant that may be available from the Government of India.

RS. ONE CRORE FOR ADULT LITERACY DRIVE IN PROVINCES

NO. OF ILLITERATES BASIS OF ALLOTMENT

The Government of India's one crore rupees allotment for the promotion of adult education in the Provinces will, it is gathered, be apportioned on the basis of the number of illiterates in each Province.

This decision was, it is learnt, taken at the recent Conference of Education Minister in Delhi.

The method by which the Central allotment of Rs. 50 lakhs for the development of Basic Education in the Provinces was to be apportioned was also discussed at this Conference.

Certain schemes and suggestions for the spread of adult and basic education in the Provinces were also discussed. The expenditure incurred in working out these schemes, it was decided, was to be divided between the Centre and the Provinces on a fifty-fifty basis, provided the Provinces contributed an amount equal to that given by the Centre.

It is understood that the Madras Government are drawing up schemes for the spread of adult education and the training of teachers in basic education.

The possibility of the Madras Government opening more Basic Training schools, in addition to the 17 schools already proposed to be opened was hinted at to-day by an official spokesman.

COMPULSORY BASIC EDUCATION

PLANS BY MADRAS GOVERNMENT

Madras: The Madras Cabinet has tentatively approved a scheme for the introduction of compulsory elementary basic

education throughout the province in 15 years with an ultimate recurring cost of Rs. 445·44 lakhs for basic schools, and Rs. 24·74 lakhs for the training of teachers, said Mr. T. S. Avinasilingam Chettiar, Education Minister, in the Assembly

Explaining the educational policy of Government, the Minister said that basic education had been accepted as the declared policy because they were convinced that it was the best type of education thatcould be available to the country.

In the next four years all the training schools in the province would train teachers on made the basic education line.

"The Government of India have provided a sum Rs. 50 lakhs for the training of primary school teachers. They have made it expressly clear that this money will be available for training teachers in basic education " the Minister said.

The Minister added that the Government of India were also considering the giving of a grant on a 30-70 basis (30 per cent. to be given by the Central Government and 70 per cent. by the Provincial Government) for a scheme of compulsory education on basic lines.

A comprehensive scheme has been drawn up for opening five model orchard-cum-nurseries in the different regions of the province, said Mr. K. Madhava Menon, Minister for Agriculture in a written reply to a question in the Madras Assembly to-day.

From the point of view of long-range planning in fruit research, the minister said that a proposal for opening three such stations in the different regions of the province had been sent to the Indian Council of Agricultural Research for financial assistance.

NAGPUR—

WAR AGAINST ILLITRACY

C. P. IN THE VANGUARD

The Nagpur Social Education Association has issued the following appeal :—

"Citizens and countrymen, your country is at war and needs your active support in every way, in order to bring it to a successful conclussion.

Remember, your country's future, your future depend solely on how you act to-day.

No people can ever hope to become great, happy or prosperous who prefer to wallow in the filth of ignorance and stupidity. In a democracy the stakes are greater still, because there the general masses govern the destinies of the nation. India is now a full fledged democratic state, where the percentage of illiterates is as high as ninety out of a hundred. If we refuse to mend things in time it would mean that we prefer to be ruled by ignorant masses. And what kind of a rule would that be ?

Therefore, India has launched an all out offensive against ignorance and illiteracy. This must succeed if we and our future generations have to live a decent and self-respecting life.

But this cannot be achieved unless I, you —every one of us puts his shoulder to the wheel.

This war has to be won, and that depends upon YOU.

India expects her sons to do their duty.

Let it not be said of you that you failed your country in the hour of her need.

Ceylon

UNDERGRADUATES MAY HELP IN ADULT EDUCATION

Undergraduates may be required to take a hand in the new Adult Educatian Scheme that is now being considered by the Acting Director of Education, Mr. W. A. de Silva.

The problem of educating the "bearded pupil", it is conceded has to be solved on a different footing to that of the school-child, both from the point of view of instruction as well as the question of discipline.

Various methods of app roach to deal with the instruction of adults were recently discussed at a conferenee of Directors of Education from different parts of India at a conference held at Mysore.

Mr. de Silva, who attended this conference, told an "Observer" Representative that some of the suggestions made at this conference may be usefully adopted in Ceylon to suit their own peculiar conditions.

The problem in Ceylon, he said, was not so acute as in India, where they had to contend with widespread illiteracy. In Ceylon most of the adults, who would be covered by the scheme had "lapsed to illiteracy", by neglect of the studies they had at an earlier stage, The education of such cases would

therefore not present insurmountable difficulties.

The question of finding teachers to conduct classes had also to be solved, and the suggestion that undergraduates should be periodically entrusted with the education of these adults, will be examined. A Special Officer is to be recruited to take charge of the adult education scheme, which is to be established as a systematic educational service throughout the Island.

MEERUT

ADULT EDUCATION A FAILURE

At a meeting of the Meerut District Development Association it was revealed that adult education in its present form has been a great waste of time and money. Nowhere in the district has the scheme produced any result. It was recommended to the Education authorities of the district to concentrate all schools meant for adult education in a bloc rather than keeping them scattered all over the district as at present.

VIRUDHUNAGAR—

LIQUIDATION OF MASS ILLITERACY MINISTERS APPEAL TO STUDENTS

Mr. B. Gopala Reddi. Finance Minister, Government of Madras, to-day called upon the students to cultivate the habit of discipline and capacity for hard work.

Mr. Reddi, who was addressing the students of the Senthikumar Nadar College this morning added that national work at the present (juncture lay in doing one's duty well, conscientiously and efficiently. He asked the students to help in removing mass illiteracy which he said was one of the main problems facing the country. They could not have effective democracy in the country unless the mass of the people were made literate. Mr. Reddi reminded the students that the foundations of a State were being laid in India to-day, and they must be careful to see that those foundations were not weakened by anything they did or said. "Criticise the Ministry and its work, but do not undermine the State". he declared.

Mr. Reddi advised the students not to be carried away by propaganda but to prepare themselves for the great tasks which lay ahead.

Later, Mr. Gopala Reddi laid the foundation stone for housing a library and reading room attached to the Kshatriya Vidyasala High School. Virudhunagar. Mr. Reddi said that the future welfare and prosperity of the country depened upon the students who were the citizens of to-morrow. Libraries and reading rooms, he added, could play an important role in moulding the future citizens and enabling them to assume leadership and take initiative in managing the affairs of the country.

Prof. Franco, Principal of the College, welcomed the Minister and Mr. Chengalvaroyan proposed a vote of thanks.—F. O. C.

Adult Education, Child Guidance, and Mental Health

An attempt to elucidate the various origins of students' interests in Psychology appeared in the *British Journal of Educational Psychology*. The main motives appear to be four in number ; first a desire for knowledge, probably associated with curiosity concerning a subject around which there perpetually rages controversy ; secondly, practical use, a desire to understand and even to influence other people; thirdly, a vocational interest, a feeling that one's career might in some way be advanced by psychological knowledge : and fourthly, a social need, an urge to meet other people, in an atmosphere other than a purely recreational one, There is an important category of students, however, not discussed in this research consisting of those people who to a greater or less degree have themselves faild to adjust, and who are attempting a solution to their problems by learniug about their own psycho-physical processes.

Most students can derive considerable benefit from a course in psychology, more particularly if the syallabus is given a social bias so that the knowledge gained can be extended to the problems of society, creating a realisation that the social sciences should not be studied in isolation. The maladjusted student on the other hand often fails to glean anything of volue from the instruction. The material tends to be misunderstood or ill-digested, probably because of a deep emotional resistance to it, He clings to his symptoms aud may in some cases even have a disrupting influence on the other students. An adult education class is in any event an educational project not a clinic. In so far as group techniques of pspcho-therapy, such as are being experimentally attempted at the Tavistock Clinic, are successful, they depend upon the guidance of highly skilled specialists. In the long run I should say that the understanding of others, and hence indirectly of oneself, is the most important contribution to individual happiness psychology can make.

This assertion leads to the main theme of this article. It is not directly related to the four motives mentioned in the preamble. but it has been inspired by hopes that the right sort of preventive education might become one of the paths to mehtal health. It seems clear that if such work is to be of real value, it must begin by disseminating a deeper appreciation of children's emotional needs. The maladjusted child is father to the neurotic man. It may be objected that although in some fields of psychological enquiry sufficient knowledge is available from the results of scientific research to warrant generalisation. it is quite impossible to do this where deep personal issues are involved. Consideringthe number of inponderable factors it is hardly surprising that there is considerable disagreement among those engaged in psycha-therapy. Yet speaking from active experience of Child Guidance and judging from what many leaders in this work have said and written, I feel confiden that there is agreement on much that is fuendamental. and serious varianec only concerning points of detail or problems of throretical interpretation.

The scope of this preventive work is much wider than that normally embraced by adult education. Here in Shropshire, for example, short talks and single lectures are given to parent-teacher associations, women's institutes and similar organisations; a series of meetings are held with the mothers of children in nursery schools so that a friendly group is formed which learns freely to discuss day-to-day problems. A residential mid-week course is proposed to which mothers can bring their children. Play equipment is to be provided.

One of the difficulties of spreading this knowledge arise from the fact that emotional upsets arise to some degree from the nature of the culture-pattern itself. For example, certain continenal psychiatrists have maintained that the incidence of enuresis in some European countries is far less frequent than in England and have suggested as the cause the more rigid attitude to early habit training here which imposes on a constitutionally sensitive child an undue strain and which sets up a tendency to regress to infantile ways in the face of later frustration or conflict. Although not yet fully established, this probability is indicative and suggestive. Structures of behaviour, deeply rooted in our Puritan tradition, may be difficult obstacles to overcome.

Another criticism made about this work which many psychologists would tend to support, is that a self-conscious attitude to the

brining up ef children is bad ; according to this point of view it produces an artificiality and priggishness. Some of us may have observed the activities in a home where all is swoetness and light and the parents are so infuriatingly "understanding". As Dr. William Moodie says in his book *The Doctor and the Difficult Adult.* "Psychologically directed families always have to be handled with the greatest care as their foundations are insecure. They can be thrown into a turmoil by the slightest mistake', such as calling a child naughty". Psychological understanding does not necessarily mean psychological direction. In any case it is quite fallacious to assume that the mother who is unmolested by psychologists instinctively from the standpoint of its future happiness. One has only to think of well-known examples from the field studies of anthropologists. It can hardly be said, for instance, that the mother in the Mundugumor tribe of New Guinea, who feeds her offspring in a standing position, thrusts it from her in premature attempts to wean, and even puts bitter pap on her breasts to accelerate the process, is unconsciously impelled by her maternal drive to its mental health. The malice, suspicion and hate which dominate each member of the tribe and which permeate its fabric are good evidence that it is not doing so. Our own folkways are not quite so disagreeable, but stability and happiness are our values there is still much to be learned. It should be possible to spread a knowledge of the essentials of child psychology while avoiding complexities which cannot be adequately comprehended without considerable study. Parsimonious use of technicalities is of key importance.

To avoid the accusation of vagueness and to give a more definite indication of the sort of problems which arise, it will be worth while to summarise the basic needs of children. It will be seen that opposing influences exist in the social pattern, making the task of education in child care more difficult. An attempt to discover and explain their origins might be a worth-while procedure with a good W.E.A. class, but it is doubtful if more general work along these lines is possible. According to the classification of Dr. Susan Isaacs which approximates neatly without over-simplifying. the four most fundamental wants of children are affection, security, mastery and society. A failure to satisfy them leads in many cases to neurotic failure and breakdown.

Probably the greatest cause of maladjustment in children is deprivation of affection, either by direct rejection or through the more complex experience arising an ambivalent attitude on the part of one or both of the parents. Love grows out of the way of life of a community and cannot be consciously created, so direct education is difficult here. However a better understanding of the consequences of rejection by those who are in contact with or responsible for children committed to the care of public authorities would do much to alleviate stress and subsequent social misfist. An excellent little book which discusses this problem is Agatha Bowley's *The Psychology of the Unwanted Child.*

Loss of security follows inevitably from denial of love, but there are many other roots of fear in children. Two might be mentioned here. They arise partially at least from the nature of the social pattern. First our moral tradition tends to give rise to excessive feelings of guilt and anxiety when aggressive impulses are aroused. An easier acceptance of a child's anger and less demand for what Professor Flugel calls " moral athleticism" case the strain in the home. Secondly, the competitive nature of our society tends to set an artificially high educational standard in the narrower sense, particularly among the so-called middle classes. The bright, extraverted, stable child adjusts to the demands made on him, but the less gifted, especially if sensitive or withdrawn, cannot respond to the pressure ; fear and emo tional disturbance result. There is a filed here for preventive education.

Mastery, a concept similar to that of McDougall's self-assertion, is a primary need in living creatures so that they may adapt to, or at least come to terms with, their environment. The knowledge of what can reasonably be mastered at each stage of development, however, has been extended significantly and is scientifically established The work of Arnold Gesell and others at the Yale Clinic is well known. Impressive contributions have been made to the furtherance of child study. Many still implicity hold the view that the child is a manikind only differing from the adult in that its mind more nearly resembles its pristine state of a tabula rasa.

The associationist psychology of the 19th century, although moribund at the turn of the century owing to the impact of Darwin in biology and McDougall and Freud in Psychology, still lingers on in the classroom ; and unconsciously in the home. This attitude is probably reinforced by the mechanism of projection ; we treat our children as if they were pocket editions of ourselves. Analogies are still made between the training of puppies and children along the lines of primitive hedonism.

The more mechanistic aspect of Behaviourism has reinforced this attitude even among some psychologists. The picture of the child as a developing individual, capable of displaying certain achievements at various stages, and actively going out to meet the world, is not sufficiently stressed.

Lastly there is the question of social adjustment. Our culture is for the most part extraversive, though not so emphatically so as that of the U.S.A. One has to fit into a bustling and competitive social structure. Younger and younger becomes the age of meeting one's contemporaries; the hustling, noisy atmosphere of the nursery school soon engulfs the toddler. Testimony from the primary school suggests that this is all to the good so far as concerns the social adjustment of the majority. However, the senitive, introverted child does not usually make such happy contacts. This early failure dogs him throughout his school career, and ultimately he may tend to become seriously maladjusted because of demands made on him which he cannot satisfactorily fulfil. He is not acceptable to his teachers who describe him as "odd", non-co-operative and a "lone wolf". He does not easily from the normal child-teacher attachments and as there is no satisfcatory identification he resents punish ment or even correction. There is a great need for understanding the wants and difficulties of this type of child.

To show the origins of emotional strees is not enough; parents who consult the staff of a Child Guidances have very clear insight into their own inadequacies, but find the greatest difficulty in accepting emotionally what has been understood intellectually. They may need a long period of contact and reassurance from the Psychiatric Social Worker before they themselves can make a normal relationship with the chlld. The same is true to a lesser degree in general education in the handling of children, that is in child guidauce in the widest sense. This makes it vitally important to establish really good contact with the groups to whom one is talking. Modesty, patience, a lack of dogmatism fortfied by confidence, a quickness to sense the mood of the audience and a knack of assessing the level at which to talk, a natural way of speaking so that with the most upsophisticated there is no hint of talking down, and above all an ability to reassure; these are some of the qualities needed by those engaged in this sort of work. It is doubtful how far they can be cultivated for they so much depend on stable qualities of personality, but it is perfectly certain that they are not limited to professional psychologists. Those tutors taking sessional or tutorial classes in psychology might quite naturally, without in any way forcing it introduce a little more discussion of children into the course.

This work is still in its very preliminary stage, so it is difficult to estimate its effect. One encouraging feature has been the spontaneous interest displayed by many parents and teachers and in some cases considerable has been expressed. I feel optimistic enough to hope that we may steer between the Scylla of ignorance, narrowness and smugness, and the Charybdis of crakiness, indulgence and pseudo-psychology and so help to create a happier future for our children. It must be remembered, however, as Dr. C. L. Burns has astutely remarked, that the mental health of a commuuity does not depend on the number of psychologists and psychirtrists per souare mile.

(T. B. A. E)

Adult Education in the Scotland

W. S. Evans.

Scotland has generally been regarded, south of the border, as a depressed area—or where the feeling is a little more charitable, as a "special are"—in relation to adult education. There is much justification for this attitude. Scotland has been backward: let us admit it. The reasons are more complex than simple. There has been, on the part of adults, a rather utilitarian view taken of education so that continuation classes and commercial colleges have been well patronised; access to the Universities has always been much easier than in England and Wales—to name but two reasons for the differences. But perhaps most important of all, the Local Education Authority is by statute the body responsible for adult education within its area, which means that the Universities do not receive direct grant for adult education.

The Universities; lacking direct aid, and with large calls upon their limited resources. have not played the same part in adult education as the Universities of England and Wales. The case of Glasgow well illustrates the position. Since 1924 the University has annually allocated from its general funds substantial (of late years very substantial) sums for adult education : yet without supplementation by some such grant as is available in England and Wales it is just not possible for the Extra-Mural Committee to do more than touch the fringe of the problem presented by the vast industrial area which the University ought to serve and *wants* to serve. At the same time, the Scottish Universities themselves cannot easily be acquitted of all responsibility for the comparative slightness of their achievement. It seems probable that vigorous concerted action on their part would have led to recognition of their claims to direct aid.

The Local Authorities, for their part, have not, on the whole, acquitted themselves very well. Some reasons are to be found in the Scottish Local Government structure. So many of them are small and the financial burdens they have had to carry heavey in a country which is poor and where, in the past, there has been much unemployment. Even so, the Authorities of good size, and no poorer than their counter-parts in England and Wales, have not yet employed full-time tutors as specialists in adult education. They have never provided other than sessional courses, and some still provide 10 lectures and shorter courses only. A nnmber of Further Education Officers have been appointed in the past few years, but their work is diffused over the whole range of Further Education, and none of these officers, as far as I know, has had any real experience of traditional adult education. The W.E.A., for various reasons, has not struck deep roots in Scotland. I can only record this with regret: to suggest possible causes is outside the scope of this short statement.

That is the background. Important changes during the past two years have taken place, and are taking place in Glassgow and the rest of the West and South of Scotland, with Glasgow University Extra-Mural Committee providing the impetus and direction. The main conditioning factor has been an interpretation of the 1945 Education Act; endorsed by the Scottish Education Department and accepted by some of the Authorities—whereby the Extra-Mural Commtttee functions as the "Agent" of the Local Authorities for certain types of classes. On the financial side this means that the Extra-Mural Committee receives Government grant for the classes via-media the Local Authorities, as well as an added amount from local rates. In relation to classes provided there is a division of function, so that in those areas where the schemes are in operation, the E. M. C. is responsible for classes in subjects taught at Uuiversities and not at Schools, except in those "school subjects" where the intention is to teach the subjects of a higher level, i.e. in and through tutorial classes. Perhaps this division, although having arisen out of special Scottish conditions, is capable of application, with some profit. beyond the Scottish border. An incidental, but none-the-less important consequence of the "Agency" principle is the closer co-operation which has arisen between the University and the Local Authorities.

The result has been a big development in quantity of classes and in the quality of the work done. In Glesgow in 1945—46 there were 18 classes run by the Extra-Mural Committee with 670 enrolled students, and two of these classes were of the tutorial type. During the past session there have been 58 classes with an enrolment of 1,588, and 9 of the classes were of tutorial type.

There is also systematic progression in a number of the essional classes so that students take an introductory courss one year and proceed to a more advanced stage in the next. In short, a number of the sessional classes are not sharply distinguishable from tutorials. Other interesting features in Glasgow are the experiments proceeding with both old and new adult education subjects. A Biology tutorial class has not only a tutor but a graduate assistant as demonstrator. The tutor of this class, a University lecturer, is of the opinion that the standards attained are at least equal, and in some respects superior; to the standards in the intra-mural classes. Interesting developments in scientific subjects generally are taking place—in Atomic Physics, Genetics, and Geology, for example, where the subjects are not just taught in technical school fashion. Geology students, accompanied by their tutor, engage in field-work to which normal rates of pay for the tutor are applied. In other words, the field-work is part of the class work and not just an outing. There are successful classes in Semantics and a new tutorial class is to begin in French Language and Literature. There has been an experimental scheme of study for Trade Unionists, provided in co-operation with the T.U.C. Enucational Trust.

whereby students attend a tutorial class, a supplementary course, and a fort-nightly discussion group. The discussion group, as an adjunct to a tutorial class, helps in the clearing up of issues unresolved in the class and provides facilities for greater self-expression on the part of students, and of closer contact between tutor and student. Next session there will be at least 12 tutorial classes in Glasgow alone.

During the past session the Extra-Mural Committee has been responsible for 79 classes of which 10 were of the tutorial type, with a student enrolment of 2,320 students. A Tutor-Organiser began work in Dumfriesshire last October, and in Janauary there came into being 14 classes with more than 500 students, and this in an area where previously there was not one adult class. To this record of work must be added the classes run by the Local Authorities in the West of Scotland which in 1946—1947 amounted to 150 classes with 4,895 enrolments. In July the Extra-Mural Committee will be opening its first Summer School at Dumfries.

The Extra-Mural Committee now has a permanent staff of Director of Extra-Mural Studies, an Assistant Secretary and two staff-tutors, and two or three further staff appointments are about to be made. Glasgow University has a very large and varied internal staff, and the Committee is able to draw freely on this staff for the adult classes. The quality of tutors in Glasgow, in particular, is very high indeed.

The West of Scotland, at any rate, is passing out of the "depressed area" or "special are" a phase.

BOOK REVIEW

RANGANATHAN (S. R.). EDUCATION FOR LEISURE. (INDIAN ADULT EDUCATION ASSOCIATION, DELHI). 1498. PP. IX, 127, Il. Rs. 5/-.

In the Foreword to the book, Mr. R. M. Chetsingh says that though interest in adult education has been growing in recent years yet the problem has been handicapped by the lack of any comprehensive scheme of work. Ranganathan's book is an attempt to examine the problem as a whole and to suggest ways and means of handling it. The book republishes a series of talks given to the instructresses of Madras in 1944 who had undertaken the task of adult education,

The book is simply written and is convincing because of the analytical manner in which the problem has been discussed. One is impressed by the deep conviction of the author on the urgency and need of adult edutation. The book is invaluable because it deals with a practical problem in a practical way and suggests a line of action which is reasonable and sound.

India's "chronic misery" centres on the insufficiencies of the essentials of life; this is due to the ignorance of the masses and the indulence of the educated class. The educated class should now under the spur of independence shake off their indolence and through social service educate the masses. The role of successful social work in the field of adult education is very carefully defined and developed only after the concepts of social work, leisure and education have been clarified and fixed. All possible confusion of thinking is thus avoided and the reader is helped to undestand the scope of the subject in the light of foundamental principles. Education for leisure emerges as a form of activity in which they who are privileged in society can blend their occupation and their hobby for the good of themselves and the community and through which the adult of the masses can find the incentives of self-education for a more worthwhile and interesting occupation of his leisure.

The analysis of the approach to and handling of adult education should find the reader in agreement with the author. Adult education is different from primary education and a study of adult psychology is necessary to understand the exact difference. The emphasis must be on the cultivation of intellect rather than memory or the senses. Secondly, interest in the adult is characterised by specificity; therefore the adult must be approached through his specific interest, through his

craft or occupation. But the method of education being largely imitation, the difficulty in adult education is that of providing "models" This can' however, be overcome by substituting books for the model. The library therefore becomes an indispensable factor in adult education. Even though literacy may not be essential to the education of the adult yet the full limit cf educativeness cannot be reached without a recourse to books. The library should provide books in the defferent arts and crafts of interest to the adult and in allied fields. It should also provide the textbooks for the conduct of literacy campaings. The immediate problem in India is the provision of these necessary books. The author has some valuable suggestions for the co-ordination of libraries and library resources in different parts of the country and the serious undertaking of the writing of books and textbooks for the adult.

The concluding two chapters are purely practical, the one outlining a curriculum of studies, the other methods of teaching. The curriculum based on the specific craft is presented in a transcending order, from the material plane or the basic sciences, till finally the higher level of fine art, literature and religion is reached. An illustrative list of subjects and books is given which, the field worker will find of great use. The list is not intended to be exhaustive. This chapter, however, gives the impression of a rigid stratification in the various levels of adult interest which, even though they may be arranged for purposes of analysis or emphasis in a successivle order, are still co-existant in real life. Interest in fictional literatvre is part of the general human interest of the adult and more emphasis should be laid from the beginning in utilising Fiction to link up the various levels of adult interest. Fiction is also an effective means of averting lapse into illiteracy. The adult's interest in education through a specific craft is dependent for its success or failure on environmental factors and it would be unwise at any stage to hitch one's wagon to utility alone in preference to general human interest inborn in man's nature.

Education for leisure is definitaly a book to be taken seriously though the title of the book by itself is inadequate for its subject matter. If adult education is second in importance only to constitution-making, then it cannot merely be education for leisure; it becomes something much more important and big—it becomes a national necessity requiring a national scheme and full-timed paid workers helped along by voluntary social workers with leisure and enthusiasm. The problem is too big to be left to philanthropy or voluntary social work alone because it is linked up with the economic, social and political reorganisation of the country. Adult education in its fulness as visualised in the book becomes real only when it is placed in its proper context.

R. D. G.

The Importance of Films in Adult Education*

With Examples Drawn from Experiences in Cleaveland

By Thomas Barensfeld

Efforts in adult education are, along with other things, experiments with techniques of communication. The field of audio-visal communication is one of the newest and most fertile of these techniques. In the following paragraphs one aspect of the audio-visal field, the educational film, has been singled out for analysis. The analysis is based on the assumption that the film is not a substitute but a tool for teaching, and simultaneously a springboard for discussion.

What are Educational films? Films of 16mm. width which are aimed at an audience outside the theatre, which deal with the real rather than the fictional, and which are intended to contribute to the process of learning.

What is their educational value? Gerald McDonald answers this question very well in his book, *Educational Motion Pictures and Libraries.* "It has been shown that the film arouses interest in a subject, provides information which is retained, and functions as an effective summary. It develops and changes attitudes, provides a visual concept of things outside the range of experience and gives a common background of experience to any group." A film cannot take the place of a book or a lecture, but it can, as group discussion can, aid greatly toward clarification of a subject.

What adult education groups can use films profitably in their work? Nearly all groups can use films profitably in some way. Cleveland is one of the foremost American cities in ownership and use of visual aids. Every school in the city has a slide projector and many have sound film projectors. Churches, lodges, civic groups and social agencies are buying their own projectors and planning visual programs. Of the thirty-two members of Cleveland's Adult Education Committee, several maintain their own film libraries, and all of the groups use films in their programs. Serving all community groups is the Cleveland Public Library with its growing collection of approximately one thousand 16mm. films, filmstrips and slides.

Recently, in order to demonstrate the value of film library service in small commnnities, the Carnegie Corporation of New York awarded the Cleveland Public Library a $25,000 grant to aid film distribution in a regional area surrounding the city of Cleveland. The project is under the administration of the Film Bureau of the Cleveland Public Library and will extend for a period of two years. It is making available to the participating libraries a large, extensive collection of educational films which under ordinary circumstances small libraries could not afford to acquire because of the expenditure involved for such an initial collection.

The revolving collection includes such classic documentaries as *The River, The City,* March of Time releases, films for children and teen-age groups, films an human relations and international problems, sports, newsreels, travel, arts and crafts, music.

The regional circuit plan operates as follows: 17 films are block booked to each of the member libraries for a period of one month. At the ends of this period, each collection of 17 films is rotated to the next library on the circuit and each receives a new group of subjects. By the end of the year, each library will have had the use of the entire collectian of 170 films. During the second year of the project these films will be redistributed and new titles added.

The ten libraries participating in this experiment are Sandusky, Lorain, Elyria, Massilllon, Canton, New Philadelphia, Wooster, Warren, Youngstown and Alliance.

Vuried Film Uses

Another organization in Cleveland that has its own film libaary and makes wide use of films is the Cleveland Mental Hygiene Association which works under the direction of Samuel Whitman, with advice and guidance from a number of local civic organizations. Their work is primarily with parent groups P.T.A. groups. Public Health nurses and

college students. The films are used to provoke discussion in meetings. For example, a film demonstrating the dangers involved in patterns of overprotection might be shown to a group of parents. They would see very graphically a child being brought up by overprotective parents and the results of this overprotection. This offers an excellent stepping-stone for the leader of a discussion. He and his audience share a common unit of experience, the film. In addition the audience has been given a very realistic introduction to the problem and therefore has a strong initial incentive with which to begin the discussion.

What is done with films in the field of "mental hygiene" is done similarly by industries in training their personnel. In Cleveland, the Ohio Bell Telephone Company. the Yoder Manufacturing Company, the Industrial Rayon Corporation, the White Motor Company, and the New York Central Railroad, for example, all use films extensively in orienting their employees to the job and in developing skills in handling the job. For instance, there is a special twenty minute film devoted entirely to an explanation of how a telephone in an office or plant is answered correctly.

Social agencies, religious organizations, labour groups, as well as private family groups, make constant use of the collections of educational films available in Cleveland.

The Cleveland Electric Illuminating Company realized so well the value of visul materials that it financed production of March of Time's *Opportunity -- the Best Location in the Nation*, the story of Cleveland as a great industrial centre, which is being circulated throughout this country and also abroad.

When it is realized that aggregate audiences totaling over a million people saw the Cleveland Public Library's films in Cleveland alone in 1947, some slight idea may be gained of what a potent medium this is for extending the possibilites of attaining one of the goals in adult education—to reach out into the community in an ever-widening circle of influence.

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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 I.J.A.E. 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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JULY 1949

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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Indian Journal of Adult Education

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Editorial Notes

The International Seminar on Adult Education conducted under the auspices of UNESCO at the well-known Danish School at Elsinor was of peculiar helpfulness to those who followed such reports of it as the B.B.C. made available. It is to be regretted that the Government of our country failed not only to send representatives to the conference but has so far taken no steps to make known its proceedings and conclusions. The least that they can do is to issue a comprehensive report of the Conference to the Press in India and further encourage members of the Education sub-Commission for co-operation with UNESCO to work out the practical lessons to be drawn for India from the deliberations of seasoned workers in the field of adult education who pooled their experiences at Elsinor.

* * *

We are glad to learn that the next Conference of the Indian Adult Education Association is to be held in Hyderabad (Deccan) at the end of the year. Mr. S. R. Qidwai the veteran adult education worker of the Jamia Millia, Delhi is being invited to preside over the Conference.

* * *

The Baring Union Christian College, Batala, is to open an Extra-Mural Department under a Tutor of the status of a College Lecturer as from October 1949. The Department will be housed in the old A.L.O.E. High School Building in the heart of the town and will do extensive work similar to that done by Universities and Colleges in the West. It is proposed to exhibit Film Strips for visual education and also to do literacy and post-literacywork.

—*R. M. C.*

Adult Education in the Indian Union

A NOTE PRESENTED TO THE MINISTRY OF EDUCATION, DELHI.

The Indian Adult Education Association is glad to learn of the intention of the Indian Union Government and the Governments of the constituent States to pay greater attention to Adult Education or Social Education. It is a matter for thankfulness that a sum of money is to be made available for its promotion. But there appears to be an element of impatience and an inclination to under estimate the complexities involved in the enterprise of adult education. In a colossal venture of this nature, any hasty action without adequate preparation is sure to lead to avoidable waste of money and to abuse. It is also likely to limit achievement unnecessarily and thus bring the movement into disrepute. This has happened repeatedly in the past when some of the Local Bodies and Provincial Governments have indulged in sporadic activity in the field of Adult Education even though generally it was (mercifully) on a scale all too small.

This Association aims at the promotion of Adult Education of which Social Education is an integral part. Its Executive desires to emphasise that the failure of past attempts has been due largely to :

(1) a lack of attention to the adequacy of teaching personnel in quality and quantity ;

(2) absence of provision for follow-up work at the self-educational level ; and

(3) entrusting of the work of promotion and direction to an already overburdened agency with an agency whose outlook was shaped by work with immature children and pliable youth through more or less formal education.

In elementary and secondary education in India narrow family ambition has been the dominant force which has sent children to school. It is a statistical fact that the families of the lower strata devoid of such ambition have not been influenced in any appreciable degree by the Department of Education to send their children to school. When intellectually abler children come to school voluntarily there is little incentive to pay special attention to the teaching technique. Indeed there has been hardly any experiment in education worth mentioning apart from stray private projects and the rather half-hearted undertakings in activity education on the part of the State. When most of the products of the school were absorbed in mainly routine administrative positions — the need for providing follow-up self-educational agencies which would direct creative energy was not felt by the Education Department so given to routine.

In social education, there is no involuntary gravitation of the adults towards its Centres and sphere of influence. There is need for a Department of Social Education to persuade people to come and to continue to come. The gift of rousing interest and sustaining it is of the very essence of social education. This technique can never be forged properly by a Department which has a tradition of authoriterian exclusiveness. To retain at social education Centres a clientele drawn largely from the lower intellectual strata of society, a technique of teaching and an atmosphere totally different from that of elementary and secondary schools is needed. *These cannot be developed either by immature students just emerging from schools and colleges set to work at such centres, much less by teachers in elementary and secondary schools who are induced to divert an extra hour of their free time to social education for a small monetary consideration.* As the occupation of most of the customers in social education centres will be manual, vocational and industrial, a free library service for follow-up self-education is essential. Failure to make adequate provision for this will lead to a colossal waste of the formal effort made at adult schools and social education centres.

How are these difficulties to be solved? Statesmanship demands that the organisation for the spread of social education if it is to become self-propagative should set out definitely to overcome them. The make up of adult education is like a chameleon. Now it appears as all-round social education, a little later it suddenly changes into mere liquidation of illiteracy. Again in response to the demands of political exigencies it takes on a different complexion. All this has been causing considerable confusion not only to the average citizens but also to those who engage in the enterprize of self-education.

In these circumstances, this Association urges on the Hon'ble The Minister for Education the following procedure for consideration and adoption :—

That an Indian Union Board for Adult Education (which includes Social Education be constituted to draw up a Development Plan) which would suggest practicable ways of meeting :

(a) the exigencies of finance

(b) the training and building up of competent teachers, organizers and other grades of workers needed.

It should pay particular attention to :—

(1) The production and use of necessary reading and kindred materials to make the work of social education enduring.

(2) Making concrete suggestions applicable to *both town and rural conditions* for the use of audio-visual materials as educational means ;

(3) The promotion of State Boards of Social Education in the Constituent States to implement the development plan during the first 5 to 7 years ;

(4) The Indian Union Boards should coordinate aud (where mutually agreeable) supplement the work of the various State Boards ; and

(5) Directing the Board of the Indian Union to so develop the whole organisation as to create well-seasoned Departments of Social Education, (independent of and co-ordinate with the Universities) engaged in higher education on the one side and the Departments of Public instruction engaged in elementary, continuation and secondary education an the other.

In the early formative years, the Boards of Social Education must be allowed greater initiative than the older Departments of the Government and should not be rigidly subjected to red-tape. The Association suggests that the Indian Union Board may consist of the Hon'ble Minister for Education of the Union Government as its President and 15 members to be nominated by him from among the names put up by the Governments of the constituent States and from among the Adult Education interests of an All India Status. The Minister should also make adequate provision for an effective Secretariat for the Indian Union Board.

There are three points which the Association desires to emphasise in conclusion :—

(1) The existing organisations for adult education should be given greater help till such time as the development plan is put into operation ;

(2) The enormous amount of additional work involved in the promotion of social education on a vast scale can not be taken up by the Departments of Public Instruction as an appendix as it were, to the work already on hand by the Departments of Education, nor should it be entrusted to bodies involved in or allied with political works ;

(3) When additional staff is necessary, it will be an advantage to set up an independent organisation with a fresh out look of its own instead of expanding the existing organisation designed for other purposes, and which perhaps tends to become unwieldy, thus jeoperdising the development of a living tradition in regard to Social Education. One of the duties of the Indian Union Board should be to form and foster such an organisation.

Respectfully submitted,
THE INDIAN ADULT EDUCATION ASSOCIATION

Russia Goes to School*

By
MANMOHAN ISA DASS, M. A.
Lecturer, Baring Union Christian College, Batala.

It is refreshing to read a book about any thing Russian which steers clear of all the current polemics connected with Communism and Communist planning. The author of 'Russia goes to School' manages this with great success by adhering strictly to what she sets forth in the introduction as her aim in writing the book. She aims at describing and not at interpreting or discussing the facts about the system of education prevalent in Russia and the educational schemes which have been launched, completed or abandoned in the Post-Revolutionary period in that country. As the very nature of this purpose makes it inevitable the book tends to flag at times, and deteriorate into an arid description of facts crowded together, yet not infrequently the writer redeems the situation by interspersing the factual matter with her personal experiences in educational institutions in Russia and other countries.

EDUCATION AS HANDMAID OF THE STATE.

Education in Russia is considered as a handmaiden of the State to be used freely and and sometimes 'mercilessly' to augment the particular ideology which the state patronises. Beatrice King passes over this fundamental though highly questionable postulate of Communist education without a remark, plunging directly into the principles and purposes which govern the state-planning of education in Russia. The strongest principle which determines all planning of Russian education is that there is no eternal principle in education. The organization and schemes of education must change with the changing economic, political and social conditions of the country, for the educational principles, the Russians believe, are nothing more than "the technique of the organization of education and the methods and the approach to education in any given set of circumstances." With this flexibility of principles, the educational plans in Russia have passed through several, sometimes strikingly antithetical phases, especially in the period immediately following the Revolution. The Russian educationists in the beginning emphasised the overwhelming importance of the Community and community-action, not hesitating even at bringing out an artificial antagonism between the Community and the individual. Within a couple of years the position changed, the emphasis now being laid on the importance of the individual and the possibilities for greatness in the ordinary man. In 1932 the Project Plan and the Dalton Plan with some others which had been adopted with great fervour, were rejected wholesale. Examinations were reintroduced and political supervision of educational institutions was abolished. In 1937, Polytechnical education in schools which was first considered an important part of Soviet education, was abandoned. The creation of Labour reserves and introduction of fees in certain stages in 1940, and the partial rejection of coeducation in 1943, astounded the world for a while though to the Soviet Education authorities these were the inescapable and perfectly logical consequences of the changed circumstances. It is interesting to know the arguments which Russian educationists give to justify this nebulous state of affairs, and more so when they are given in a lucid, matter-of-fact way without any Russo-phobiac alarms and belated misinterpretations.

ASSOCIATING PUBLIC OPINION

The radical and constant changes in the planning of education in Russia might have easily lent themselves to sinister interpretations, if it were not for the fact that the Russian Authorities in bringing about the smallest change, sought the cooperation and advice of the public. All possible resources including those of propaganda through the Press and the Radio, were tapped to inculcate in the public an interest in the educational institutions and schemes. The State Planniug Commission or 'Gosplan' has its department for education and culture. A statement about its educational requirements and difficulties is sent by institutions in small localities to its superior authorities which send them to the Gosplan of the Union Republics. The Gosplan of the Republics study and collate these statements and send a report to the All-Union Gosplan. A development plan then emerges from the Centre taking into consideration the minutest details of the reports of the subordinate Authorities and correlating all aspects of education, accomodation, equipment and staffing, for a period of five years which is

* "Russia goe school" by Beatrice King-A New Education Boo Club publication, London

itself divided for individual units. Different administrative bodies are responsible for different types of education. The Ministry of Education is responsible for the supervision and administration of all "general" education including primary and secondary schools, teacher-training schools, education bureaux, education laboratories, research institutes and general adult education. It was in 1946 that the Committee for Higher Education attached to the Council of Ministers was replaced by a Union Ministry for Higher Education responsible for the Universities and some important single-faculty institutions. The tendency in the organization of education in Russia is towards ramification of departments, each department working alone and in connection with others like a highly efficient machine.

DISCIPLINE

The ideas of discipline in the educational institutions in Russia are the same as in other advanced countries, though the methods of enforcing them are much more elaborate, strict and sometimes ruthless. The school, the home and the society strive together for the realization of these ideals in the daily life of the students. In 1946 the City of Moscow Education Authority introduced school record books prefaced by a list of duties for the pupils some of which are :

(1) To keep his record book clean and tidy and not to hand it over to any unauthorised person.

(2) To have the book with him at school and to present it when requested to the teacher, Head or any other person connected with the school.

(3) Every Saturday the book must be shown to his parents who will duly sign it as having been read, after which the book must be handed to the responsible class teacher.

School discipline in Russia is as strict as military discipline in other countries. Every hour of the pupil is regulated. The regime given below, followed in Trade School No. 22 in Moscow, will give an idea of Russian discipline.

Rising.	6-30 a.m.
Making beds, physical exercises, etc.	6-30—7-30 a.m.
Breakfast & free time.	7-30—8-30 a.m.
Lessons including 20 minutes rest.	8-30 a.m.—12-30 p.m.
Lunch and free time.	12-30—2 p.m.
Lessons.	2—3-50 p.m.
General or group roll call and free time.	3-50—4-30 p.m.
Cultural activities.	4-30—6 p.m.
Homework.	6—7-30 p.m.
Supper and free time.	7-30—8-30 p.m.
Evening toilet, personal needs.	8-30—10 p.m.
Bed	10 p.m.

PLANNING — A NEW SPIRIT

There are certain aspects of educational planning in Russia which will be of particular interest to Indian readers. The first and the most striking is the elaborate character of educational planning and thoroughness of execution. India vaguely though enthusiastically bracing itself to the democratic ideals of the West, is fond of calling conferences and chalking out schemes of education but these schemes, unlike those in Russia, never reach the same level of thoroughness in execution. According to Beatrice King, the success of Soviet educational schemes is the result of "something new in the Soviet Union, a new spirit which all who have lived among the common people recognize." Whether Democracy of the Western pattern is capable of creating such a new spirit is a moot point.

150 NATIONALITIES

Another important characteristic of Soviet education is the close correspondence of education with the realities of daily life. This is totally lacking in India where education is supposed to be and often is something apart from life, divorced from an understanding of the daily difficulties of life. The Russian educationist also had to face the language problem which was much more complex than that faced by their Indian counterpart. "There are something like one hundred and fifty nationalities in U.S.S.R. speaking an even greater number of languages. Most of these nationlities had no written alphabet prior to 1917. But according to the Soviet Constitution, every nationality has the right to education in its own language". Some fifty new alphabets were created by the Soviet educational authorities, and the respective nationalities were taught in their own languages.

'Russia Goes To School' which is meant to be a guide to Soviet education, is a guide to successful planning in education. It enables one to see and understand the educational problems and difficulties of one's country in a better perspective.

Social Education in Central Provinces and Berar*

By

SHRI A. R. DESHPANDE, B. A., LL. B.,

Deputy Director of Public Instruction, C. P. & Berar

1. INTRODUCTORY.

Prior to the introduction of the Social Education Scheme in the Central Provinces and Berar, Adult Education, as it was then understood, was confined to 31 adult classes which were attached to District Council Schools. Each adult class used to get an annual Government grant of Rs. 40/- of which Rs. 35/- were paid to the teacher as remuneration, and the balance of Rs. 5/- was to be spent on contingencies. There was no prescribed syllabus and the teaching was confined to instruction of a formal nature confined to reading and writing and some general knowledge. For the further education of the adults, an effort was made to establish village public and circulating libraries, but the number did not rise to more than 135. There were no properly organized social services. However, groups of students from high schools and colleges were undertaking social service in the neighbourhood of their institutions.

2. FROM ADULT EDUCATION TO SOCIAL EDUCATION.

The pace of development was slow. After Independence, there was a new urge. As the the Hon'ble Pandit D. P. Mishra put it, "Every ignorant and illiterate person was a danger in a dynamic and democratic society". Large scale measures where, therefore, necessary to combat illiteracy within a reasonable time. A Scheme of Social Education was then prepared as an important part of the programme of Post-War Reconstruction. The old concept of Adult Education was enlarged into Social Education. As a matter of fact, it had by that time become evident to all educationists that adult education was incomplete without education for citizenship, enlightenment and good living. This fuller concept of Adult Education, which meant training men to live usefully and effectively in a good State, was in substance education for democracy, and deserved the name "Social Education".

3. OBJECTIVES.

Social Education properly conceived has two important aspects, viz., —

(i) Education for citizenship or social education.

(ii) Education for enlightenment and living.

The objectives of social education may be stated thus :—

(a) to acquaint the people with the ever-changing currents in the social, economic and political life, and to instil in them a faith in themselves and in the future of the country ;

(b) to inspire them to take a living interest in the affairs of the State and its programme of development, and in the many problems of social reconstruction ;

(c) to make them understand the significance of the period of transition and its dangers, and to train them to organise and to combat anti-social activities ;

(d) to teach them to live happily in peace with other neighbours, and to unite against elements which tend to disintegrate social life ;

(e) to educate them to live a healthy life; to keep homes and surroundings clean and to make social life useful and enjoyable ;

f) to train them to organise the economic and social life on a co-operative basis and to instil in them in a practical way their responsibilities for social and national security ; and

(g) to organise campaigns to eradicate illiteracy among the masses as expeditiously as possible.

4. ORGANISATION AND ADMINSTRATION

(a) It is not possible to state here all the details of the social education scheme launched by Government of Central Provinces and Berar. Copies of the scheme can be secured from the Director of Public Instruction, Central Provinces and Berar, Nagpur. The Hon'ble Minister for Development is in charge of Social Education, but the administration and implementation of the scheme is entrusted to the education Department.

* A report presented to the Sixth All India Adult Education Conference, at Mysore.

(b) There is a Provincial Advisory Board of Social Education. It has to advise Government on all matters of planning and campaigning of Social Education. This is called the Direction Centre. There are two permanent expert committees, one for "Education for Citizenship", and another for "Education for Enlightenment". These committees advise the Provincial Board in matters relating to general policy, and the Education Department in matters of its implementation. They are styled as the Nerve Centre. The administrative centre consists of two sections; one devoted to general administrative problems concerned with the programme of education and creation and provision of materials necessary for it, and the other deals with matters relating to educational publicity, propaganda, oral and visual education. The creative centre consists of a section for production of literature and an art and statistical section. In due course, a section for production of films, will be established under the creative centre.

(c) There are three executive centres *viz.*, the Provincial, the Divisional and the District Centres. The Provincial Centre will have four mobile units each in charge of a trained Field Worker. The Field Workers have been appointed and one mobile unit has been supplied to them. Three more units will be supplied to them in due course. The mobile unit has a bus fitted with a projector, a generator, an epidiascope, public address system, etc. It is being sent for operation in the field in the areas where it is most needed. The Divisional Centres at the four Divisional Headquarters are to be in charge of Divisional Organisers. These have not yet been appointed, and action is under consideration, Each Divisional Centre will establish community homes for culture, run circulating libraries, open museums and art galleries for Social Education. Such Divisional Centres will also form dramatic clubs, Bhajan and Kirtan Mandals and organise sports and other types of recreational activities of educative value.

(d) The District Centres are the backbone of the Social Education Scheme in as much as they are actually carrying out the programme evolved at the Provincial Centre. The Central Provinces and Berar are divided into 8 divisions for the purpose of educational administration. Each division is under the charge of a Divisional Superintendent of Education who in addition to his normal duties also supervises the Social Education work in his division.

(ii) Each district is in charge of a District Inspector of Schools who is assisted by 5 to 7 Assistant District Inspectors according to the requirement of his district. With the addition of Social Education work the District Inspectorate has been strengthened by adding one Additional District Inspector of Schools and two Assistant District Inspectors of Schools to each district. Though the Additional District Inspector of Schools is mainly in charge of carrying out Social Education work in his district, the whole Inspectorate of the district works as one unit, and is as such, responsible for the progress and success of the scheme. The additional strength given to the district inspectorate consists of 22 Additional District Inspectors of Schools and 44 Assistant District Inspectors of Schools. Each district is to be provided with one bus fitted with projectors, epidiascopes and other instruments of audio visual education.

5. LAUNCHING OF THE SCHEME

(i) The scheme was launched in the early part of this year by constituting the Provisional Advisory Board and the committees for education for enlightenment and for citizenship. These committees met in February 1948, and examined the scheme of Social Education, and approved a syllabus for the first stage of Social Education. The recommendations of the committees were then placed before the Provincial Advisory Board, which met in March 1948.

(ii) Amongst the many important recommendations made by these committees, only a few can be recorded here. They are :—

(a) that for the purpose of the scheme a person between the ages of 14 to 40 whose educational qualifications were not equal to the Primary Certificate

Examination standard, was to be regarded as an illiterate ;

(b) that it was advisable to conscript teachers, students and Government servants for the work of Social Education ;

(d) that it was very necessary to produce literature for adults.

6. START OF THE CAMPAIGN.

In consultation with the two expert committees, it was decided to take advantage of the summer vacation of 1948 by making a plan for organising summer camps of volunteers at three or four villages in each of the 96 tahsils comprised within the 22 districts of Central Provinces and Berar. An appeal to teachers and students of educational institutions to mobilise for war against ignorance and to make the country safe through education, was issued by the Hon'ble Pandit Mishra. In response to his appeal. 13,328 volunteers offered their services. Of this number, 7,377 volunteers including 1,901 women were utilized for 451 camps opened throughout the provinces,

7. LOCATION OF THE CAMPS.

These camps were organized at 22 district headquarter towns, 74 tahsil towns and 355 selected villages. The travelling expenses of the volunteers to the respective camps and the expenses of their board and lodging, were borne by Government. Every volunteer was given third class railway fare, or actual bus fare. Arrangements, for lodging were made in school buildings. A common mess was opened for the volunteers in every camp. The estimate of expenses per volunteer for mess was Rs. 1/8/- per day.

8. TRAINING OF VOLUNTEERS.

As the camps were to start on 1-5-1948, when the summer vacation of schools and colleges began, there was hardly any time for organizing regular training courses for such large numbers of volunteers. A "Guide to Summer Camps", and a pamphlet styled "How to treat and teach adult illiterates" was, however, prepared. These provided elementary instructions for social education work in the villages. These were supplemented by further training in camps. A group of 10 to 15 volunteers was sent to each camp. They worked under the direction of an organiser, who was an experienced, fully trained teacher.

The organiser was to conduct seminars every day to plan for the day's work, and to impart training on the spot for its efficient execution Every group of volunteers also included some teacher-students of the Nomal Schools, the Diploma Training Institutes and the Training College. With their help, an untrained student-volunteer could equip himself with the technique necessary for imparting social education to the adult illiterates.

9. DURATION OF THE CAMPS.

The camps lasted for 5 to 6 weeks *i. e.* till middle of June 1948. As the monsoon started in the first week of June, it was not possible to plan camps of longer duration.

10. ATTENDANCE OF ADULTS

(a) The District Inspector of Schools and his assistants had, with the help of the leading persons in the villages, formed Social Education Committees, in the villages where camps were proposed to be opened. The volunteers also took Prabhat Pheries in the villages. There was an enthusiastic response from the villagers. The adults attending the classes had to be arranged in separate groups. There was the group of adults who had attended school in their childhood for one or two years and had then left it. They had by that time almost relapsed into illiteracy. There was another group, who had just a rudimentary knowledge of alphabet but knew nothing more, and there was the group of completely illiterate and ignorant persons. These groups had to be tackled in different ways. The persons who could read and write a little were grouped for intensive and quick work. Those who were completely illiterate had to be taken up slowly in a separate class.

(b) In the 451 places where camps were functioning, 4,838 classes, of which 1,673 were for women adults, were conducted. The total enrolment of adult illiterates in these classes was 1,17,063 (78,476 men and 38,587 women).

11. INTENSIVE WORK

As the volunteers camped in the villages chosen, they could do intensive work. Groups of adult illiterates could be followed outside the regular class hours also. Some volunteers went from house to house to teach the adults. For the women adult illiterates, the women volunteers had to hold classes in the noon, as they were reluctant to come to the regular night class in the school compound.

12. ADULT EDUCATION CERTIFICATE EXAMINATION

It was largely due to the intensive efforts of the volunteers that 51,045 men and 25,356 women offered themselves for the examination held at the close of the camps. These examinations were conducted by District Inspectors, and their Assistants and by Headmasters of High Schools. The results showed that 41,274 men and 20,924 women were successful at the examination.

13. EXPENDITURE

The expenditure incurred on these camps was Rs. 3,24,542/-. Major items of expenditure were mess charges, lighting, kerosene, books, slates, travelling allowance and contingencies.

14. FOLLOW-UP WORK FOR THOSE WHO PASSED THE EXAMINATION

With a view to prevent the adult illiterates who had passed the examination from relapsing into illiteracy, and in order to keep the ideas imparted by social education alive in their minds, a programme of follow-up work was chalked out. Organizers of each camp explained the follow-up work to the social education committee of the village. The literate amongst the villagers were to write wall news and to conduct reading clubs. Every adult was expected to write at least one post card a month. At the time of festivals, bhajan, kirtans and sports were to be arranged to keep the group together, and to keep their interest alive in the education acquired by them. Reports indicate that such follow-up work is not being neglected in the villages where camps were opened.

15. CONTINUATION AND EXPANSION PLAN.

(a) The original scheme was outlined with caution with the apprehension that there might not be good response from adult illiterates. The experience of the summer camps, however, showed that there was a big response from adult illiterates, both men and women. The tide of enthusiasm had to be immediately harnessed. It was, therefore, decided to increase the departmental activities for the spread of social education. A year of departmental activities was divided into three periods as under :—

(i) Monsoon course—From first July to 30th November.

(ii) Winter course—From 1st December to 30th April.

(iii) Summer course—From 1st May to 15th June.

(b) Those who failed to pass the examination at the close of the summer camps, in 1948, were admitted to the monsoon course. The monsoon courses could not, however, be conducted at all places, as the sanction for the additional funds came late. On the Dashera Day, however, 3500 monsoon course classes were opened. The attendance of adult illiterates at these monsoon classes is near about 60,000. Figures have not yet been compiled and may perhaps reveal a larger attendance. The examinations were held in the first fortnight of December. Reports of the examinations are reaching, and will soon be compiled.

16. THE WINTER COURSE

The target for the winter course is to open social education classes at each of the 5,000 villages where there are schools of some sort. Under the expansion plan, remuneration of Rs. 5/- p. m. for each of the two full term courses of five months, and reward of Rs. 2/- per male and Rs. 5/- per female illiterate who passes the examination, is to be given to every teacher who conducts a class of 20 adult illiterates with an average attendence of 15. There are 15,000 teachers in Central Province and Berar. It is expected that a majority of them will undertake the work. Sufficient finances have now been provided for this purpose.

17. PROPOSAL FOR WORK IN FUTURE YEARS.

A five year plan for the abolition of illiteracy is under the consideration of Government. Amongst other things, this plan provides for the establishment of circulating libraries for follow-up of social education work at each village having a school. A plan for these libraries has already been submitted to Government. It includes provision of grants to existing libraries for opening reading rooms for the adults who have received social education.

18. RADIOS FOR RURAL AREAS.

Government has sanctioned the purchase of 1,000 radios for allotment to villages. Arrangements for their purchase are nearly

complete, and by the beginning of the year 1949, these will be installed in villages. A committee of experts has drawn up a plan for the maintenance and servicing of these radios. Arrangements for broad-casts suited for rural areas are to be made in consulation with All India Radio, Nagpur.

19. PRODUCTION OF LITERATURE

(i) The section for production of literature has begun publishing a fort-nightly journal named "Prakash" from the 2nd October 1948. It is issued in Hindi and Marathi, the two languages of the province. The section is planning publication of booklets for social education, and they will become available within a couple of months.

(ii) In response to the appeal to literary societies and literary men and women of the country issued by the Hon'ble Pandit D. P. Mishra, calling upon them to produce literature for Social Education, several books and pamphlets have been received for consideration. The section for production of literature has scrutinised these pamphlets and recommended for publication and patronage such of them as were found suitable.

20. ART, PUBLICITY AND STATISTICS SECTIONS.

The Chief Artist and the Assistant Artist prepare illustrations for the fortnightly magazine "Prakash" and for the pamphlets. They have also produced several posters for propaganda. The Publicity Section provided many news items and kept in touch with the press and public opinion. The Statistician who has been recently appointed is preparing pamphlets and bulletins on statistical information about the work of Social Education.

21. SUPPLY OF MATERIAL.

Securing of supplies of slates, books, lamps and kerosene-oil for the adult classes is still presenting difficulties. Supply of kerosene has now been arranged by obtaining an independent quota for special education classes. Arrangements have also been made to meet the demand for slates by placing orders with the big manufacturers.

22. AUDIO-VISUAL EDUCATION.

The scheme contemplates providing a specially built motor van for each district. This van is to be fitted with a 16 mm. projector, an epidiascope, a gramophone, a radio, a film strip projector and a complete public address system. 20 chassis have already been purchased and a pilot model has been constructed. Each district is expected to get its van within the next 3 months. Production of films has not, however, been taken up. It is proposed to meet the initial requirements by purchasing such educational films as are available.

23. EXPANSION OF AGENCIES.

Hardly nine months have elapsed since the scheme of social education was started in Central Provinces and Berar. It is too early yet to assess its results. The first year's activities were more in the direction of setting up the administrative machinery. Framing rules and instructions, providing checks and controls and training of the personnel took considerable time. A training course for the administrative officers was recently held at Nagpur. The District Inspectors of Schools and the Additional District Inspectors of Schools, are now holding training courses for their subordinate staff and for the social education workers. In addition to the part time workers, who are given remuneration of Rs. 5/- p. m., Government have also sanctioned payment of Rs. 10/- p. m. as honorarium to 1,000 teachers in Panchayat towns who will undertake the work of education for citizenship. Such teachers have now begun work. Government have also sanctioned employment of 1,000 whole time social education workers, on a salary of Rs. 30/- plus Rs. 28/- compensatory Cost of Living Allowance per month for work in the villages. These are yet to be selected and appointed. The work will go ahead with greater speed with their help.

Vocational Training of Adults:

I. L. O. Monograph on Manpower Programme in U. S. A.

Experience has shown that "adult workers at practically all ages desire and will utilise organised training in small doses. Such training must be specific, functional, efficient, readily available, and conserve the limited time of the individuals desiring it" points out a report entitled "Vocational Training of Adults in the United States" just issued by the I. L. O.

The report which is one of the series of monographs on vocational training and retraining in different countries forms part of a special programme of the I. L. O.'s work on manpower problems designed to assist Governments, employers and trade unions in handling problems of vocational guidance and allied matters. Two monographs concerning the United Kingdom and Belgium have already been published.

Practically every country in the world has its own quota of problems which may be grouped under the omnibus term "manpower", and the purpose of the I. L. O's manpower programme is "to distil world manpower experience and make the gist of it practically useful for handling national problems"; the I. L. O. reports on the subject go to show that "manpower is the key to every country's economic development" and trained "manpower is the key to a rising standard of living and real economic wealth."

The present monograph is divided into seven chapters. The first sketches the development of training programme for adults up to the present, with special emphasis on war experience of the training of adults, and concludes with a brief overall picture of existing training activities. The second chapter describes training for adults under the Federal-State Vocational education programme. Apprentice training is dealt with in the third chapter, while the fourth covers in-plant training conducted by private undertakings and the fifth describes briefly the training within industry programmes for supervisory workers. In the sixth chapter attention is directed to the training activities of trade unions, and the last notes the special provision made for or questions arising in the training of veterans, women and disabled persons. A select bibliography is appended at the end.

The study points out that the greatest part of the training of workers in the United States is at present done by industry itself and within industrial plants. Some industries prefer to do their own training, others while doing their own training in part also use the aid of Government training agencies, and still others utilise the facilities of local vocational schools for all forms of training apart from the practical training given on the job itself.

The Government training activities are designed to supplement the individual schemes of industries and those of various trade unions. Federal funds are provided for the promotion development of vocational education. The Government training agencies in their efforts to provide industrial training for employed workers and for those preparing to enter employment, develop their programmes in co-operation with the representative employers and trade union organisations of each industry.

India needs trained personnel for manning her ambitious programmes of industrialisation. Sustained improvement in the efficiency of her workers is also an essential condition precedent to all successful efforts at increasing production. The fullest utilisation of her manpower and that at its highest effiency can only be ensured by vocational education on an adequate scale. The experience of the United States will, therefore, be of particular interest to India at the present moment.

Problems of Adult Education in the Desert Land.

BY

Dr. K. N. KINI, M. A. (Hons.), A. M., Ph. D., Dip. in Edn. (Columbia),
Director of Public Instruction, Jodhpur.

1. Much of the land in Rajputana to the west of the Aravali hills is desert. The annual rainfall ranges from four to about sixteen inches. Living is mostly on account of dry-farming crops and raising of cattle, camels, sheep and goats. Poverty is rampant. Water mellon often serves the people both as food and drinking water. Villages are highly scattered and lie far from one another. Most of them are thinly populated. Education was neglected in former days when the administration was in the hands of the British, who had not much faith in educating the masses in our country. Schools are, therefore, few and far between. One may go forty to sixty miles on road in Jodhpur State without meeting a primary school. An Inspector has to travel two or three days on camel in the sandy tracts before reaching the school in the interior for inspection. No wonder that the literacy is a bare four per cent and that one may meet villages where there may not be a single soul who can read and write. In a village (Pal) only seven miles from Jodhpur City, out of 1052 persons, only 18 are literate (17 men and one woman). Most people are in a state of blissful ignorance. The Universal Declaration of Human Rights adopted by the General Assembly of the United Nations has no meaning to them.

2. On the day of our independence, there were hardly twenty-nine adult classes in an area of thirty-six thousand square miles, mostly desert-land. Primary schools were as few as 272 and the middle schools only 51, of which 45 and 10 respectively were in the City of Jodhpur. In the districts, therefore, there were only 227 primary schools and 41 middle schools. The teachers of adult education were teachers in these primary and middle schools. Though an appeal had been made by the Department of Education to non-teachers to undertake this national task, their response was nil. The patriotic fervour of the populace had not been roused. The general public therefore evinced little interest. Most of them were even sceptic about the utility of adult education.

3. Since August 1947, there is wide-spread national consciousness in India and this awareness has been slowly permeating in this backward desert-land too. People have been feeling that their social status in the new society will not be enhanced and that their children will not get social recognition in the new age if they will be illiterate. They are also becoming cognisant of the fact that they are unable to read newspapers at a time when great political, social and material changes are taking place in the land. Realising the need for disseminating education among the masses, a benign cabinet formed entirely of Indians recently sanctioned 100 primary schools while formerly only five or six schools would be sanctioned, and these schools have been distributed in the villages with the result that the village folk who had become despondent of obtaining schools in the former days when the administration was predominantly in the hands of the British Officers, have found a new hope and have mustered new courage. They feel that the present government has been trying to uplift their condition and has been evincing sympathy towards them. With the starting of these 100 primary schools the distances between schools have been bridged and have become much less. Children have begun to swarm in these newly established schools. Where it was thought there would be an enrolment of 30 or 40 pupils, there have been enrolments from 80 to 150. The adults who send these children to schools also feel that they should themselves become literate and throng to the adult education classes that have been gradually established in larger numbers in the older and newer schools. The teachers who are newly appointed are being told that they should evince special interest in adult education and that they should start adult classes. The Inspecting Officers have put a new vigour in and placed a new ideal before the older teachers and prevailed upon them to start adult classes. Meanwhile the scales of pay of the teachers have been increased, the minimum pay for primary school teachers being doubled which event has not a little been responsible for enthusing the teachers over their work. The appeals of the Inspecting Officers have gone home to them. The number of adult classes increased from 29 to 420 in about a year. A second batch of 100 primary schools have been sanctioned and they are in the course of starting. The distances

between primary schools will become smaller still and the occasions for teachers to pool their experiences together and profit thereby will be more abundant. Numbers do count in heartening one another in these desolate regions, for after all man is a gregarious being.

4. The method employed in educating the adults is adjusted to their propensities. It was disclosed that "Bajan", that is, singing of devotional songs appealed most to them. These songs are written on the black-board and the adults are taught to read them They write them also. The classes have become more popular on account of this one innovation. The lessons on literacy are interspersed with simple anecdotes from Mahabharata and Ramayana and with readings of current events from newspapers by the teachers. Social education is encouraged. Local geography and history, health and sanitation, home-nursing and home-making, local administration and transport, simple agriculture and animal husbandry provide themes to make classes interesting.

5. In many places teachers take the help of their day-scholars in adult education work. The staff of not only primary and middle but also of high schools of late conduct these classes. It has been made obligatory on the part of the students of the IX and higher classes that they should make at least one adult literate during the year. Though it cannot at present be said how far this circular has worked, the teachers have taken advantage of it and indented upon the help of some of the day-scholars in their work. While in August, 1947, there were 480 adults in the 29 classes, in March 1949, there were 5,912 adults in 420 classes. During sowing and harvesting seasons the attendance gets thin ; because in the desert, there is only one crop and the agriculturists work in the field the whole day and are irregular in attending night classes. For them, this crop is the only means of subsistence for the year and they cannot afford to lose it by any means. During summer, most of them have considerable leisure but a large number of teachers leave their places for the vacation and thus we are unable to utilise their leisure for their education. Where teachers remain in their places during the summer, good adult education work is going on. Some students also conduct classes for adults on a voluntary basis.

6. For an adult class, a teacher is paid Rs. 7/- p.m. inclusive of contingent expenditure for a minimum enrolment of 10. The whole course is divided into three parts. The first part consists of mere literacy and the teacher is paid Rs. 1/- extra for every adult made just literate. The second part consists of a months' course where the adult is raised to higher degree of literacy; and every successful candidate brings one rupee extra remuneration to the teacher at the end of this second stage. During the next three months the adult is given rudiments of social studies (History and Geography), the higher knowledge of Hindi and Arithmetic. Social education plays a very important part at this stage. The adult feels the importance of health, sanitation and gets considerable knowledge of the social affairs in his environment. The successful candidate at the end of the third stage brings a remuneration of Rs. 3/- to the teacher. Thus for every individual made literate in a nine months' course, the teacher gets an extra remuneration of Rs. 5.

7. It is not easy to hold the interest of the adult continuously for 9 months in this desert area, specially where the houses are highly scattered. A considerable number of adults fall off at the end of the second stage and very few complete the third stage. How to hold the interest of the adults so that they may finish the whole nine months' course, without which it is doubtful whether they will be permanently literate, is a problem which has been troubling me most. Every effort will be made to bring back all such adults as have left at the end of the 3 and 6 months' courses to the adult education classes and ensure permanent literacy to them. The Inspecting Officers have been struggling hard to achieve this end.

8. *Education of adult women is a most difficult problem in these regions where they are kept in seclusion* by the 'purdah' system. A few women teachers have broken the ice starting classes for adult women in their respective areas. There are as few as 16 classes for adult women with an enrolment of 165. Even in the cities and towns, it is not very easy to hold the interest of even ten women for a few months. The girls' schools have been permitted to have adult women classes during school time for a period a day or during leisure time. In many cases the initial enthusiasm has died down. It is intended to give a new filip to this aspect of adult literacy during 1949-50.

9. The prevailing difficulties of the food problem is not a little responsible for this falling off of the numbers, especially among women. They openly say "Give us cheap food first and then ask us to come to the classes; we are

ready to learn provided you solve our food problem". The food problem is not in the hands of the educationists. It is a difficult problem for the country as a whole. The women no doubt are most troubled and even vexed over it, specially in the desert land where famine conditions prevail when rains fail as at present. The men have to bring drinking water from a distance of 16 to 20 miles in leather bags on their camels and store it for a week. They have to get fodder for their domestic animals at enormous trouble. Any amount of optimism does not help us in these circumstances. Something should be done to provide water to these vast desert tracts from perennial rivers in the north. I often dream what a blessing it would be if we could use atomic energy to melt the ice on the Himalayas and lead water through rivers and canals and even special conduits and irrigate the desert at our will. What Bhagirath achieved in the past in bringing the Mother Ganga on to the plains may perhaps be repeated by the present day atomic scientists and engineers who may be able to bring Ganges to these famine stricken areas and be the harbingers of peace and plenty in the present famine stricken areas. The vast deserts can then be granaries for the whole of India. Will some one attempt this?

Air Waves for Adult Education

By

Harold Goldstein

Radio Broadcasting is now twenty-eight years old. Some say it is still young: those who, for one reason or another, have been dissatisfied with radio and have consistently objected to its programs, its ideas and its business organization. Others say that radio is quite mature: these people point to the huge audiences which gather day and night to listen to the best entertainment in the world, etc. But the fact that the industry has weathered several storms—including one or two of hurricane intensity—should set at ease even the hardiest of the perennial critics; radio, here to stay, will remain until pushed off the airwaves by television or some other multisensory form of communication.

The fact that for twenty-eight years we have had a medium of communication which now boasts some 66 million radio receivers in 37 million homes, and has as its dispersing agents approximately 2,200 AM broadcast stations and about 1,400 FM stations should make adult educators stop and think of what *they* have been doing with and about this powerful influence on our thinking, attitudes and actions. Adult educators should be more concerned than other educational leaders because an overwhelming proportion of air time is devoted to adult interests—or at least to what broadcasters *conceive* to be adult interests. For this reason, adult educators have a big stake in radio today, a stake that they must actively defend.

So, in this twenty-eighth anniversary year, let us look at what *has* been done with radio in education, by both educators and broadcasters, since the industry has been on its feet.

Crossing the Great Divide

Back in the late twenties, educators all over the land did their best to appraise and to try to get into the spirit of this new-fangled device which seemed about to revolutionize people's entertainment, sources of information and cultural values. Some of them—the more farsighted and discerning—saw that mere appraisal and talk about radio was not going to keep down the undesirable aspects or improve their own abilities to use radio. In line with the theory of learning by doing, some educators at a number of state colleges and

universities managed to procure enough funds and personnel to start and maintain stations which are today independent of commercial ties. But—there are only 34 of these educational stations today among 2,200 broadcast stations (AM); and of these 34, nine have to sell time in order to make ends meet. There were many more, or course; but cut-throat competition between educational and commercial stations for listeners and program talent was difficult for smaller stations to survive, and their mortality rate was high.

Early Disillusionment

Why? It must have been pleasant for the listener to avoid commercials—before, between, and after—and it must have been nice to realize that he owed no one anything in the way of support (except his listening time) for this or that program. Then too, there were some very good programs which appealed to a more mature America. But after a while, those who listened to some of the non-commercial broadcasts began to wonder if it were worth while staying tuned to dry professors, twangy students, rather poor plays, and not-too-new news, when the big commercial stations around the dial could furnish them with Winchell, Town Meeting or Theatre Guild by a mere twist of the wrist. Probably, as a matter of fact, this is about the way the metamorphosis of the radio listeners proceeded: first, gratitude for and wonderment at the kind of programs the non-commercials gave him; then a feeling of boredom and disappointment because of their lack of variety; finally, intoxication through the dazzling offerings of the commercial stations.

Now, however, there is a good chance for a new cycle to start, involving the commercial stations as it once did the non-commercial. Because so many educational stations fall by the wayside in the terrific competition for air time and frequency allocations, and because in the fight for the listener the more elevated levels of programming were ground down, the Federal Communications Act of 1934—still in effect—stipulated that broadcast stations must devote a reasonable share of their time to programs in the public interest. This public service requirement has been a shot in the arm for educational broadcasting; stations by and large have observed the letter—if not always the spirit—of the FCC ruling. It is the *educators* who have been heedless of this opportunity to exercise a greater influence in radio programming.

How to Get Back

Having found out that commercial stations could supply some of their needs, and that educational stations might have done so if they had been properly supported and run, adult educators now have before them a double-lane highway to take them back into active, widespread use of radio. In one lane are the opportunities for educators to procure and operate FM radio stations. There was room last July, according to Chairman Wayne Coy of the FCC, for some 800 FM educational stations. He warned them that these openings wouldn't be available long—if educators didn't act quickly to get them, they would go to commercial applicants. He said, further, that this would probably be education's last chance of obtaining radio facilities.

Educators, then, have an opportunity to take over part of the airwaves for their own uses. While present commercial equipment is quite expensive, it is of interest to note that Syracuse University's success with a low power transmitter—two and one-half watts—has brought such facilities to the attention of the FCC, as well as to other institutions which cannot afford high power stations.

Adult education might ask, however, why, having come a long way from the troubles and worries of broadcasting, with its attendant responsibilities for maintaining audiences and supplying material, they should consider once again the trials of entering the "mike" side of radio? What will such activity get them?

Adult education takes place in situations involving adults of many backgrounds; and all adults whether they want to or not, are faced every day with the necessity of finding out about events in their daily lives, and of making decisions based on this information. Adults are in urgent need of responsible information services which interpret news and factual data in a useful, personally meaningful way. Radio programs sponsored by adult education could provide a cheap, accessible and reliable source of such information. Followup material ranging in cost of complexity from simple question sheets for discussion to elaborate study guides, could be used in connection with these programs.

Cooperation with Commercial Stations

An alternative to the operation of radio stations by adult educators, which will still allow education to have a voice in broadcast arrangements, is possible through cooperation.

This is the second lane of the double highway referred to above.

From their first broadcasts to present ones, radio people have tried to make their programs represent what they thought their audiences wanted. The point of importance for adult educators is that most broadcasters are usually willing to listen to suggestions for programs which might be broadcast to fill a need. The adult educator, of course, should know better than anyone else in his community what the information and learning needs of his students are; he theoretically, is in the best position to make recommendations for radio programs of the types best situated to the adults of the community.

At the present time, there are places which use their local community stations successfully in one educational venture or another; but it can be said that not nearly enough of the broadcasting facilities in operation are being used—constantly and purposefully—to bring adults more information, stimulation and variety in their learning experiences. There are many examples of cooperation which can be pointed to—and some of these two-way arrangements are stable "oldsters" by now. The Rocky Mountain Radio Council, the Winston-Salem Council, and others, show that cooperation between broadcasters and educators can result in many broadcast hours of valuable radio programs. The surface of such an undertaking on a really large scale is hardly scratched. To be sure, there are problems of followups, of timing arrangements, and of other administrative matters which are not to be dismissed lightly. But the satisfaction of adults which might be attained is well worth the trouble of the adjustments required.

News from FAR and NEAR

The Orissa Government has begun work on a scheme of Adult Education. The scheme which will cost Rs. 5 lakhs, is being subsidized by the Centre.

* * *

The teachers and students of the local institutions in *Manipur* have launched a district Literacy Campaign. The task of chalking out plans and collecting funds to implement them is being done by an Executive Committee of fifteen members.

* * *

The Seminar on Indian Rural Education at New Delhi, is scheduled to meet from Nov. 2 to Dec. 14. A Lake Success UNESCO announcement says it will be organized by the Government of India on behalf of the UNESCO. Each Asian Country will be represented by three representatives. Other member states of the UNESCO will send one specialist each. The Seminar has on its agenda some important topics : methods of teacher-training, techniques of instruction, hygiene and health. child-care and upkeep of the home.

* * *

In May Dr. K. C. Khanna, Director of Public Instruction, E. Punjab, performed the opening ceremony of the *International Gallery and Library* in the Khalsa High School. Kharar, 42 miles west of Ambala on the Ambala-Nangal road. In his inaugural address Dr. Khanna thanked Mr. M. S. Randhawa, the Deputy Commissioner Ambala for the initiative in founding the two institutions. Speaking of the value of libraries in the work of educating the masses Dr. Khanna said, "There can be no better work than the setting up of libraries. It is one of the best methods of imparting education to the people. It helps us in the developing of high thoughts."

The Art Gallery consists of prints of paintings representing various schools of Art, like Ajanta, Moghul, Persian, Bengal, Rajput, folk and the modern Art. In connection with Art Galleries Dr. Khanna pointed out that "education is incomplete without a sense to appreciate art."

* * *

Classes of Social Education have been organized with marked success in the Railway areas of Badnera with equal opportunities for men and women. Out of the total 190 illiterate employees about 150 had been enrolled by May, 16. The cooperation rendered by the office-holders of the G. I. P. Rly. Nazdoor Panchayat to the organizers of these classes proved invaluable.

The Summer Adult Literacy Campaign in the Chhattisgarh (C. P.) villages have been crowned with remarkable success. In some of the villages like Saja and Berla illiteracy has been completedly eliminated. The efficiency and perseverance of the organizers and the great enthusiasm shown by the people contributed to this success.

* * *

In an article in the Bharat Jyoti of 29th May, Homi J. H. Taleyarkhan gives a critical appraisal

of *the new Ten Year Plan which came into operation in Bombay* last November. Some of the points made will be of interest to those connected with this work in other provinces. The Literacy Campaign was started in Bombay in 1939 with the formation of the Bombay Adult Education Committee. The initial difficulties faced by the committee were of two types: the rate of increase in the number of illiterates in the age group 15 to 40 out—distanced for a certain period the rate of its elimination; the fact that no less than six languages are spoken in Bombay multiplied the already enormous work of the Committee. The Literacy Campaign had to be organized in all the six languages: Gujrati, Marathi, Hindi, Kanada, Telegu and Urdu. The Government agreed to bear half the financial burden of the scheme: the rest was collected from the public. Most of the literacy classes were held in the chawls or in the corridors of the premises where the workers stay, as the workers, specially the women, were reluctant to leave their chawls. The literacy classes had a duration of four months at the end of which the "students" had to submit to a simple test after passing which they were considered literate. This campaign which spread over a period of ten years succeeded in making over 130,000 men and 30,000 women able to read and write. The campaign was supplemented from time to time with social education camps for those who had already acquired the literacy certificates, and training camps for the teachers. People's Committees were formed to help the Literacy Officers in the work of supervision.

Another Ten Year Literacy plan on the pattern of the previous plan was started in November last year. It aims at making literate in the next ten years Bombay's ten lakh illiterates. The experience gained in the working of the first plan has simplified the implementation of the new plan. The city is divided into eight administrative units stretching from Colaba to Mahim and from Worli to Mazagaon. Each unit has an Assistant Literacy Officer. Social education is an important part of the Committee's plan. The students are given lectures on the importance of the right of franchise, their civic responsibilities and the value of hygiene. The Committee also runs papers in Marathi, Hindi, and Gujrati for the benefit of its students. At the instance of Premier Kher the Committee has extended its work to people in certain jails.

* * *

ANDHRA

The Government Training School for Adult School Teachers, Guntur, was opened at Guntur on 5-5-49. It is located in the premises of the Hindu College High School in the heart of the town.

The Staff consists of Sri N. V. Subba Rao as Headmaster and Sri I. V. S. Prakasa Rao as Assistant. Forty candidates were admitted out of which the majority belong to Guntur town.

MASS EDUCATION IN BACKWARD AREAS

New York, July 21—The way to win the "Cold war against Communism" is to educate the masses of Asia, Africa and Central America.

Dr. Frank C. Lauback, a well known missionary educationist, has reported to the Committee for World Literacy of the Foreign Mission Conference.

Dr. Lauback has just returned from a tour in the course of which he conducted mass literacy campaigns in several countries, including India, Pakistan and Australia. He claims in some cases to have taught illiterates to read in one week.

Dr. Lauback said: "The masses are pathetically eager to learn. They think we should put President Truman's 'Point Four' into full force. The USA should provide its tremendous technical knowledge and all the material help it can give for the benefit of the backward areas, and—most important—this should be done without any political strings attached or any selfish economic motives".

Speaking of his impressions during the tour, he said the Indian and Pakistan Governments had "let their people vote before they could read"—PTI.

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.* Educational Adviser, Bombay Govt.

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

'... 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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JANUARY, 1950

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THE INDIAN JOURNAL OF ADULT EDUCATION

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Indian Journal of Adult Education

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Editorial Notes

IMPORTANT ANNOUNCEMENT

Our readers will be glad to know that Dr. W.M. Ryburn. who is one of the Advisory Editors, has agreed to serve as Manager of the Journal. Therefore we request our readers that all remittances on account of subscriptions or other payments and all enquiries about the despatch of the Journal should, in future, be addressed to *Dr. W. M. Ryburn, Manager, Indian Journal of Adult Education, Khara, District Ambala (East Punjab).*

* * *

THE MARCH OF TIME

During the last decenium Adult Education has won for itself, the world over, a new recognition on the part of educationists, social workers and administrators. This is due partly to the fact that political and economic forces have contributed largely towards the weakening or obliterating of class-divisions and class-culture. In many countries now adult education is not only recognised but is well on the way to being integrated in the national system of education. This is so in the life of many countries on the continent of Europe and in Britain. In the United States of America there has always been a widespread provision for educational and recreational facilities for adults. This provision probably comes nearer to the idea of Social Education as we have had it adumbrated to us in India more recently.

In India, too, adult education has received a good deal of attention during the last fifteen years. A good deal of progress has been made. In certain parts of the country, notably in Mysore and in Delhi, there are adult education programmes which are a credit to the sponsoring bodies. Both these bodies, as it happens, have developed these programmes independently of the Government of India or any of the older provincial Governments. Mysore, as a progressive State, was free to experiment and to go ahead without getting tangled up in the web which Government departments tend to spin with their red-tape and elaborate paper-plans and with their speech-making. Delhi has had the advantage of the sustained and tried idealism and devotion of a number of unostentatious sincere adult education workers. In this connection we would like to pay a tribute to Mr. V. S. Mathur of the Delhi Municipal Committee, at one time General Secretary of the Delhi Adult Education Association and now Treasurer of the Indian Adult Education Association. Without his work and devoted spirit Delhi would not have had the centres which it has today.

Many Provincial Governments, particularly Behar, Bombay, C. P., and of late Delhi, have also done a certain amount in the field of literacy and other Adult Education work. The Government of India have talked and written a good deal about it. Unfortunatly it seems to have become a disease in the case of some of our Ministers and senior Administrators to indulge in hyperbole about adult education when they wish to talk tall, and try to convince themselves, that they really have done something for the progress of adult education. The Minister for Education of Government of India in New Delhi has, in recent months, particularly in connection with the International Adult Education Seminar held in Mysore, made statements which cannot be squared with facts. We would like to urge, with all the earnestness at our command that modesty and humility are virtues even in politicians or spokesmen of Government. If they will stop trying to deceive the world outside they will be freed from the great curse of of self-deception: They will then be enabled to render some real service to their country and their people.

It is time to recognise our limitations in the economic sphere and to admit the paucity of suitably equipped personnel. We should undertake to encourage, in different parts of the country, honest and steady workers in the cause of adult education. Neither Denmark, nor Britain, nor Sweden, nor Russia, were able to win fame in the sphere of adult education within a short period. It was hard work carried on unostentatiously and faithfully year after year which enabled them to evolve a system of education suited to the needs of their adult population. Even now our Governmen should turn a new leaf. 1950 is the beginning of a new era. Let us hope it will be so for all of us.

—RANJIT M. CHETSINGH.

Hundred Years To Make All Bombay Literate

MAYOR ON SLOW PROGRESS OF ADULT EDUCATION

Mr. Patil, who was presiding over an interesting public debate organised by the Bombay City Social Education Committee this evening at the Wilson College Hall, on "there should be conscription for social service" observed that some sort of conscription was necessary to accelerate the progress of social education and prepare the masses to play their rôle as an intelligent electorate in free and democratic India.

Moving the proposition that in "the opinion of the House there should be conscription for social service," Mr. Justice N. H. Bhagwati, Vice-Chancellor of the Bombay University, stressed the need for educating the electorate in India. Unless true and proper education was given to them, he said, they would be misled by demagogues, power-seekers and revolutionaries.

FORMIDABLE TASK

The majority of the masses, he said was sunk in illiteracy and ignorance. The task before the Government was formidable. Despite great efforts of volunteer social workers to liquidate illiteracy, they had succeeded in touching only a fringe of the problem. Under these circumstances and when the Government was in acute financial trouble, an all-out effort should be made by all citizens by participating and working enthusiastically in the task of spreading literacy and social education among the masses.

In a spirited opposition, Mr. Justice S. R. Tendulkar said that the proposition was "fantastic". He pointed out that India was signatory to an I.L.O. Convention prohibiting forced and compulsory labour. He said that conscription was not resorted to in any country except in times of war.

He pointed out that every citizen did not have the aptitude or specialised knowledge to be a social worker. A Social Service state would we in great danger if a multitude of geniuses here let lose like a troop of monkeys in an Orchard. Instead of wantonly throwing away money in improving the morals of the people, he observed, great results would be forthcoming if Government paid more attention to the education of the masses.

FREEDOM TO SPIT

Mr. A. P. Sabavala, former Mayor of Bombay, seconding the proposition said, individual liberty did not mean license. In India, an individual was a king, who spat freely wherever he liked, who claimed spot right to commit a nuisance and be as troublesome as he could to his neighbours "in the spirit of individual liberty". Today, the masses of the people were sub-human and had not reached the normal level of advancement.

Emphasising the need for discipline, the former Mayor referred to the heroic efforts which the people of the United Kingdom were making to build up their war-shattered economy and said that they were starving, labouring and struggling without grousing in a "team spirit."

Conscription should be first applied to the ministers of Provincial Governments who should be compulsorily sent abroad to broaden their outlook. They were good men at heart, honest, full of ideas which were not practical.

They were busy improving the morals of the people, while the 60 per cent of the citizens of Bombay were huddled into one-room tenements. He opined that the youth would voluntarily offer their services if the Government provided them proper avenues and opportunities for social service.

Mr. Frank Moraes, supporting Mr. Tandolkar said: "You can take a horse to the water, but you cannot make it drink." He pointed out compulsory social service would not bring good results.

Mr. Mirza Akhtar Hussein and Mr. Amin Sayani, students of St. Xavier's College, supported the proposition, while Mrs. Gulestan Billimoria and Rev. Dhur opposed it.

Madras Agrees to Non-officialise Adult Education Work

Proceedings of interview of the Association with Hon'ble Minister for Education, Madras.

A Deputation of the South Indian Adult Education Association waited on Hon'ble Mr. K. Madhava Menon, Minister for Education, on the 27th September, 1949 at 1.15 p. m. in his Chamber, Fort St. George, Madras led by Dewan Bahadur V. Basgyam Iyengar, Hony. Director for Harijan Uplift to the Government of Madras and the President of the Conference, to urge the Hon'ble Minister for Education to implement the resolutions passed at the Second Tamilnad Adult Education Conference held on the 24th July, 1949, at Kumbakonam. Sri C. Harisarvottama Rau, President S.I.A.E.A., Sri K.C. Ramaswamy Sastriar, Vice President of the S.I.A.E A. Sri R.R. Davalavai and Sri T.J.R. Gopal, General Secretary of the Conference and Mr. S. Pattkirisamy Pillai were members of the deputation.

Mr. Lobo Prabhu, Secretary for Education Department to the Government of Madras and Lieut. Col. M.A. Hamid, Jt. Director of Public Instruction, who is Officer-in-charge of Adult Education, were also present.

1. In regard to the appointment of an Hony. Director for Adult Education for Tamilnad, the Hon'ble Minister for Education and the Secretary for Education agreed to consider the question favourably in the near future.

2. The Jt. Director informed the deputationists that orders have been issued to establish an Adult Literacy Training Centre at Vedaranayam in Tanjore District.

3. In regard to the expenditure for supplying Adult Education materials to the Adult Literacy Schools conducted by the Dt. Boards Municipalities, the Minister for Education and the Secretary for Education desired that the S.I.A.E.A. may prepare the items of expenditure for the schools already opened and to be opened in the current year.

4. The Hon'ble Minister for Education agreed that the Non-official committees constituted to help adult literacy centres should be the proper authorities and judges to certify the expenditure on contingencies of Rs. 4/- as grant to the Adult Education teachers and that they should also be the authorities to certify the date of opening of the schools.

5. Hon'ble Minister for Education informed the deputationists that the correct figure of the Central Govt's grant was Rs. 17.85 lakhs and said that necessary steps were taken by the Government of Madras to obtain the Central Govt's grant expeditiously. When asked what would be the probable share of this Province, the Secretary for Education replied that due to devaluation, this Province may get *five lakhs.*

6. When the deputation made a request for suitable facilities and aid to the South Indian Adult Education Association and to entrust the adult education movement to the hands of the non-officials the Hon'ble Minister for Education and the Secretary for Education agreed and suggested that the South Indian Adult Education Association may draft a scheme to constitute an adult education council in the province on the basis of Mysore State Adult Education Council and submit it to the Government as early as possible so as to enable the Government to take action on this question.

7. Hon'ble Minister for Education was pleased to instruct the Education Department and the Joint Director of Public Instruction in charge of Adult Education to assist the S.I.A. Education Association in conducting an adult Education Week in the first week of January, 1950, effectively in all possible ways. Hon'ble Minister for Education also kindly consented to be the President of the Central Council of the Week.

Sd./ T. J. R. Gopal,
General Secretary,
Second Tamilnad Adult Education Conference.
Kumbakonam.

Grown-ups go back to Schools

In Britain today hundreds of thousands of people are devoting three or four nights a week of their spare time to the acquisition of knowledge. Serious-minded, ambitious, and of varying ages, they want to learn a new trade, make themselves more efficient in their present one, or qualify for something better than they have.

The subjects studied range from aero-engineering to zoology. If there is anything the educational authorities have not thought of, it only needs about a dozen people to ask for it.

In Britain in the autumn of 1949 about five people in every hundred queued up to go back to school. Polytechnics, technical colleges, arts and crafts schools, day colleges, and institutes for evening classes are only some of the multifarious organisations which cater for the present extraordinary thirst for knowledge.

Hundreds of thousands of people are devoting three or four nights a week of their spare time to the acquisition of knowledge. What kind of men and women are they, and why do they do it ?

OVER 70'S

Most of them are serious minded folk of various ages who want to learn a new job, make themselves more efficient in their present one, or qualify for something better than they have now. A bright-looking young man, for example, who works in a shop, is learning Norwegian because he sees a chance of becoming an overseas salesman. Another, who has a job in a drug store, hopes to qualify as a food inspector, and so attends classes in microbiology. A waitress expects one day to own a shop and she is studying the art of window display.

All these subjects, and many more are included in the syllabus ; and if there is anything the educational authorities have not thought of, it only needs about a dozen people to ask for it and a course will be provided.

The ambition to improve one's vocational abilities is not confined to the young. Many middle-aged, and even quite old men and women want to increase their efficiency and widen their scope. A man of 75 has enrolled at an institute in London for an elementary course in Spanish. He does not consider he is too old to begin to learn a new language, and besides, he has discovered there is Spanish blood in his veins. There are students for subjects like geology and horticulture who are actually in their 80's.

500 SUBJECTS

"Floodlight," the London County Council's guide-book to further education, lists more than 500 subjects which range from aero-engineering to zoology. If a citizen wishes he can attend a class in artificial flower-making, barge building, cosmetic manufacture, diamond mounting, French polishing, glass-blowing, optics, play-writing and production, puppetry or wig-making. In all Britain's big towns, and even in the country districts, there is an opportunity to learn something in the evenings. Each season new subjects are added to the lists.

A popular subject which is being taught at several colleges is steno-typing. The machine used is the Palantype, an instrument developed in Britain, with which it is possible literally to "type the human voice". Students with keen ears can learn very quickly and take down speeches in languages quite unknown to them.

Another new subject is training as guides for the expected influx of visitors who will travel to the United Kingdom from overseas, particularly for those who will attend the Festival of Britain, 1951. This course is held at the Regent's Street Polytechnic, London.

COOKERY CLASSES

Courses in cookery are being run on a new plan in south London and other centres. Many men have to cook nowadays, but it is

found they are shy of attending cookery classes alone. Classes, therefore, have been arranged in which men and women are taught in pairs. The man has to take a woman helper and in this way masculine shyness is overcome.

Not all the classes are vocational. Many people, especially the elderly, seek some means of self-expression in studying and co-operating with others. Cultural subjects, such as musical appreciation, the drama, ballet and opera, are extremely popular, and so are home handicrafts. In some of the men's institutes boxing is taught, and in Edinburgh there are courses in golf. Older men can learn how to keep cage birds, and a Surrey institute has met a keen demand for chess lessons.

LOW FEES

Since these colleges, schools and institutes are heavily subsidised by Britain's Ministry of Education and from the local rates, the fees are extremely low. For a full course from September to June, not exceeding three evenings a week, the cost is about £ 1 (Rs. 13. 5as.) for students of 21 and over, and about 7sh. 6d. (Rs. 5) for those under 18.

The Government has launched a comprehensive "long-distance" plan for further education in which local authorities are preparing schemes to cover even the most remote rural districts. Three types of college will form an "Educational Grid." Local colleges are to play somewhat the same rôle as is now played by the regional, institutes or central colleges will meet specialised needs, particularly at the higher levels of education ; and national colleges, run on full time for students released from industry, will deal with advanced technology and research work.

(Evening Star.)

ADULT LITERACY

The Primary object with which India invited the Unesco to hold its Seminar in India has been achieved. It has, as was expected, thrown the spot light on adult illiteracy in Asia, and more particularly, in India. International experts have been able to get, at first hand, statistics and information about India and other Asian countries. These figures, revealed by official sources, are extremely shocking. According to Maulana Abul Kalam Azad, out of a population or 180 million adults in India over ninety per cent are illiterates. Our near eastern neighbours seem to be better off in this direction as Adult literacy figures for Ceylon, Singapore, Thailand, and Burma range between forty and fifty per cent. As against this encouraging state of affairs countries like Iran, Saudi Arabia, Nepal and Indonesia are said to be predominantly illiterate. How impossible it would be for the East to attain its legitimate place in the world, unless it removes this curse of illiteracy, is clear from these statistics.

Adult education would result in a colossal expenditure. Estimates given out for India show that the Government of India have already spent 36 crores of rupees on education and if they were to concentrate on removing adult illiteracy they would require some 27 crores annually for at least the next ten years. The Central Advisory Board of Education, recognising this colossal task, has suggested that about fifty per cent of those who fall in the age group of 12 to 40, numbering nearly forty five millions, should be given educational facilities in the first instance. This scheme evisages utilisation of the services of more than half a million school teachers now in service ; the Adult litercay classes are to last six to eight weeks each time. How inadequate this provision is for the removal of adult illiteracy to fulfil the great task before the country, namely of educating its illiterate millions who, by the republican constitution, are now to exercise the adult franchise ! It is needless to add that, without literacy, adult franchise has no meaning at all.

If India stands low in the scale of Adult literacy the figures for her States and Provinces are equally depressing. United Provinces, considered to be one of the progressive provinces in India, have nothing better to show than that out of 51 million adults in that province over forty eight millions are illiterates ; while those who have had higher education number only a few thousands, the percentage being about 10 per cent of the adult population which

means that the benefits of higher education have not reached even one adult in a hundred. Adult illiteracy for Hyderabad is quoted officially at ninety per cent. which is nearly the same as in India. The only consolation for those in Hyderabad would be that they are no better or worse than those in other parts of this vast country.

We have touched upon this subject of adult education more than once and each time we have pointed out the utter inadequacy of the measures taken in India, and in Hyderabad, to remove illiteracy, and particularly Adult illiteracy. In view of the new gift of adult franchise, conferred upon the people by the constitution, literacy assumes great importance. We call upon our Educationists and public workers to tackle first this subject of illiteracy before they attend to other problems. We consider that unless illiteracy is removed there should be no proper understanding by citizens of this country of the problems that face them. All the efforts of our leaders to strengthen nation-building activities would fail to fructify unless their message and the lesson they want to impart reach the common man with the same clarity and sincerity as they were presented first. Word of mouth propaganda is a very unsatisfactory method of educating people, particularly when the fruits of their industry, be it in manufacture of articles or in the production of foodgrains, are of vital importance to the country.

We have had an Adult Education Committee in Hyderabad, and there is a moribund Adult Education section attached to the Education Department in Hyderabad. But, in spite of these, adult education has not made any headway. The reason is not far to seek; it has not been tackled on a scale that it ought to be. To our mind every one available should be diverted towards this task. Several thousands of University and High school students would be having their summer vacation in a few months' time, lasting some six to eight weeks. It would be a good thing if these vacations are utilised for spreading education into the rural parts of the State. It ought to be possible to run at least a thousand schools during the vacation and even if each of these schools produces a hundred literates, the resultant figure cannot be a negligible one. Each Town and Taluka should form its own Adult Education Committee and open a number of perennial adult schools where successive sessions of six-week courses could be run. To supplement this, the annual mass education programme should be undertaken. Bringing these literates into direct contact with those in the rural areas would not only increase the percentage of literates, but also would help those in urban areas to understand better conditions in rural areas of India. Political life in India has been confined mostly to urban areas and it is time that enthusiam is transferred to rural areas.

As a preliminary to these, we would suggest to our University to arrange for special classes in Adult Education and provide basic literature on this subject so that every student would be able to train literates. In some universites such literacy campaigns are compulsory before graduates are awarded their degrees. It is an idea that should be given thought to. If the Education Department supplements this by placing the resources of existing schools at the service of night schools, also, we could solve problems of equipment and teachers at one stroke. Normally speaking, education is the primary responsibility of the Government, and they ought to welcome any steps taken by the public to reduce the burden on exchequer. We would, at the same time, also, request the well-to-do class of people to come forward and help to run these adult schools as part of their service to the country. It is a field in which political groups should also have complete unanimity of opinion. If each school could be supported by a philanthropist, or a group of them, then the results ought to be stupendous. We, therefore, urge on our Government to call for a conference of those interested in this subject and provide them with the necessary stimulus in the shape of men and material to start with. They should, at the same time, approach the political parties to declare adult education as a common platform so that public enthusiasm could be aroused for this important constructive programme. But as we have pointed out more than once, the whole scheme requires careful planning, and it is essential that an expert in this line should be invited to take over this and plan and guide the programme systematically, so that it may expand into every district of the State. Without such specific guidance, we fear the scheme may not come through. If there is nobody in this State to handle it, then it is time that some one who had done this well is brought into Hyderabad from outside the State to tackle it.

(Deccan Chronicle)

Is Adult Education a Straight Proposition?

by

S. Chakravarthy

The citizen in India looks with suspicion and distrust when politicians, professors and traditional interpreters expect him to sit down and learn the art of reading and writing. He has his educated daughters and sons who would do the job for him, but he finds that they have been behaving like spoiled children. He thinks he has to re-educate again whoever considers him in the relation of student and the teacher. Adult education in India, in this manner, becomes a one way street and the little man of democracy has started to function as the teacher for intellectuals.

Gandhiji's plan of adult education has come in, at the present time, to fill the gap which the university professors and technical experts are not able to cross with their ideas and language. In the adult education centres, whether they are in communal or group localities, the picture of Gandhiji has been kept along with other objects of religious worship. This revolutionary God seems to have gone to establish the Kingdom of Man in Heaven, while his followers on earth still continue their kingdom of the fetish among the people. But in these modern days, the learning by talk and catechism has often ended, not in adult education, but in revolutionary thinking.

In a recent gathering of Gandhian philosophers—there are many Sanghams, Seminars and Societies all over India—an illiterate servant has insisted on sitting along with his master's boy and disturbed the lofty metaphysical discourse of learned men on the topic of qualities qualifying a thing. This quality of the servant was quite different from the qualities of intellectuals present there and he was shouted down for his insolence. But the boy started crying and in the confusion, the president, who was unwittingly brought into this predicament, left the meeting with the impression that the boy's instinct had better qualities and he had better cultivate them

NO BELIEVER IN ADULT EDUCATION

Gandhiji had never believed in the adult education of qualities qualifying a thing. As a revolutionary, he maintained that man is not a thing, and although he was a religious man and entertained worship, he never took to any outside thing for inspiration and guidance. On the other hand, he emphasised on the "Kindly Light" or "Inner Voice" (as he phrased it) guiding him from within. In order to guard himself from materialistic corruption of intellectuals and religious beings, he refused invitations to Mandirs and Palaces, but lived in Harijan quarters to denote that Reality represents not only the highest but also the lowest human being. He often indicated that education of the scholastic type would breed followers and not independent men and women. It looks as though, as the spirit, he would break through the psychological barriers of religion and culture that happen to remain between man and man at the present time.

The Government of India seem to apprehend this spritual revolt by the common man of democracy. The Indian statesmen are sending their camp-followers, professors, ministers and political philosophers so that they might qualify the common man of India in the name of adult education. The adult education centres are chosen in places other than Trade Union quarters, and other democratic places where culture and tradition have no hold at all. They are usually held at Government institutions, Cultural Associations—any Nationalist newspaper would give the 'engagements' for pastime where material corruption has gone over to the spiritual side. Therefore, it is not adult education that is given now, but employment for culture and tradition. The Congress spiritualists have displaced the former Hindu and other religious Pandits and Priests from their economic monopoly of religion and culture.

ESTABLISHMENT OF SPIRITUAL MONOPOLY

In fact, adult education in Hinduism has tended to establish the spiritual monopoly of a particular class of intellectuals; and in other religions of the West, it has developed a conservative view of democracy. In India,

the Congress expects a monopoly in the political field in the name of adult or national education. But the modern adult is no longer a student to fit into educational machinations of the monopolists in whatever quarters they might be taking shelter. The spirit of Gandhi is there to expose them at any time.

In many adult education centres, there has already started a campaign to remove the picture of this Indian revolutionary from the wall. But Gandhiji has become the God of the people and other Gods need his Omnipresence for their political ends. The cultural and traditional interpreters are bitter over the fact that the Mahatma has grown into a Devil to expose their religion which is nothing but politics. The Congressmen, too, would realise, sooner or later, that this game of spiritual politics would end in revolution.

Let the Government of India drop this mediaeval politics of educating the adult. Middle class unemployment would never be solved in this manner. On the other hand, the Indian leaders, like the monarchs of ancient India, are in danger of losing their power to the authority of Indian dictators who were never political in appearance, but cultural and spiritual. The public money is not only squandered on these schemes, but the power of the people is also corrupted in an authoritarian way. Soon, the Congress leaders would travel by the path of the former kings descending from the Moon and the Sun.

WHY NOT PUBLIC SCHOOLS ?

They might as well start public schools and insist on a residential form of education to build the future Indian citizen. Let there be a few model public schools, for the public school boy has the qualities that would qualify the Indian constitution.

What has happened in China ? What is happening now in Burma ? What would happen in the Near East countries in future ? The Americans and the British have played their hand at democratic education and the people have responded with obvious political consequences. The Indian leaders might as well study this recent history before assuming the leadership of Asia, or, in other words meddling with adult minds. Just as the child is the father of the man, the adult is the father of the nation. Democratic progress depends on re-educating the man of religion and the student of culture who has been living at childish levels in the name of religion and culture. In fact, the present educationists are in need of adult re-education to understand the political dictatorship of the old order. The modern citizen of India has started to educate him to be a social being and a democratic citizen.

(Sunday Observer)

The Working Man and the Adult Schools

by

Herbert L. Bullock, of Bristol.

(Chairman of the General Council of the Trades Union Congress)

Having been a member of the Adult School Movement for forty-six years I should be familiar with every aspect of its life, its success and failures, and its peculiar attractiveness, and with the more peculiar reason why young men and women do not take advantage of all its facilities, and its grand and enduring fellowship.

I ought also to have a good understanding of the working man, having started work before I was twelve years of age and having spent thirty years in industry, mostly in factories, and since then well over twenty years as a full-time official of a Trade Union dealing with a host of differing industries and, may I say, never forgetting where I came from nor the folk who were my earliest associates.

The glory of the Adult School Movement is that it is non-political, unsectarian, and classless. This is not to say that most of its members are not keen party politicians, or that one cannot find adherents of many and no sects, with a good sprinkling of Rationalists, or even that one cannot find labourers, craftsmen, artists, professionals,

shopkeepers, business men, and large industrialists. They can all be found in its Schools. Nearly all its national leaders, and not a few of its local ones, are middle class folk.

When I first joined in 1903, the School was filled with men who were Liberals in politics (broad-minded and more tolerant than the average church or chapel-goer) who loved their fellow man, and who realised the need of a broader, humanist education, who loved the study of the Bible and recognised its universality, who enjoyed the singing of hymns, especially those of an ethicist character — which eventuated in the Fellowship Hymn-book.

There were at that time a sprinkling of Socialists, and the fierce yet good humoured discussions were what first attracted me and have held me ever since. What little use I have been in the wider world I can attribute to the Adult School Movement, and if they complain about things I say and do, I can easily retort, "I am what you made me." I can never repay the Movement what I owe it.

During the first decade of the 20th Century there was a marvellous enthusiasm which started schools by the score, and pulled in workers by the hundreds and thousands. When they settled down, serious mental effort was demanded. After a time there began a falling off of those who were mentally indolent and could not stand the pace or make the grade, and many schools dwindled to a small one of folk who were interested in men and things, who wanted to know more of the world they lived in, who desired to be useful to their kind, and, not least, who aimed to widen their horizons, deepen their lives, and live to the topmost of their capacity.

I feel it is a tragedy that young men and women do not realise in these difficult times the value the Adult School Movement could be to them—how it could lead them into what are as yet unknown worlds of sheer joy and interest, how it would help them to get on their hindlegs and think and express themselves on their feet, how it would help them to understand and love their fellow man, to realise unity in diversity, how it would make them interesting, live persons whose acquaintance others would be glad to cultivate. They would quickly learn that the function of Life is to live rather than to earn a living, important as the latter is.

Two disastrous wars have done untold harm to the Adult School Movement. The first casualties in war are those great voluntary movements of which the A. S. M. is a shining example. These wars and their aftermath have also done something else ; they have soured young men, destroyed much of the beauty of their lives, and killed much of the sheer lovingkindness in life. The world is a much tougher place to live in now. We cannot expect to take the flower of our flock, train them to be half gangster, half racketeer, and then at the end of the fratricidal strife to see them beginning to sprout wings.

What, however, is the use of repining? We cannot do without this great Movement. Those of us who have to fight tenaciously in factory, mine, and mart, in the great industrial and political movements of our time, must have a chance to meet men who agree or disagree with us on many issues but who stimulate and attract us because they they are worthwhile human beings who help us to keep faith in ourselves and others in spite of all the experiences which can so easily depress our spirits, hurt our minds, and mar our souls.

Let us, then, who found and still find so much joy in this grand fellowship of fellow humans, where we can forget to "talk shop" and can find rest and recreation, renew our hopes and ideals, and go back into the old world strengthened and invigorated, better and sounder, healthier and saner men ; let us tell all and sundry and advertise by our modes and manners the infinite value of these Schools of the prophets. Let us, in short, make up our minds to spread the Adult School Spirit.

If we want a better, saner, safer world to live in, then we must produce better citizens, and it is in the Adult Schools we find them in the making, men of moral fibre, well balanced characters, students of the past wherein are our roots, builders of the future, joyous in their pleasures and lovers of their kind.

(One and All).

Centre's Rural Adult Education Drive

5-YEAR PLAN EXPLAINED

Approximately 45 million people in the age group 12-40, out of a total of 160 million adult illiterates in India, are to be given social education within the next five years.

This recommendation has been made by a Special Committee set up by the Central Advisory Board of Education to give practical shape to the new programme of social education in the country. The Committee's report has since been approved by the Government of India.

Other points relating to the programme are as follows:

1. All possible use to be made of the media and techniques of mass education.

2. Wherever possible, Social Education Centres to be housed in primary schools and function as community centres.

3. Education to be imparted primarily through the school teachers, whose present number is 550,000. Volunteers to be trained and utilised, and camps to be organised for an intensive course of from six to eight weeks.

4. Per capital expenditure on social education not to vary materially from Province to Province, and

5. The standard of attainment to be practically the same throughout the country.

These schemes, forming the measures to be taken by the Government of India on Rural Adult Education, were explained at length by Mr. L. R. Sethi, Deputy Secretary, Ministry of Education, Government of India to the UNESCO Seminar on Rural Adult Education, now going on at Mysore.

FINANCE

Mr. Sethi pointed out that the main difficulty in solving the problem of rural adult education was finance. So far, the Central and Provincial Governments together had been able to spend on all items relating to education Rs. 36 crores a year. For a ten-year programme to eradicate illiteracy alone, he emphasised, the country required about Rs. 270 crores, but the amount that could be spared for this purpose did not stand any comparison with the needs.

He said that the Provincial Governments were devising ways and means to augment their funds by tapping philanthropic and municipal sources. "But philanthropy is an unreliable source and the municipalities themselves are finding it hard to balance their budgets. The entire country is at present facing a grave economic situation. Bold and practical programmes will have to be launched, first to stabilise and then to expand the national economy. If illiteracy is to be liquidated in our lifetime, adult education will have to be made at least partially self-supporting."

Mr. Sethi added that with the achievement of Independence the problem of Adult Education became vitally urgent and it was taken up on a national basis. It became clear that an efficient and dynamic democracy required active and alert citizenship, and that adult education was a main responsibility for a welfare State. Hence it was realised that such a task could be achieved only on a Governmental level and the State assumed responsibility for adult education both in the Provinces and at the Centre.

Mr. Sethi then dealt at some length on some of the main difficulties facing the country in regard to adult education. He pointed out that apart from the problem of finance, the problem of method in teaching had yet to be settled in India. This, he said, should be solved on scientific principles. Another big problem was the lack of equipment, audio-visual aids and other modern technical equipment, which were above the present financial means. There were not enough volunteers of quality forth-coming to take charge of social education centres. Compulsion or legislation to enforce adult education work by capable citizens was as yet in the deliberative stage.

LOW LEVEL

He pointed out that teachers were mainly drawn from primary schools, but their educational level was often low, and they themselves needed social education before they could teach others.

Another problem was that Government were more anxious to educate their citizens, than the adults were to learn. The only way, he affirmed, was to mix education and entertainment in suitable proportion.

AIR CHIEF'S TOUR

Air Marshal Sir T. W. Elmhirst, Chief of Air Staff and Commander-in-Chief, R. I. A. F., continuing his official tour of the Training Command, inspected today the Technical Training College at Jalahalli, 8 miles from Bangalore.

The College, it was explained to the Air Marshal, was a novel feature in the Royal Indian Air Force in that it had a preponderant element of British Staff who had freshly arrived from the United Kingdom as technical instructors. The British Staff is supplemented by R. I. A. F. Staff, also, whose function howwer, is mostly administrative, although a certain number of Education Officers are included in it.

Part-Time Basic Education

CAN IT SUCCEED ?

E. W. PRESTOM

Owing to the urgency of the need for education, at least for literacy, among the village masses of India, some plan employing unorthodox methods must be adopted to cope with the situation.

The suggestion made recently by H. E. Shri C. Rajagopalachari, the Governor-General, that part-time education (two separate shifts) in the villages might be the solution, is one which deserves to be considered carefully, worked out and experimentally applied.

Two or three purposes would be served by such a plan. First, a larger number of children would receive some education and could become literate, at least in their mother tongue. At the same time, they would receive some of the regular discipline and share the communal life with their contemporaries which every child needs for the development of his character.

The second result would be that time would be available for the 'basic' education in the arts and crafts of the village. Included under arts and crafts are, of course, the art of agriculture and the craft of spinning, as well as any other industry normally carried on in the village or home. In connection with such basic education, there seems to be a need for a more detailed syllabus. Pictures appear in the newspapers of older boys and girls sweeping or digging. These activities are good work and form part of the basic education in cleanliness, health and hygiene, but are not the whole story.

The third result that might be expected from part-time education would be the saving in the number of teachers required relative to the number of children taught in the day. But this needs careful examination. Let us suppose that one set of children attend from 7 a. m. to 11-30 a. m., and another set from 1 p.m. to 5-30 p.m. This amounts to what is really two schools using the same building. Each school would attend in the mornings for one week, and in the afternoons the next. Each child would thus attend for 4½ hours, including a short break, and receive nearly as much teaching time as is the case in a normal school. It such a school it might not be necessary to have much physical exercise, as it is postulated that children would get enough in the fields in an agricultural community. On the other hand, co-operative work in games and dramatic work should form part of the normal curriculum.

In a system as visualized above, it will be seen that the normal school hours extend over nine hours each day. It is obviously impossible to expect one set of teachers to undertake this. Even if total hours were reduced to eight, the problem would still remain. We may say that at least half as many again of the normal number of staff would be required to do the work, and this would need careful organisation and working out of individual staff time-tables by the Headmasters. One solution to this time-table problem is individual work by the children rather than many fixed class lessons on the old lines.

Let us first consider the ideal conditions under which two complete sets of teachers are provided. These circumstances arose in England during the war when the schools were evacuated from the large towns and forced to use the buildings of the existing schools in the small towns and country districts. The two schools concerned used the buildings in the mornings or afternoons in alternate weeks. A particular case is of two schools, each of about 350 young people, aged from 7 to 18. Each school had a normal staff of about 20 teachers. As the schools were High Schools, it was necessary to prepare for the public examinations, to keep going a large number of subjects and to provide for Scholarship work and for the First Year University Course in Arts, Science and Medicine. This made the work of staffing and of the time-table much more difficuit than would be the case in Basic Village Schools whose curriculum would be limited to a small number of subjects. The general problems and principles and the lessons and conclusions to be drawn from the experience, however, remain the same.

In practice, the remarkable result was that in the case of the majority of the children *more* work was done than under normal conditions. A great deal depends on the Headmaster or Headmistress and on the attitude of the children and staff. In this case, the children were already trained to some extent and were prepared to take some responsibility and to work alone. The staff were by no means content to teach only for the allotted hours in the school building but visited the children in their billets or encouraged individual children to come to their own rooms wherever possible. Additional accommodation for classes varied from church halls to cinemas. Blackboard and laboratory equipment was very limited, and even the number of books were insufficient. In spite of all this, very good progress in academic work was made.

Applying the system to village conditions, one would see the teacher taking a class in set lessons or supervising individual work during the 4½ hours alloted in the school building, and then, during the rest of the day, making himself a part of the life of the village and a centre of culture for the children, in his own home.

One of the difficulties during the war in England was the great shortage of books. This was partially overcome by sharing, and by older children teaching the younger, and also by the use of local libraries. A library should be established in every village, which would be available all day and in the evening, and be under the charge of a teacher with voluntary helpers.

Since, however, the shortage of teachers is acute and will remain so for a long time, the above scheme is only a counsel of perfection. For the time, it will not be possible to have two complete sets of teachers for our part-time schools. Before, however, just saying, "Let the same teacher do double work," the authorities and the public should understand that teaching two sets of children half time each would be much more fatiguing aud much more work than one set full time, even if the hours did not come to so much more than a normal day. The book work, records, marks and corrections are at once doubled by the two shifts system.

Where most people see school hours as sport, very few realise that the good teacher does an average of two hours overtime each day to prepare lessons and to do the corrections, etc., while any keeping up with new methods and the facts of his subject occupy part of his holidays. The constant repetition of lessons adds to the monotony, which is one of the psychological troubles of the teacher. If, however, the time-table is on an individual work basis, some of the strain is relaxed. Probably in a village school, this would work well, using a modification of the Montessori and Dalton plans. Using these methods each child can progress at his own pace and, as the conditions of life at home vary, so the child can adapt himself and make the best use of his time. In *any* case, 1½ times the number of teachers for one school would be required for the two schools.

We may conclude from experience that part-time education *can* succeed in affording an opportunity for the child to make real progress in true basic culture, if applied sympathetically and if individual methods are followed to some extent. An *adequate teaching staff, a sufficient supply of books and a carefully worked out time-table* are, however, essential.

(Adventure of Education)

Adult Education and the Future of our Civilization*

by

JAIMES TORRE BODET

ADULT EDUCATION is one of the most important questions of our day and one likely to have the most far-reaching consequences. Even before the 1919 war, its importance was recognized by educationists, by many agricultural, industrial and academic associations, and even by certain governments. Extensive programmes of popular education were, indeed, worked out in some countries on account of the political requirements of the totalitarian regimes ; in others as a result of that desire for emancipation which does honour to democracy . . .

The fascist regimes, both German and Italian, exploited the most personal and therefore the most inviolable of the assets usually possessed by adults : the short time, after their day's work in the fields or the workshop is done, when they are free to think. By seizing upon this modest possession, those regimes managed to change rest into meetings, amusement into hypnotism, education into propaganda and propaganda into drill . . .

THE AIM OF THE CONFERENCE

The aim of our Conference is entirely different, for we are convinced that to educate is to liberate. We hope for no better result from our work than the awakening in the consciousness of every adult of an awareness both of his personal responsibility and of his intellectual and moral fellowship with the whole of mankind.

This Conference is the first international meeting held since the end of the war to consider the question with which we are concerned. For long years, countries found themselves forced to teach their men and women the most painful lesson that the adult can learn of life : the lesson of fear in the midst of deadly danger. Hardly had the hostilites ended than UNESCO was established, and proclaimed from the beginning that the defenses of peace must be constructed in the minds of men. UNESCO was founded in 1945 and held its first Conference in Paris in 1946 and in Mexico City in 1947. In Mexico City the delegates adopted the following resolution :

"In collaboration with adult education organizations, leaders and persons prominent in adult education, should be asked to produce materials on international affairs suitable for adaptation and extensive use by adult study groups. *A Conference for leaders and workers in adult education for international understanding shall be convened when sufficient information is available, if possible in 1948.*"

THE PROBLEM OF INTERNATIONAL COOPERATION.

No moment could be more auspicious or more solemn. I find a symbolic significance in the fact that this assembly is meeting today at Elsinore, in the castle of Hamlet, the Prince of eternal doubt. Like Hamlet, the world of today is forever wondering : "To be or not to be." From one point of view, the possibillity of war inevitably brings with it the extolling of hatred, the use of science to destroy life, the justification of the priority of might over right. On the other hand, the need to build the peace is equally plain and ineluctable. The possibility of war and the need for peace, continually and simultaneously present in our minds, thus produce the most dramatic state of anxiety. Material progress gives the onlooker the impression that, if the sense of moral obligation were, unfortunately, to disappear, sloth would insidiously lead men to the conclusion that it is easier to let another war break out than to build a just peace. For war, like any other barbarism, produces a brutal simplification. But does not suicide also produce a simplification—and that final ?

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*Condensation of the address delivered by Dr. Bodet at Kronberg Castle Elsinore, Denmark, at the formal opening of the International Conference on Adult Education, June 16, 1949.

International cooperation, which was ensured during the war by military alliances, has now re-appeared, with the return of peace, as an ideal which cannot be attained without a very delicate adjustment of conflicting and controversial aspirations. Now that the danger of their all disappearing together has subsided, the nations are wondering how they can manage to live together.

This phenomenon, so obvious on the international level, is also visible, on the national level, within each country. The fear of death is a more effective cement than hope for joining wills together. We all fear in the same way. But we do not all hope in the same way. We must realize one thing: peace demands more skill, more imagination and also more heroism than do battles. In time of war, imagination and skill are, of course, indispensable to the General Staffs for the winning of victory. Strategy requires many years of preparation and all sorts of detailed and specialized studies. But the soldiers, unknown martyrs, unfortunately learn with the greatest ease the technique of killing and the art of dying.

In peace-time, on the other hand, we ought all to feel that we have equal responsibilities and equal duties. War is thought out by the leaders and carried out by their subordinates. But to make peace, all men must unite . . .

May I quote once more Shakespeare's well-known words, which are as apt here: "To be or not to be." But to be is nothing in itself, because at any given moment everyone is only what he aspires to be. From the day of our birth, we are a mere project, a living project; life lies before us like a programme. The child is an anticipation of the youth; the youth is an anticipation of the adult. And the adult—what, in reality, is he? Of what future development are we, all of us, the mere anticipation? This question involves everything in our personal equation that is most intimate and inexpressible. That is why we cannot answer it in general terms. That is why the part of education to which you are dedicated is so delicate; if you are to do it justice, you cannot merely be satisfied to resort to the usual educational methods, for it is partly compensation and partly supplement—partly the development of an apprenticeship and partly (why deny it?) re-education.

Suppose we have a group of adults to educate—workers or peasants, craftsmen, bureaucrats or soldiers. With any ideal group with which we have to deal, what should be the problem of prime concern to us? Differences of temperament, as with children? Differences of vocation, as with young poeple? Certainly, temperament and vocation are factors that no teacher, lecturer or artist approaching an adult public should ignore. But what he should have in mind before all else is the spiritual loneliness in which each member of his audience is always living. Rarely has this loneliness been so formidable, so complete and so unrecognized as in the world of today. The child lives within its childishness as in a protective atmosphere. The youth comes to know himself more with every adventure in which his feelings or his intellect are involved, and rejoices, sometimes in spite of sorrow, in his discovery of himself. But the adult has no place of refuge. Cut off from others of his generation by the relentless uniqueness of his destiny, and from his own conscience by his fear of seeing himself in it as he really is, stripped of all gloss or illusion, the adult has only two courses open to him either to remain himself, isolating himself from the multitude, or to give up his individuality and to submit to the impersonal will of the masses. Even for the genius, absolute loneliness is a termless punishment. What then shall we say of the absolute loneliness of the ordinary man? Yet his merging in the mass would mean no less than a cruel renunciation of his very nature as a man.

In the face of this loneliness or this renunciation, adult education should be based on the idea that necessarily underlies every international institution—the brotherhood of human destiny. At bottom, it is a question not so much of teaching the adult such and such an art or such and such a science, as of instructing him in a much vaster subject, which we foolishly imagine he has already mastered—life itself.

Bent over the soil for hours every day, pounded from morning to night by the mechanical rhythm of industrial mass-production, the average adult of our time rarely seems to be in any position to appreciate the life going on around him and to grasp the truth about his fellows.

THE POSSIBILITY OF HUMAN BROTHERHOOD

Nothing, however, is more untrue than to believe that man is by nature man's enemy. On the contrary, sociability is, of all human instincts, the most widespread and ineradicable. But it has to be admitted that the economic organization of society creates too often conditions of life which weaken the fraternal instinct. In a world where material interests have become the mainspring of action, and where economic success is the measuring rod of values, individuals, classes, nations act as enemies or rivals rather than as partners: so that it is seldom that man has been lonelier, poorer and more unhappy.

At the same time, a conception not less destructive of human community has taken place in minds, the conception of a culture whose goals were no longer grandeur and strength, simplicity of impulse and breadth of vision, but were, also, the difficult, the precious, the exceptional, the abitrary and the refined. This created a gulf between the ordinary people and the intellectuals, where affectation and over-nicety became more and more foreign to the crowd.

But a culture must be judged, not by the distance separating it from the people that produced it, but by the strength and depth of its roots. In the last resort, our civilization will be judged according to the services it has rendered to man, the extent to which it has made him conscious of his rights, and the way in which it has taught him to co-operate with all his fellow-men in an atmosphere of peace, which can only be ensured through intelligence guided by the sense of justice and faith sustained by beauty, truth and virtue . . .

EDUCATION FOR RESPONSIBILITY

When you are discussing adult education, you are in fact discussing no less a matter than the future of our civilization. Do we want to educate people for obedience? Do we want to educate them for responsibility? Are we going to educate the masses as if they were a uniform conglomeration in which individuals are swallowed up? Or are we going to educate them as a group of living beings in which the freedom of the individual conscience to develop is not restricted by the group mind? Do we claim to relieve man's isolation by accustoming him to blind submission to the will of the herd? Or do we wish to bring him to take a conscious part in a culture which, while having regard for his personality, will inspire in him a sincere desire to be one with all his fellows?

If we decide in favour of education for responsibility, we shall have chosen the more difficult but, as I believe, the only true road. There is no better remedy for the terror of solitude than the principle of the universal responsibility of man on earth. "Each of us is responsible for everything to everyone else," is one of Dostoyevsky's most profoundly penetrating remarks. Let us make no mistake. If we choose education for responsibility, we automatically demand a culture based upon the sense of responsibility. Such a choice involves more than what we have to discuss at this Conference; it calls for efforts from others than teachers alone. All forms of human activity are concerned—politics and economics as well as science and art. When the people agitate for better organization of work, a fairer distribution of property, and equality of opportunity, they are, of course, struggling for the improvement of their material living conditions. But we are conscious that they are also putting forward, albeit in other terms, a concept of humanism which will give fresh life to culture. When I say humanism, I am not using the word in the narrow sense which has been given to it by the most uncompromising individualists, but in the far wider, philosophical and philological sense which comes from its derivation; I am using it with reference to the reconciliation of man and humanity.

Man is primarily a social being; he cannot therefore be considered apart from the community to which he owes his upbringing. Now, in the present day, whether he likes it or not, the community is worldwide. It therefore imposes, and will continue to impose, ever widening duties. The contrast between the number and extent of such duties, on the one hand, and the misunderstanding and hatred we see, on the other, is so cruel that pessimism would be justified, if there were not to be seen amid the chaos one gleam of hope—the hope that at last a living culture will be established, in which the masses can have a share although the rights of the individual are not abated, and in which, similarly, the individual

will not appear as the selfish beneficiary of an inheritance which he receives as a free gift and uses irresponsibly, but as the essential instrument of the moral solidarity of mankind.

World-wide aims and freedom in the means of obtaining them seem to me to constitute the two guiding rules in any action to foster, by universal education, a type of culture in which the motive principle is personal responsibility.

The development of the first stage of industrial expansion was facilitated by primary education for the masses. We must not forget that fact. It is particularly significant, as adult education—which only the most favoured countries are as yet entitled to distinguish from primary education — is still today, over most of the world, at the stage of heroic literacy campaigns. Another reason for remembering it is that there are still people who wonder whether primary education for the proletariat is dangerous. And above all, we must remember it because the real danger would be to limit our training of the peoples of the future to the imparting of the rudimentary knowledge implied in the teaching of reading and writing.

In the present day world, technical skills are becoming highly complex and the desire for uniniversality grows ever more urgent. Civilization can only progress if the masses are trained systematically and coherently for the task before them. That is the ultimate aim of adult education.

The Functions of the "Break"

The recess or "break" in a two-hour adult group meeting is not simply time wasted from the serious business of the session, writes Angelica W. Cass, expert in literacy and civic education for the foreign-born.

"The recess," Mrs. Cass writes, "gives an opportunity to take care of:

"1. The physical factors necessary for comfort such as exercise and physical change, an opportunity to smoke, chew gum, eat candy, etc., time to ventilate the room, a change to relieve boredom and the fatigue caused by a day's work done before coming to class.

"2. The psychological factors involved such as relieving tensions and nervous strain caused by too long units of work, the rate of speed at which the lesson has progressed or the achievement level at which the work was geared.

"3. The educational factors involved, such as giving the individual an opportunity to recognize his membership in the group and to become aware of his responsibility toward the group and to contribute (have his opinions listened to), a chance to hear expressed and to express 'real' opinions and ideas in a manner less formal than the most informal class session, an opportunity to make plans for future action, create situations in which he can make social contacts with the members of the group and become involved in an 'off the record' flow and interchange of ideas with one whose experience has placed him in the position of group leader and, finally, a chance to get acquainted with and to understand people."

SOCIAL EDUCATION

by

Prof. Dewan Chand Sharma

Hoshiarpur.

The Education Minister, Maulana Azad, at a recent Press Conference held at New Delhi unfolded a comprehensive scheme of Social Education. The concept of Social Education may be new to Indians, but it is widely accepted in the West. Many countries like the U.S.A. and the United Kingdom have adopted similar schemes under different names such as Further Education, Informal Education and Education for Citizenship. Social Education is all these and a little more. In many ways, it is an extension of Adult Education. With professorial thoroughness and academic precision, Maulana Azad tried to formulate the objectives and to outline the programmes of these two types of education. There was nothing new in what he said, but his attempt at clarification was commendable. That India needs both these types of education no one will deny. In India the history of other countries and especially that of England is repeating itself in many ways. When the first Reform Bill was passed in England, an English statesman said, "Let us educate our masters." By this he meant that the common man should be so educated as to be able to exercise rightly all those privileges, which citizenship in a democracy confers upon him. A similar situation faces us in India today, and Maulana Azad's scheme is an attempt to educate our masters. He is, however, thinking not only of the masters of to-day but also of those of tomorrow. His is a two-pronged attack. Adult franchise means the enfranchisement of a large number of voters for the purposes of the next election and those have to be instructed along the right lines. But the citizens of tomorrow cannot be neglected and their thorough schooling has also to be taken in hand. So Maulana Azad is going to provide for the present as well as for the future. This is a very wise act of statesmanship.

So far as the objectives of Social Education are concerned, no one will deny their value. The eradication of illiteracy may be the task of Adult Education according to old-fashioned notions, but the production of an educated mind and the fostering of the civic sense are the domain of Social Education. Looking objectively at all these subtle differences which only academicians can understand, one will be inclined to think that the nomenclature 'Adult Education' should be abolished in the interests of clear thinking. In India Adult Education has come to mean so many different things to so many different people that the best thing is to substitute in its place the new and meaningful term, Social Education. This Social Education should be of two types, for adults, whether literate or illiterate and for those who are receiving schooling in our educational institutions. Nor should it be confined only to schools and elementary schools at that. The Social Man, which this type of education aims at producing, cannot come to his own in our Basic Schools. The Social Man goes on evolving all through his life, as the example of Mahatma Gandhi shows.

At School he is in a rudimentary state of evolution; at college his further unfoldment takes place and at a university he attains to some degree of maturity. But his development does not stop at that. It is a life-long process which is merely set in motion by our educational institutions. Maulana Azad has, for the time being, placed this programme before Basic Schools, but if he really wants this education to be fruitful, he should introduce it all along the line. Not only this, but he should make some provision even for those who are described as highly educated. This will mean turning India into an educational State, but one wonders if our resources can permit us to do so just now or in the near-future. But the long-range policy should not be lost sight of, though our beginnings are going to be very modest.

The programme of Social Education is really comprehensive. In fact, after reading it one feels as if it is going to be another specialised kind of education like commercial education, scientific education, or vocational and industrial education. This fear should be set at rest. It should be made clear that our education which has been, all these years, so aimless, is going to be reoriented

now. Besides other things, it will now be education for living, living especially in its social context, which is forgotten by us so often. For instance, regular students will be taught the history and the geography of their country in such a way that their awareness of social conditions is enhanced. They will learn how the state is run and what part they can play in it. Laws of personal and public health will be taught to them and they will learn what clean and healthy living is. This is necessary in a country where the average expectation of life is so low. But the laws of public health require more attention here than in any advanced country. Once a foreign observer remarked that when he went into the house of an Indian he found it comparatively clean but when he came out into the street he found it very filthy. This he attributed, and rightly so, to the lack of conscience about matters of public health. This scheme of education will remedy this defect and will give people information about ventilation and accommodation in houses, and the disposal of refuse. It will give them some rudimentary idea of drainage and consideration for the conveniences of neighbours and other members of the public. This means the Brayne stuff all over again, but this should not be a disqualification. After all, this kind of improvement is not enough : so long as our standard of living remains very low, arrangements will be made for imparting training in a craft and for improving general efficiency. Due emphasis will be laid on the training of emotions and art ; poetry, drama and folk dances will receive proper attention. The central ethical lesson that will be inculcated will be one of tolerance. This is meant not only for those who attend schools but also for adults, though the methods of approach will be different. On reading all this one only feels that perhaps Maulana Azad is attempting too much. He is more anxious to give us a clear-cut picture of Social Education than anything else. His statement is a good essay and not merely the statement of a policy of far-reaching importance.

It is, however, the implementation that matters more than anything else. For this, too, a programme has been chalked out which, on the surface, seems to be workable. Said Maulana Azad, "It is necessary that the basic school buildings and staff should be utilized to the fullest possible extent by serving as schools for children in the morning, adolescent schools and clubs for young people in the afternoon and education centres for adults in the evenings". This may be admirable in itself, but it appears to savour of over-doing. This is especially so when one remembers that the whole burden of this scheme will fall on teachers. Teachers in India are not particularly satisfied with their lot and they have always complained that there is no correspondence between their wages and their work. Now that each one of them will have to run three schools in place of one as at present, one can foretell their reactions. Unless they are given a fair and and living wage, their interest in this scheme will be half-hearted. This means that this scheme will have the same kind of reception as the Adult Education scheme sponsored by the British Government. It will be mainly a paper scheme which will not call forth the dynamism of teachers and the enthusiasm of the public. But this may be a pessimistic view. It is quite possible that the teacher is more public-spirited in free India than in India ruled by an alien race. It is, therefore, expected that he will rise to the occasion and will discharge this much-needed duty.

When all is said and done no one will deny that this Social Education is the need of the day and statesmanship consists in overcoming the difficulties that lie ahead. That the small province of Delhi has been selected for carrying on an experiment in Social Education should not make us think that other provinces are debarred from undertaking it. Even those provinces which have inherited the old, out-moded British system of education, can fit it into their schemes of educational re-organisation. But it will not do for these provinces to undertake it as an experimental measure. They should adopt it on a province-wide scale. For some newly-created provinces, such as East Punjab, the problem is simple. These have not yet undertaken the task of re-organisation in right earnest. In many ways they have to make a fresh beginning in many directions. Such provinces should embark on this scheme as early as possible after making necessary adjustments. It should be remembered that if we neglect Social Education we do so at our own peril. Social Education will produce not only better citizens, but also better men and women. This is really the need of India today.

S. T. TEACHER.

Social Education to be Completed in 16 Years

BOMBAY LEADS SO FAR, SAYS Dr. TARA CHAND

by

HOMI J. H. TALEYARKHAN

"It will take sixteen years to make the country one hundred per cent. literate."

"That's an encouragingly short period considering the enormity of the problem."

"Yes, but don't forget, the sixteen years' programme is only on paper so far. Let it materialise, then feel encouraged."

I was having this conversation with a very interesting personality who has arrived in Bombay to preside over the inauguration of the First Social Education Week this evening at the Bharatiya Vidya Bhavan.

He is Dr. Tara Chand, Chief Secretary, the Department of Education, Government of India. I could see at once that he was a man of plain living and high thinking, not of high living and plain thinking like some of our educationists.

I mean that Dr. Tara Chand aims high; but knows exactly how far will he be able to reach, given the set of circumstances in which he and his Minstry are placed ? He is plain because he likes being honest.

Money is the principal hurdle. The horse of Government policy may find it difficult to jump it without breaking its back. 'Funds,' Dr. Tara Chand said, with a sardonic smile, "are no fun." If Government can muster the funds, social education, literacy, basic education would make a rapid march in the battle of progress .....not a forced march such as it is forced to make at present.

PACE OF THE MARCH

Forced marches may be necessary to cover the distance eventually. So I enquired about the pace of the march.

In reply, Dr. Tara Chand explained the policy of his Ministry. It was the aim of Government to set aside five crores in in the first year of the programme, rising ultimately to a total recrurring grant of nearly Rs. 20 crores in the course of sixteen years.

Negligible, I thought, considering that seven lakhs of people in the villages of India were to be educated.

He agreed. Out of a total revenue of Rs. 400 crores enjoyed by the Government of India, to have a budget of only Rs. 20 crores for social education was certainly not sufficient. But he promptly drew my attention to the fact that provinces were, of course, supposed to play their part and contribute their mite, or rather might.

The Central Government's share in the cost was meant to be one-third of the total cost on the scheme. Seventy per cent of the financial burden would be on provincial shoulders. I think they will dislocate under the weight, heavily pressed as they are already with a hundred and one other commitments. "The same is the case with the Central Government," Dr. Tara Chand put in.

But the outlook is not so gloomy as the financial stringency may appear to suggest. Dr. Tara Chand was happy to pay Bombay the compliment of his impression that it is the most advanced province in social education in the entire country. The United Provinces also made claims that 75 per cent of school-age children were attending schools, while Central Provinces were bolstering up their own efforts. His own province, Delhi, Dr. Chand added modestly, had not done too badly either.

The Capital, being the centre, is like a laboratory where all kinds of experiments are carried out, which if successful, are subsequently recommended to the provinces for adoption.

Hence social education by melas and fares, by mobile methods like vans, training squads, trying the same teacher for basic as well as social education, the linking up of the two essential processes, are being tried out in this vast experimental field and the results have not been unsatisfactory.

Dr. Tara Chand laid a great deal of stress on basic education. In Delhi they were converting all primary schools in the districts into basic schools. It builds the personality of the child and prepares him for the future. He learns by what he sees. He does not merely cram.

NOT MERE LECTURES

The teacher does not merely lecture to him. The teacher does not show the pupils what he does. He makes them do it with him. If he is teaching them to spin, they all spin with him, and in the course of it, they learn a great deal about the cotton they are spinning, where it comes from, how much the country produces, what amount of cloth will be turned out and so on. As the child grows up, books begin to play a more prominent part, till at the age of 14, he passes into the secondary school stage, and after four years there, he sets out on any walk of life he has shown an aptitude for all these years.

I ventured the opinion that it appeared that the new generation was safe from the infliction of illiteracy and ignorance. Dr. Tara Chand, the realist, refused to be utopian. "Well, let us hope so," he said sceptically, reminding me once again that money was a big problem.

He hastened to tell me that education would be without one of its vital limbs if social education were not encouraged side by side with basic education. The essential difference between social education and basic education is that while the one caters to the needs of the adults, the grown ups, the latter teaches the child, while the one has to be completed within a period of four months, the child s education can be spread out over a period of five years. The adult, even if illiterate, by virtue of his years, is supposed to have quicker grasping and retaining powers and he learns to read and write much more quickly than the child.

"What would you regard as the greatest reason for the adult's acquisition of the knowledge of reading and writing.

Dr. Tara Chand did not hesitate for a moment. He pointed out to me that with the new constitution, every man and woman is going to have a vote. The practice had already started, as a matter of fact. But how were people voting today ?

The masses do not know what they are voting for. They vote, blindly, with no capacity to weigh the pros and cons of the various contending parties. If they could read and write, their intelligence would be developed enough to be able to distinguish between the good and bad.

For the next election, there is no chance. They will vote blind. But from the one after that, it is our bounden duty to prepare them so that they can exercise their judgment. And this they can do only if they are able to read and write, to realize their civic duties and rights, their responsibilities.

A HEADACHE

I wondered how Dr. Tara Chand thought that a man or woman who has been given but four months' preparation, would be expected to retain what he or she has learned once out of the class or school. "That's a big headache", Dr. Tara Chand admitted.

After-care treatment of the "patient", just as in the case of sick persons who have recovered, is most essential.

The Education Secretary was focussing a great deal of his attention on that fact and is trying to meet the situation by providing for, and impressing the need of libraries with new books and magazines, exhibitions, cinemas and other forms of instructive recreation, so that what they have learned may not be f orgotten ; so that, on the other hand, they will want to take a deeper interest in the knowledge they have acquired, so that by virtue of it, they will not be misusing through ignorance, the powerful weapon of the franchise which has been placed in heir hands—the weapon which throughout history has made and marred Governments of the countries of the world.

The aim was laudable. But I asked where would all the teachers come from. An army of teachers would be required to undertake the gigantic ask of social education. Who will find them, who will train them, who will pay them ?

THE WAY OUT

Dr. Tara Chand cleared all the difficulties deftly. Volunteers from college - going students will be invited to spare their vacations for teaching in the villages. In the shorter holidays, like Christmas and Divali, they will be given the necessary training for

their task by experts ; then, during the summer vacation, they would be going into the villages and spending a month or two or more doing what they can to impart social education to the villagers. The response, I gathered, has been quite pleasing so far.

To save on the expense, Government is trying to have basic and social education under the same teacher. In the morning he teaches the kids, in the afternoon, the adults.

Of course, he is given special training to handle his two sets of pupils whose psychologies necessarily differ so much—and he is also paid ten rupees per month more for doing the social education work.

3,00,000 TEACHERS

"How many teachers would you require in all, eventually ?" I asked.

At the rate of one teacher for every 30 children and adults, the total required would be about three lakhs, said Dr. Tara Chand.

Phew !

But the Chief Secretary was quite calm. He revealed coolly that there were already four lakhs of teachers manning the primary schools in villages. All these could be used and, together with the volunteers, would make up the required strength without very great difficulty.

As a necessary proviso, he added, "of course the will of the people must be there. If they have the will, the will to co-operate with us, it may be possible to find a way."

This led me to ask whether it would expedite the progress of social education if it was made compulsory to take social education as a qualification for any job among the labouring classes.

Dr. Tara Chand thought it was primarily the responsibility of the mill owners and industrialists. Government was contemplating making it compulsory on them to provide social education for all the labourers employed by them, but the former were protesting on the grounds that they were already hard pressed, providing as they already were medical care, canteens and so on.

Dr. Tara Chand and I finally parted company on the propitious note that the marriage of basic education and social education will give a new power to the new generation and sense enough to the old not to deny it to them.

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Indian Journal of Adult Education

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Editorial Notes.

Universities and Adult Education.

Our Universities and Colleges have so far paid very little attention to adult education work. Being modelled on the pattern of English Universities, they have tended to develop certain attitudes, which, regardless of how appropriate they may have been at the time and place of their origin have no relation to the present needs of our country. I do not wish to suggest that they should leave their objectives, but in a country like ours, where resources in men and material are so limited we must utilise all our available resources to achieve the most needed results.

It is a truism that people get a government they deserve. Ignorant people will have a government, which, in order to keep itself in power, will exploit the credulity of the ignorant masses and establish a form of regime which will not tolerate learning, knowledge and free thought which is the basis of University Education. This danger is very obvious in our present-day situation. The growing deterioration in our economic conditions, the breakdown in the social and moral fabric of our society, the worsening international situation, all enhance the danger. Therefore there is hardly any time to lose. We must race against time. The democratic way of life to which we aspire can be lived only by a highly educated people, because it demands the active, intelligent, independent, self-reliant and trained cooperation of every member of the community. In order to equip ourselves adequately, to maintain the democratic values and the democratic order of society, we must educate ourselves. Education is a continuous process and to be fully educated requires a maturity of mind and an experience of life which are achieved only in adulthood. Hence the necessity of adult education.

The Universities in India can help the movement of adult education in many ways, and in the critical times through which we are passing it is expected that they will rise to the occasion and play the dominant role in the country's affairs, allotted to them by history.

There is a dearth of suitable personnel to conduct adult education work. Adult education work requires a type of person who must have the qualities of a public leader and the ability and knowledge of a teacher. He should be a teacher-cum-leader. He requires the best of equipment and training. Universities can provide both. Let them undertake this. In India, adult education has not made much headway because the government thought that this work can be done by immature students, volunteers and school teachers trained to teach children. Government's own machinery, meant for formal education failed to comprehend the nature and the magnitude of the task. It relied on elements hardly suited for the task. The Universities can stop this waste of effort, energy and money and render a great service to the cause of adult education by starting training colleges for adult education workers, and producing the right type of people for the task. Adult Education Training Colleges is the need of the hour, and the Universities can easily start them.

The Universities can also help the Adult Education movement by sharing their experiences and knowledge with many unfortunate less-educated people who are not in a position to go through the mill of a formal college education. They can organise extension lectures, lectures on even highly technical subjects can be given in popular way, for the benefit of less educated persons.

The Universities can also hold periodical camps of a short duration on specific subjects. Last year, the Delhi School of Economics held a summer camp in Kashmir. Every year summer camps on current political thoughts are held under the auspices of of the Indian Renaissance Institute. Universities can also hold such camps. Not only do such camps serve as refresher courses but provide a fine opportunity for community living and community thinking. Therefore, it is suggested that the Universities should have Extra-Mural Departments to provide the necessary link between the Universities and the people (of various levels of intellectual attainments.)

Lastly, Universities can start what have come to be known as Peoples' Colleges—both residential and non-residential. Oxford University has got Ruskin College, which has played a notable part in the education of the workingmen of England. There are many more such in England, for example Hillcroft College for Women, Catholic Workers' College, Fircroft College, which have substantial achievements to their credit. We can draw upon their experiences, and suitably adjust them to our requirements.

It is our earnest hope that the Universities will realise their responsibility and do all that is necessary " to produce happy, purposeful human beings and good citizens of a democratic society ".

S. C. Dutta.

PEOPLE'S UNIVERSITY

STUART EMENY.

Do you know that the largest university in Great Britain has neither roof nor walls of its own ? It has neither colleges nor common rooms, quadrangles nor lecture theatres.

Yet its students number over 103,000, which is rather more than twice the total of all the under-graduates in those solid built universities of England whose spires and domes are their architectural boast.

Perhaps you will cavil at the term " university " for the organisation which goes by the name of the Workers' Educational Association, but the fact remains that to those 103,000 students the W.E.A. is the University of the People.

The story of its foundation, its development, its achievements is worth telling because to-day it is not only one of the greatest driving forces in modern education, but a bulwark of the democratic system.

It was founded in 1903 as an alliance of the educational efforts of the Co-operative movement, the Trade Unions, and the attempts of the Universities themselves to reach the mass of the people—movements which had crystallised out of the mechanics' institutes, mutual improvement societies and other expressions of the yearning for education which marked the nineteenth century. From four branches in 1904 the organisation has grown to 900 branches, and to-day its 5,500, classes are dotted over the whole country from John o' Groat's to Land's End, located in village halls, working men's clubs, institutes and hostels.

In these classes—held for the most part after the working day is gone, the farm labourer, the painter and the plumber, the miner and the railwayman study and exchange ideas with clerical workers, civil servants, teachers and professional folk. Social distinctions are unknown to students of the People's University.

Housewives, domestic workers and nurses (23,150 of them) are the largest block of students. Manual workers (18,997 in England and Wales) form the second largest group of students, classified by occupations. Then there are 19,000 workers in offices and shops. In some areas in Durham and Yorkshire, in the bad years before the war, 40 to 50 per cent of the students were unemployed.

The tutorial class with its lecture followed by discussion is the method of study employed. Students select what subject they want to pursue and courses range from six weeks to three years. No tutor is appointed without the consent of the class.

The enthusiasm of the students is remarkable. To study at all after the day's work

takes effort, but in country districts workers often have to travel miles to and from their classes.

Farm labourers and quarrymen in north Wales regularly tramp distances up to five, even eight miles, over rough country and mountain passes — finding their way by torch or lantern in the winter — so as not to miss their education.

One blind student has been finding his way alone by road and bus for a distance of seven miles every week for the past seven years.

And what do they study? 64 per cent study the social science; 24 per cent literature, music and the arts; 4 per cent science or biology, and 4 per cent philosophy and ethics.

In all these classes the tutors wage ceaseless war against dogma and the robot mentality. Workers are taught how to think, not what to think.

Some 2,000 workers spend their holiday studying at summer schools where advanced students get the opportunity to do special research work.

In August one school is held at Oxford and another at Cambridge, where while the undergraduate population is on vacation, W.E.A. students live in college. Artisans and tradesmen obtain this concession for a week or fortnight. They take over the rooms of the undergraduates, are looked after by "scouts", dine in hall, and for a week or fortnight browse in the real university atmosphere before returning to the work-a-day world again. A hall-porter in a seaside hotel, who threw up his job in August so as not to miss the chance of going to Oxford, is typical of the sacrifice some workers make for learning.

Trade Unions and other organisations provide scholarships which take promising students on full-time courses to the universities, where some of them take honours degrees and return to the W.E.A. as tutors.

It is not uncommon to find manual workers studying for years on end, reaching degree standard in, say, economics, and then going on to literature and philosophy. But the W. E. A does not encourage the breeding of mere bookworms who make study a hobby.

For the ultimate aim of this People's University is not merely the broadcasting of knowledge but the building of a better world, in which one corner stone will be a genuine democratic educational system with freedom and an opportunity of mental and spiritual development for all.

By making men and women whose education ceased in the elementary school more alert, more socially conscious and more articulate, the W. E. A. hopes to fit them to demand their rights and to exercise their social responsibilities in a democratic state.

That this education for citizenship is bearing fruit is indicated by the high percentage of students and ex-students who are doing public work. A recent census shows that 2,342 students have been inspired to shoulder the burdens of social service on public bodies. Some forty of them are M. Ps, nearly 1,000 are members of local authorities, 250 are magistrates, and many others are serving on education committees and other organisations.

No roofs no walls, but for all that a living university.

News Chronicle London.

Educational Film and its Possibilities

ADITYA NARAYAN CHATTERJEE.

The first and the foremost advantage of the cinema may be assigned to its developing and strengthening capacity of our moral characters. From this view point, we may deem good films to be great boons for humanity. Great lives like that of Ramakrishna, Jesus Christ and Mahatma Gandhi are sure to elevate our moral character and infuse in us good qualities.

Secondly, it serves as a wholesome and innocent recreation. Specially to those who work strenuously throughout the whole day, it fills the hearts with a thrill of joy.

Thirdly, it may serve as an effective and powerful medium for propaganda.

Fourthly, it may help a great deal in a scholar's study. For instance, if we want to

know full description of Tundra region in the films screened before our eyes, we will not only learn a great deal about the physical features of that land and the people inhabiting that region but also such study would be most interesting and lasting. And similar is the case with historical events. Cramming from the text books mars the purpose of education while the study through such cinema shows will not only present vivid idea of the thing but also serve for delight.

Lastly, it may introduce good reforms which are very essential for nation's progress

The film industry will now have to cater for an entirely different type of audience and to play a major part in moulding the national well-being on the basis of the much boosted Four Freedoms. Our movie-makers will have to re-orient their production and use all their available resources to give us ideal films with best of talents, technique and entertainment values as would fit in with the current demand of cinema fans.

Education through entertainment will be far more impressive to the human mind than the cut and dry education which the students receive within the four walls of an istitution.

Film education will be an uncommon spectacle to us and willhelp us in the choice of our profession. Mechanical way of manufacturing daily necessities will be shown to us by these films. Thus the introduction of film in education will further the cause of enlightenment in Arts and Industry. In a country with literacy below 9 percent the film can play a major and effective role in the propagation of education for the masses.

Broadly speaking, educational films may be classified into the following two groups :—

(1) Films dealing with subjects like History, Science, Hygiene and Commercial Geography.

(2) Films depicting the ideal mode of imparting education, primarily intended for the teaching profession.

Russia, America and some other countries are spreading mass education at a tremendous rate by means of films. Once in America, two batches of students of average merit were taught a lesson in two different ways, and it was found that the batch which was taught by means of films gained distinction.

Besides, this system requires a smaller number of teachers to teach a greater number of pupils. But it should always be borne in mind that the propagation of misleading ideas by means of films may do more harm than good.

To achieve greater progress and to exploit all the potentialities of the film in the national uplift of the country, the industry will have to organise, consolidate and plan its activities on a sounder basis than that on which it is constituted to-day.

The present way of each man going his own way in pursuit of his individual and selfish objectives will not help in the future. Petty jealousies, bickering and disunity between the different groups of the industry will have to be totally dispelled and all should join hands in a friendly and co-operative spirit to work shoulder to shoulder for the common good of the industry.

Lavishness in production cost, wastage of valuable raw films, overhead charges and other fanciful wastages should be standardised on a more economic basis. Cartoon pictures, documentaries, short films and newsreels for which the present Government has already created a big market at an enormous cost should be developed on commercial lines by independent enterprises. As regards the general films, stress will have to be given to present Indian films with true Indian colouring and it should present life and people as we see them and not the types that are poles apart from our culture, tradition, customs and nationalism. Neither the apish imitations of foreign pictures and themes nor the steraotyped stories of the past and the present should find any place in the future planning of the film industry in India, if this industry is to thrive and prosper.

"Humanity Is Under No Compulsion To Abdicate"

Jaime Torres Bodet to the Fifth Session of the UNESCO General Conference.

There are not many places in the world where one realizes so clearly as on the banks of the Arno that wisdom and beauty are the twin arches of that invisible bridge which leads from the individual conscience—ever rebellious against its destny to man's collective conscience ever in search of general progress. This city's greatest citizen was an exile. His DIVINE COMEDY confirms it for us: for the lost fatherland is but the aspiration to another fatherland that may always be won—humanity itself.

Every statue, every picture, that we stop and wonder at here, every Florentine stone we look at, would give us the lie were we so arrogant as to conceive our mission as a substitute for the original creative mission of educators, artists, poets and scholars. Happily, we think no such thing. Our Organisation does not so mistake its role. We know that to seek to impose uniformity on the infinitely diverse and spontaneous life of culture would be illusory. If Unesco should attempt to sap the originality and individuality of the different national cultures, it would be unfaithful to its very origin, born, as our Organisation was, of a free covenant in which the representatives of the Governments strove to speak on behalf of the peoples. The reason for our existence is not to create what none can create by order, by rules and laws. The clear intent is rather to serve the creative minds among mankind by putting them in more direct relation with the problems of the masses, and at the same time to serve those masses, who, in the longing of their unsatisfied needs, aspire towards education, and through it towards freedom.

Thus, in clearly recognizing our limitations, we become the better aware of our ambitions. There is no Unesco art, no Unesco philosophy. But there are many dark places among men; to light up these places requires a joint effort on the part of all the different countries; a faith which no individual State can furnish, a truth of which no State is the sole repository, a wisdom and knowledge which no one single State possesses.

Our greatness will lie in serving. But how? What can fifty-six assembled countries do to strengthen peace by means of education, science and culture? What more can they do—some will ask—than they were doing before they joined UNESCO?

I could not accept such a sceptical attitude. Fifty-six countries, working together in the pursuit of so lofty an ideal, can together do infinitely more than each in isolation within its own boundaries and by its own unaided means.

First of all, countries working together in this manner can regularly exchange information, and can agree simultaneously to take the most effective measures to surmount or remove obstacles to the free flow of culture.

Again, they can study and try out together the various modern means of helping men to participate actively in the progress of the international community. They can undertake together to further all steps which may help educators to form citizens conscious of their rights and yet equally conscious of their duties towards their fellow-men of every nation, language, race and religion.

Above all, they can infuse a spirit of justice and concord in their domestic and foreign policies, so that there may prevail between peoples and governments that atmosphere of mutual confidence which is essential for peace. Such an atmosphere is indispensable for the success of Unesco's mission also. Only in a world free from the continual threat of war can culture, science and education bear their finest fruits.

Fear can corrupt the very aim and essence of education and of research. It can distort them entirely to meet the demands of another war. It can transform these factors of peace into instruments of hate and destruction. It is thus of the most fundamental importance that governments should do everything that lies within their powers, to fight against the obsession of war, to act as members of Unesco not only when they

speak at Unesco, but also and still more when, outside the organisation, they are taking decisions with regard to all those questions which may affect our aims and ideals.

These are some of the things which fifty-six countries cannot undertake separately but which, working together, they could achieve.

This would be a great achievement. Yet it would not be enough. If, for instance, education does not provide equality of prospects to all men and women—the same men and women who, on the political plan guarantee collective security with their lives—then collective security will rest upon bases which are fundamentally unjust and therefore unstable and precarious. So that all countries may provide this equality, there exists a sacred duty of reciprocal help, on some aspects of which Unesco has already made a beginning.

According to our Charter, we are an Institution whose guiding purpose it is to ensure peace by means of international understanding and to help to promote that international understanding by means of education, science and culture. These are our ultimate aims. Nothing that we undertake must deflect us from them. None the less, if we would not have Unesco founder in empty phrases, we must admit that peace will not be won by us alone.

Our authority is only of a moral character. It cannot by itself produce the political and economic decisions which could limit armaments and halt preparations for war. The path which is set for us is assuredly long and hard.

Far from discouraging us, the difficulties of the present hour should rather strengthen our resolve. Are not freedom of the individual, and respect for the dignity of man, the very bases of the system set up by the United Nations ? Without the support of the common will of all the peoples of the world, peace would be no more than a truce under constant threat of new conflagrations.

I said : The peoples of the world, and I want to make it clear that I mean all the peoples of the world without distinction of ideological tendency or party. Yesterday you heard from M. Laugier of the concern of the Secretary-General of the United Nations at the fact that, whether from permanent abstention or what I hope are temporary withdrawls, not all the peoples are represented at our meeting.

I share his concern, for an organisation dedicated to education, science and culture cannot attain the kind of universality essential to it merely by increasing the number of its member states. The universality of the human spirit is not a matter of arithmetic but consists essentially in a unity with diversity of opinions, systems and points of view. Without that diversity UNESCO will not be universal, and unless in fact it does seek to be universal I can see no significance in it.

Our work, then, does not lie in the domain where diplomats erect the legal groundwork of peace. Our work is less spectacular. We are dealing with the very stuff of culture. Yet, will culture ever be separable from the political and social circumstances which condition it ? For us peace is not something taken for granted, international understanding is not a postulate. On the contrary, we regard both one and the other as the result of a series of efforts which must be combined and harmonized, so as to satisfy the longing for justice which burns in man.

As every year, the fate of our organisation is in your hands. You have before you three main documents. The first condenses, in the form of specific resolutions, the programme which the Executive Board proposes to you for 1951. The second gives you the budget estimates which the Secretariat considers necessary for carrying out the resolutions the Board proposes. The third document, the Basic Programme, justifies and explains the other two.

* * *

HAVE WE ALL THE TIME WE NEED ?

In several respects the situation today is worse than that which faced the world at the end of first World War. Never, in time of peace, has travel been so necessary and physically so easy, yet administratively so cumbersome and difficult. The frontiers, closed with barbed wire in the war, are still dotted with firmly entrenched customs posts and wearisome controls of currency and passports. Before, it was the armaments merchants who were suspect; now even scholars and poets are regarded with mistrust. Everywhere we see conflict, or provocation to conflict, between ideologies which consider themselves irreconcilable. We are trying to remove from children's history books a few tendentious pages, a few prejudiced versions of events. Yet we show no particular alarm when we see grown-up people applauding in the newspapers and on the screen, in books

or on the stage, everything that flatters nationalist selfesteem, even though it must wound the answering sensibilities of other nations.

Because of the fields in which it operates, and of the nature of its methods, Unesco, in carrying out its mission of peace, must mainly focus upon the future. The deeper it enters into its tasks the more time will it take to show results; for the habits of thought and feeling, which are the substance as well as the instruments of its activity, call for patient and difficult adaptation. But are we sure that we all have the time we need? That is a question we cannot escape from. And even if peace is maintained, is it fitting that we should not have helped in maintaining it?

The future is child of the present. If we stand aside today we shall forfeit the authority to win acceptance for our ideal tomorrow.

As I said to you in Beirut when accepting the position to which you had elected me, it is our duty to make of Unesco the concience of the United Nations, and concience can never stand aside from the main stream of history. Therefore Unesco must associate more closely in the work of the United Nations. Admittedly, its strictly technical sphere is different from that of the political organisation of which it is a specialised agency. But that should not prevent it from taking its part today in the defence of peace — remembering that never before have education, science, culture and mass communication been such important factors in political action and practice.

It is said that Leonardo da Vinci once uttered these despairing words; "Hate sees more clearly than love." Let us not be defeated by such pessimism, against which Leonardo himself so ardently fought. Were not the smiles of the Gioconda and of St. Anne painted after he had said this? We ask ourselves today what suffering he had to endure in order to give being to those two smiles, which have in them such infinite wisdom and forgiveness. No! — for Leonardo, hate was not more clairvoyant than goodness. Nor will it be so for us. After all, if civilisation has continued it is because, like the smiles of those unforgettable faces, every culture contains the message of a hope that has been tempered and purified by grief.

"FIGHTING FOR A FELLOWSHIP OF FREE MEN"

Unless it is accompanied by social progress, material progress carries with it an immense danger. And how can we imagine social progress without a fair chance for all of an education that liberates each one, without the consolation of a culture in which each one can find his happiness? Unesco's very name indissolubly links the trinity of science, culture and education. The realities to which those words correspond require towards all three of them an equal loyalty. In a world from which science were missing culture would again become subservient to magic, and education would decline into an automatic and tyrannical machine. On the other hand, in a world where progress depended solely upon science — where education lacked the influence of humanism, and culture was without warmth or vitality, where power would end by outgrowing the capacity of the mind that controlled it — the inventor would be merely the victim of his inventions. Vanquished by his own victories, conquered by his conquests, Man, placed between the tyranny of technical triumph and the responsibility of freedom, would no longer know how to choose.

Happily, humanity is under no compulsion to abdicate in order to continue its onward march. The peace we aspire to would be a poor pretence if we thought to build it upon the repudiation of science, the restriction of teaching, or the placing of culture in leading strings. On the contrary, Unesco is fighting for a fellowship of free men, a fellowship of human beings capable of full self-expression and genuine self-realisation. It is only with men thus worthy of the name of men that we shall be able to assure a true peace.

Social And Citizenship Training in Adult Education

By

NIKHIL RANJAN ROY, M. A., B. T.

SHORTCOMINGS OF DEMOCRACY.

Mankind is yet far from the promised ideal of democracy. It was Jean Jacques Rousseau, the great Political Philosopher of the 18th Century who had said : "Man is born free but every-where he is in fetters". In a sense this is perhaps as true to-day as it used to be before the French Revolution, of which Rousseau was the ideological high-priest. Inspite of its sublime ideals and high promises, democracy is in reality the monopoly concern of the specialist, whether the statesman or the bureaucrat. The common man is the victim and prey to exploitation by the propagandist and the demagogue. To be effective and true to its ideals democracy must not remain the close preserve of the privileged and the powerful few. In a democracy, government is supposed to be controlled by the general body of citizens. This postulates a certain minimum standard of mental development. The common man must be able to take intelligent interest in the affairs of his state and exercise his rights and fulfil his obligations in the proper way. This minimum standard of mental development has to be attained through education. Education, or to be more specific, Universal Adult Education is, therefore, a condition precedent to democracy. Its implications are vast and varied. It ranges all the way from primary literacy to enlightened citizenship.

ENLIGHTENED CITIZENSHIP

Adult Education aims at making the individual a complete man who will be able to harmonise himself with his environment and make the best of the physical, social and economic conditions in which he subsists. It will also give him training in citizenship which implies intelligent awareness of his position in society, — his rights and duties, and also ability to exercise those rights and perform those duties in the correct way. The circle gradually expands — from the limits of the immediate neighbourhood and local society, to embrace the whole gamut of his rights and duties as a citizen of the state as well as a citizen of the world. Citizenship must not be mistaken for mere eligibility to vote and stand for election. It stands as much for certain rights as for certain duties, and in its most enlightened form it means the responsibilities of a man as a world citizen, who is the ultimate bulwark of human peace and progress.

SOCIAL EDUCATION - A RURAL PROBLEM

Before drawing up a programme of social and citizenship education for the rural community, it is to be noted that of the two-billion population of the world, by far the larger part is rural, particularly in the Asiatic countries. While only 12% of the total population in the U. S. A. and the U.K. is classified as rural, an overwhelming majority ranging from 70 to 90% are rural in countries in the Near, the Middle and the Far East. In China, for instance, 80% of her 450 million people live in villages. Of India's 350 millions about 85% dwell in about 5 lakhs of villages.

The problem of Social and Citizenship training is therefore an essentially a rural problem.

UNCHANGING RURAL LIFE

It will not be altogether wrong to say that inspite of the tremendous march of time and progress of civilization, the countryside especially in the East is still in the back-waters of life. It is mostly outside the pale of extraneous influences.

We say 'mostly' because with the march of time everything must inevitably change. But the pace of that change is not noticeably fast. There in the countryside the common man still lives and toils in the narrow world of his own circumscribed by his age-old traditions, ideas and values. Life in the countryside is hedged about with so many fixations, limitation and restrictions. In his narrow 'shell' he is seemingly happy, contented and "blissfully ignorant" of the world outside and its problems. A very popular couplet from the folk-literature of Thailand well illustrates this point. In Thailand

about 90% of the population is rural. The Thai peasant is usually joyous and cheerful especially after the harvest. The climate is kind. The land is fertile and yields good crops. The peasant is unworried and not much concerned with the changing currents of progress. He lives in peace and tranquillity and cannot help singing, "Let us be merry, let us be merry, there is rice in the fields and fish in the pond." What applies to Thailand, in a large measure applies to most part of the Oriental World. The common man cannot keep pace with the changes of time nor easily adjust himself to the needs of the changing world.

The common man being the corner stone of democracy, it is, the task of Social Education to help him get over the limitation of the rural surroundings and bring him in touch with the broad stream of life. It is our task to educate him in the full implications of "enlightened citizenship" and its rights and responsibilities.

OBJECTIVES

Against this background of ignorance and backwardness, we have to formulate clearly the *objectives* of Rural Adult Education with particular reference to social and civic training. We must make it perfectly clear that in outlining these objectives, no cut and dried curriculum for formal class-room teaching is being laid down. Citizenship training does not simply imply imparting and acquisition of some theoretical knowledge. It implies active and purposeful participation in the life of the community at all levels local, national and international. The curriculum for social and civic education must, therefore, contain instructional material and at the same time provide situations and experiences for the development of the right kind of understanding, appreciation and attitudes for attaining the desired objectives.

What are these objectives? The most fundamental, urgent and significant objective of Social and Civic Education in the context of our life situations and problems are:

(a) **To inspire in every individual a sense of personal dignity and worth.**

The loss of the sense of dignity is generally due to domination of one person or group by another. This domination may be economic, social, political or religious. Social Education attempts at developing in him the proper attitude towards his own self and towards others so as to give him a sense of self-respect and personal worthfulness. All human beings are equal in dignity and worth and all distinctions of 'high' and 'low' are iniquitious and invalid. All occupations are dignified so long as they render some useful service to the community. In the words of the poet — "Each thing in its place is best". Such should be the content of social education. Here is a concrete case. In the caste-ridden Hindu Society, certain classes and castes are still regarded as lower than others. Suffering from social oppression and disabilities for ages on end, these unfortunates have become inured to consider themselves as born low as a matter of course, inferior to the so-called upper classes. Mere propaganda and pious wishes will not go far enough to rid them of this deep-rooted complex. Something more positive must be done. Removal of untouchability, like other social disabilities, by legislation, insistence on the proper form of address and greetings irrespective of social and economic status, provision of joint schooling, free contact between individuals and groups, betterment of economic conditions and stress on personal cleanliness are some of the measures calculated to emancipate underprivileged section of our society and to instil in them a sense of dignity and equality with the rest.

(b) **Our second object is to develop in every iddividual a regard for the sanctity of human life.** Here in India not very long ago, superstitious rites such as the *suttee*, and the drowning of children in Ganges (Ganga Sagar) used to enjoy religious and social sanction. Even to-day killing of witches and infidels, lynching of the Negroes and organised genocide are not too rare instances of wanton disregard for human life. Religious frenzy and superstition, racial animosity and hatred still instigate man to take another life without the qualm of conscience. He even extols it as an act of virtue. The Law, of course, is there to penalize murder. But that is not enough. Prevention is better than penalty, — social education must step in to strengthen the arms of the law. The mind of the common man should be freed from the incubus of superstitious belief and fanacitism, so that he may look upon life as sacrosanct and inviolable. Subject to certain conditions and limitations, the same may also apply to animal and plant life.

(c) Directly deduced from this is our third objective **which is to develop in every individual a respect and consideration for all irrespective of social and economic status and religious and political affiliations**. Good neighbourliness and observance of the principle of "live and let live" should be the very first article of faith in the code of citizenship. Lack of consideration for others may have its roots in a feeling of narrow group-loyalities and prejudices and inability to see the other man's point of view through thoughtlessness, ignorance and want of social contact. Lack of consideration for others manifests itself in a hundred and one forms. Misuse of public position, misuse of public conveniences, mutilation of library books, etc. are some of the common instances that bring out the point of emphasis on this essential aspect of citizenship.

(d) Yet another **objective of social and civic education for the common man in the village will be to arouse in him a sense of kinship with the rural community of which he is a part and to broaden that sense of kinship into an understanding and realization of the fact of mutual interdependence in the social, economic and cultural life of the country as a whole.**

This would be an offset against the growing caste and class consciousness which is fast disintegrating the once compact community life. Various factors, e. g., caste divisions, religious differences, social stratification and intrusion of money economy stand in the way of the development of a community sense and desire to co-operate in matters of common interest. The idea is to foster a social sense and a co-operative community life through active participation in various types of community activities. This is the most practical and constructive approach to the problem of rural regeneration. Such training will awaken in the individual the feeling that he is an integral and actively co-operating part of the local community and will also enable him to realize that in a wider national sphere, the social, economic and cultural life of the whole country is the result of co-operative and muturally interdependent efforts. This will also help him appreciate the concept of "Unity in diversity" which is the essence of all cultures.

(e) The next and perhaps the most important **objective is to increase the awareness on the part of the common man of his civic and political duties and rights so that he may take his full share in the life of his community and country.**

In many parts of the world people are still without the fundamental civil liberties and political rights, and in some places again there are numerous restrictions on the exercise of these rights. Even in communities which enjoy these rights, people generally are found lacking in interest and are indifferent towards the country's political institutions. This may be due to many factors—ignorance and illiteracy, poverty and social backwardness and so forth. In this objective '*duties*' should be deliberately placed before "*rights*" and the curriculum should at every step emphasize this point. Establishment of civic and political institutions and conferment of rights without corresponding civic and political education is fraught with dangerous consequences. The example is not far to seek. The way in which the local self-governing institutions in our country usually work is an ample illustration of the case. The aim of social education will be to arouse civic and political consciousness and create active and intelligent interest in the political life of the country.

(f) The last but not the least part that Social Education is due **to play is to elevate the individuals mental plane from local and national attachments to an awareness of his duties and obligations as a citizen of the world**. The vast implications of the fact that in this age of scientific developments, whether we like it or not, we have become part of what Mr. Wendell Wilkie has called "One World", have to be understood and realised by the ordinary men and women. The world has become a single unit and peoples and nations have become neighbours in almost the same sense in which individuals are neighbours. The curriculum should contain a simple and clear exposition of the natural interdependence of the nations in economic and other vital matters and presentation of the fact that their differences in physical appearance and in social customs and practice are due mainly to different climatic, geographical, economic and historical reasons and that these differences by themselves do not constitute any valid reason for regarding one nation as superior and the other as inferior. The "Herren Volk" theory of the Nazis is entirely perverted, fallicious and detrimental to human welfare and world peace.

The objectives enumerated are but illustrative and not prescriptive nor exhaustive.

Social Education is an elastic, comprehensive and dynamic concept. It provides for special treatment of any particular situation in the light of the sociological background of any particular rural community and may, therefore, vary in details in different fields of application.

Lastly, as has already been pointed out, the Social Education curriculum does not merely imply dissemination of relevant informational knowledge through formal teaching as in a class-room. The programe must include different types of activities and experiences which give meaning and life to the knowledge imparted. In fact, the acquisition of that knowledge must as a rule, be the result of participation in such activities.

Universities And The Gandhian Plan Of Rural Education.

By Dr. P. NARASIMHAYYA.

The remarkable development of adult education in this century has brought the influence of the universities more and more to bear on society. But rural society and its problems of adult education naturally differ in various ways from the urban, and the light of the universities should spread out also to the rural population, especially in countries like India where it constitutes 80 per cent of the total. This influence should not merely filter down, as the old phrase had it, but flow regularly into the life of the rural population and aid their growth in knowledge, co-operative life and craft skills.

In India, as in other countries, the rural population consists mainly of agricultural workers and a small number of weavers, carpenters and other craftsmen, a few gentleman-at-large, and some merchants and landlords who are the politicians and leaders of the village. Usually, in the bigger villages, there are primary schools and dispensaries, and sometimes also a post office and a reading room. A weekly fair, musical recitals, open-air theatricals and readings from the epics are their usual entertainments.

But their life is not, as in the idealized pictures of it, pristine and idyllic, a life of ease, simplicity and innocence. The village dwellers have their quarrels, intrigues and low standards of life. They are mostly very poor, illiterate, content to follow the traditional craft methods, incapable of enterprise or change, and forced to migrate to urban and industrial centres under the breakdown of the rural economy and the decreasing utility of their old craft-skills and home industries.

This presents a serious problem in all countries, but its proportions are increased enormously in agricultural countries where, as in India, it relates to about 80 per cent of the population. The main objective which such a situation sets for all projects of adult education is to replenish rural areas continuously with the knowledge and the practical skills essential for increasing agricultural and other productions and for promoting a healthy and co-operative life.

This is, obviously, a many-sided task and what is more difficult is that the many sides have to be dealt with together, in co-ordination. Rural education projects have to be multi-purpose in character, since education is directly conditioned by other factors like the low standard and uncertainties of the economic life, the poor health conditions, the lack of proper recreation and the weight of old traditions. A rural education project, if it is to be really effective, has to include a number of correlated objectives, and is thus necessarily wider than an urban project.

ADULT EDUCATION

The question is often posed whether literacy is not the essential precondition of any effective adult education, especially in the rural areas. This question is answered by the condition of the peasantry in almost all countries. The Indian peasantry, for instance, is illiterate in the ordinary sense of the term, but not without a considerable amount of adult education—a good degree of craft skills, knowledge of the agricultural and other productive processes, and some ideals of culture and citizenship or co-operation.

Not only cultural and general education but also technical and craft training has been of a good working standard among the Indian masses in rural areas. The rural artisan, agriculturist, carpenter, mason, sculptor, weaver, dyer, metal-caster and other craftsman absorbed the traditional lore and craft techniqne in their apprenticeship under the village seniors.

On the other hand, literacy, the habit of reading and writing seem to have proceeded at their own pace. But the slow progress of literacy among the rural population need not be a bar to the progress of fundamental education either in the humanities or technical skills.

The cultural and technical levels of a community need not necessarily stagnate at its levels of literacy and book-reading. India and other countries illustrate this paradox. Of course simultaneous progress in literacy would be all the better, but the better need never be the enemy of the good. Literacy should not set the pace for adult education.

The text-books now in use in urban and rural areas are unsatisfactory both in quantity and quality. Their content is often alien to the culture and life of the country and particularly of the villages and the vast masses. Besides, the books exclude almost entirely the aesthetic side of life and education. Hardly any books meant for primary and high school studies or for adult education in urban and rural areas contain a single reference to any great work of art or the lives of great artists, either of this country or other countries. Music, painting, sculpture, architecture and even classical poetry and drama seem to be almost tabooed from our current text-books. In other respects, too they need urgent improvement, in their literary styles, modes of presentation and illustrations.

Books which are not correlated with the life of the people are worse than useless. They impose an education and mentality which have no roots in the living interests of the people and create and accentuate the difference between the educated classes and the vast masses.

The foreign medium of instruction has also been a contributory cause. However, an immediate need of rural adult education is the preparation of books in the national languages, with a suitable background and useful subject matter; their constant revision; and their liberal provision in free libraries and reading rooms in the humblest rural areas. In this task of the production and revision of text-books and the creation of libraries, the universities may make a direct contribution.

The direct participation of the universities would also be useful in planning exhibitions of modern developments in science, technology and the modern inventions.

TEACHERS' TRAINING

Further, the universities as centres of teacher-training have a direct contribution to make to rural education. The most effective single agency in rural education is the trained teacher. On his training and character, on his outlook and rural bias, not a little of the success of all programmes of rural education depends. His influence is indefinable but real and widely pervasive. The universities should send out men and women teachers imbued with the ideals of the simple life and of service. Special courses may be provided to train them for their rather difficult and dreary tasks in their rural environments.

Life in a village is not attractive in itself. In the enviroment which it provides, there is bound to be a steady deterioration in the work and professional skills of even the best trained personnel. The teacher, medical practitioner, engineer, agricultural expert and others in the rural areas inevitably deteriorate. Cut away from the facilities, stimuli and opportunities of urban centres, without contacts with their fellow professionals, they stagnate and decline even in their zest for work. The young craftsman who leaves school at the age of 15 or 16 to work in a village feels very soon that he is urgently in need of some help in the way of extra studies. The techniques of all occupations develop, and some of them rapidly. Even agricultural and farm-yard activities need constant study to keep up with new improvements in the technical skills and the knowledge of soils and fertilizers, cattle-breeding, choice of seeds, tree-grafting, etc. The same applies in even greater measure to medical practitioners in small out-lying towns and villages.

The duty of the universities in regard to these skilled workers in rural areas is clear. Directly, or through appropriate regional agencies like people's colleges or institutes, the universities should organize regular refresher courses of training, and

periodical summer schools and conferences to refresh and improve the professional workers in the rural areas.

The provision is as important as all other provisions and inducements to rural work put together. The refresher courses are the coping stone of the whole edifice. Attractive emoluments and other facilities may bring in, initially, the required personnel, but in a few years the smug adaptation to the simple and static rural environment brings in stagnation and decay; and the problem begins all over again.

Yet another and a very important service which the universities may render is the intensive study of rural problems in their research departments. Concentrated research into rural economy, rural health and other problems would yield valuable results both for adult education and also for general rural development.

It should be possible, as in the U.S.A., to locate the experimental and research units in the rural areas themselves in selected places and staff them with full-time workers. The workers should be concentrated on local programmes and local resources, conducted in close co-operation with university departments, national institutes or laboratories and the government departments of research. Their results would enormously improve the content of rural adult education and focus it on local problems and resources. One of the great deficiencies of modern rural edcation programmes has been their non-co-relation with the rural enviroment.

LOCAL RESOURCES

It is necessary, for instance, that the methods included should be consistent with the local resources. The villager should be able to use the soils, plants and minerals of the area if he is to benefit by the education imparted to him, and not wait on impossible imports from distant areas or on costly laboratory products. He would be more interested to be told which kinds of grasses growing in his village are better for his cattle ; which leaves available in the locality form better manure; which local soils are more fertile and for what crops ; which local remedies may be applied for cattle disease and so on, rather than be told either the methods of the laboratory or those of highly advanced countries.

This co-relation of education presupposes, of course, an intensive study of the local conditions and resources, — of the flora and and fauna, the mineral resources, etc. It is interesting to recall in this connecetion how in the ancient Indian University of Taxila, Javaka, who was a student of medicine, (and who later became the physician to the Buddha and the court-physician in Magadha) was asked to study all the lacal plants around Taxila and make a report on them as a part of his graduate examination.

For an intensive study of the rural resources, it is essential to devise a chain of research units or other suitable agencies, adequately distributed over rural areas. The results of such a study would make an important part of the content of adult education, besides, of course, forming part of the national survey of resources and also of providing a useful line of work for the scientific manpower of the country.

Another important factor governing rural education programmes is the large body of traditional knowledge, which has been the mainstay of the people for ages and is still used with success. This is the working scientific knowledge of the people. It may be crude and empirical, but it has worked for centuries, and has become part and parcel of the life of the people. All new schemes of adult education have to reckon with this inherited lore, and take a serious risk in forcing on it innovations which are not sufficiently well tried and adapted to local conditions. The hasty teaching and introduction of new methods, which later proved useless and worse than useless, have engendered considerable criticism and indifference towards modern programmes of rural uplift and education.

The need of careful planning, therefore, and the adaptation of the programmes to local conditions can hardly be overemphasized.

A further factor governing the success of rural programmes is their adjustment to the seasonal preoccupations of the people. Each area has its own seasons of work, rest and recreation, its sowing and harvesting, its fairs and festivals. Any educational programme may well fail by being badly timed in relation to these preoccupations or other local features.

TRADITIONAL AGENCIES

What are the indigenous and traditional agencies that have brought about the present spread of knowledge, craft skills and cultural ideas in the rural areas? What are the methods of adult education that have hitherto operated in India?

The main agencies have been, besides, of course, the teacher in the village school or *pathsala*, the *acharyas* or the classical scholars, the pandits and their seasonal readings from the epics, musical recitals of heroic ballads, weekly fairs, the travels on business or pilgrimage, the village dramas and dances, and the seasonal festivals. Many of these have decayed or disappeared in the general deterioration of the rural life and the modernization of the urban. The natural processes of rural life need, however, earnest revival and careful development. This should be one of the primary tasks of any project of rural adult education. All adult educational processes must be co-ordinated with the intimate natural processes of rural life, its prevailing traditions and working lore.

But, of course, of far greater scope than these are the modern instruments of audio-visual instruction, printed books and journals, the local and regional libraries and reading rooms, travelling library vans, and other modern apparatus; and institutions like the people's colleges, or adult education sections in high schools, and the organizations of provincial and central councils of adult education, and others, through which the universities and other institutions of higher learning may propagate modern knowledge and technical skills for rural as well as for urban welfare.

Adult Education in Australia

Dave Stewart.

No organisation has done more to pioneer adult education in Australia than the Workers' Educational Association. It was established in every State in the Commonwealth between 1913 and 1915, but in Western Australia it did not survive the first world war and has never been revived.

In every other State it succeeded in its first important task to secure financial support from the respective State Governments to enable the State universities to establish and maintain tutorial classes, and to persuade the university authorities to accept the principle of joint control of these classes, and this partnership has been the major factor in all developments since.

In Western Australia, between 1919 and and 1928, several abortive attempts were made by the Federal Council of the WEA to revive the Association and establish a similar partnership. These efforts did, I think, serve to stimulate and keep alive the interest in adult education work, but no effective organisation was established until about 1928 when the Carnegie Corporation gave the University of Western Australia, in common with all other universities in the Commonwealth, a substantial grant for adult education work. A University Adult Education Board was established which has carried on quite successfully ever since. A feature of this Board's programme, which has given a lead which other adult educationists in the east would like to follow, is the organising each year of a summer school within the university itself, which, with its affiliated colleges, lends itself admirably for such functions. This school is designed primarily to provide an inspirational as well as a recreational holiday for people drawn from all over the State, many of them leaders of whatever cultural or educational activities there may be in their own local community. The value to these people of even a week or a fortnight spent in the company of others who share their intellectual and cultural interests and actively join with them in a very varied programme covering lectures, discussion groups, arts and crafts, music and dramatic productions, is not to be measured in statistics or judged by the quality of individual work, but students do leave it with the feeling that they have had a wonderful experience, and most of them with the determination to come back again.

In the other States the work developed by the WEA and the tutorial class departments

has followed a pattern, which with certain necessary variations, is familiar to WEA folk in Britian. Tutorial classes are the principal feature. But we are accustomed to define as tutorial classes all groups taking courses of ten lectures or more. The result is a considerable variation both in the length of the course, in the work required from students and in the size of the group. We have actually had turorial classes with enrolments numbering well over 100. The average enrolment in all classes in NSW in 1948 was 31.4.

This certainly has a detrimental effect on the quality of the work done, but as finance has always been the controlling factor in determining the number of classes we could organise, it has always been difficult to limit the enrolments in these classes for which there was a popular demand when the number of classes was stricly limited.

DISCUSSION GROUPS.

The limitation of finance as well as the vast area to be covered has tended to concentrate class work in the large centres of population. This weakness led, in New South Wales, to the launching of what is known as the Discussion Group Scheme. A somewhat similar scheme has been in operation in New Zealand for some years and the project in New South Wales was based, in the first instance, on that experience.

Tutors were engaged to write courses of lectures varying in length from five to fifteen, and to write them in a form that would stimulate discussion and further reading. That in itself was an art which had to be learned. A lecture written to stimulate discussion is neither an essay nor an information bulletin, though it may contain some of the elements of both. These courses are supplied to groups of from five to eighteen in any part of the State. Each group is also supplied with a selected book box on loan from the adult education section of the public library. The lectures are not supplied in bulk except to the group leader. They are posted to the group at fortnightly intervals. Any group applying for a course must undertake to meet regularly to discuss the lecture set. They must select their own discussion leader and must also appoint a reporter whose duty it is to write a report on the discussion to a corresponding tutor to whom they are attached.

The success of this scheme depends, of course, very largely on the quality of the leaders and reporters. The tutorial class department, which is responsible for the scheme, has by a process of trial and error worked out some valuable guide notes which are supplied to each new group. The WEA organises a ten-day school each year in discussion group techniques. The tutorial class department also prepares and supplies each group member with a little four-page paper—*Talk about*—which, in addition to news of new groups and new courses, discusses the difficulties groups are experiencing in getting the best out of their group meeting and out of the material supplied to them.

The quality of the work done by some of these groups, judged by the written report sent to corresponding tutors, and also by occasional visits to groups by a tutor, when this can be arranged, is remarkably high. Many students who have had experience of both class work and group work have expressed their preference for the latter. In the writer's opinion, a group of mature students would certainly get more out of it than they would out of a large lecture class, and even with beginners, the number who carry on from one course to another is evidence that the scheme is probably the most important contribution made by Australia to adult education techniques.

Probably the biggest problem ahead of the movement is that of future control. The weakness is the fact that following the initial impetus of the first two or three years it became very difficult to persuade the various State Governments to provide the increasing funds necessary for an expanding service. In New South Wales grants for adult education remained stationary from 1918 to 1941—except for the depression years – 1932 to 1938—when they suffered a substantial cut. In South Austrialia the amount of public money allocated for adult education has remained stationary at (approx.) £3000 a year from 1918 to the present day. Apart from Government grants, both the universities and the Association received substantial assistance between 1926 and 1940 from the Carnegie Corporation.

Since 1941 there has been a growing recognition on the part of most of the State Governments that adult education is an essential service in any modern democracy and that it requires a much larger measure of financial support than their annual doles to the universities and or to the Workers' Educational Associations. In New South Wales, Victoria and Queensland the State Governments have substantially increased

their allocations to it. Tasmania is following suit now, and the Commonwealth Government has also entered the field, not by providing or subsidizing any teaching service, but by the preparation and publication of material, particularly a fortnightly series of pamphlets known as Current Affairs Bulletins and by Discussion Posters.

Increasing expenditure by Governments must necessarily bring its own problems. Even if the expenditure is channelled in the same direction in the shape of increasing grants to the agencies in the field, the State must assume some measure of responsibility for the quality of the service it is subsidizing or paying for. Just how this should be exercised is not a simple issue and is being approached in different ways in each of the four States where progress has been marked in recent years. There is also the question as to what extent the Universities should accept, or be entrusted with, the control and management of adult education, and what should be the function and place of voluntary organisations.

In Queensland the approach to these questions was not dictated entirely by educational considerations. In 1939 the Government withdrew all grants for adult education work which it had hitherto given to the university and to the WEA. The circumstances which led to this made it very clear that it was inspired by political animosity against certain individuals. Any adult education service which seeks to promote the study and free discussion of controversial issues must always be liable to attacks of this sort. The Commission appointed by the Government to inquire into charges which had been made entirely exonerated both the University of Queensland tutorial class department and the WEA and recommended increased financial support. It did, however, criticize what it regarded as certain administrative anomalies. Neither the university nor the WEA were asked to reply to this criticism. The grants were immediately cancelled. The WEA has maintained itself ever since as a purely voluntary body, and has had considerable voluntary service from the staff of the university. Five years later (in 1944) the Government established an Adult Education Board. This Board is responsible to the Minister for Education. No representative of any voluntary organisation has ever been appointed to it. The WEA has made several approaches to it for assistance in providing a teaching service for classes it was prepared to organise, but without result.

The Board has established centres in quite a number of country towns and organises each year a programme of classes and lectures in Brisbane. It started with a grant of £3000 a year in 1944 (equivalent to the grants paid to the university and the WEA upto 1939). This grant has been increased every year until it has reached, in 1949, the figure of £23,000.

In Victoria the Government passed a Bill in 1946 establishing an Adult Education Council. The committee responsible for drafting this measuse was alive to the danger of too direct political control. The Council is established as a statutory body, with an initial grant of 25,000 a year (since increased to 30,000) and its staff is free from Public Service Control. The Bill leaves the Council free to develop its own policy. It may work with and through other organisations if it so wishes. In practice it is wholly responsible itself for all the service it provides, and its regulations appear to me to make it very difficult for any voluntary organisation to work with it.

The Council took over all the tutorial class service previously provided by the university. These have been carried on and slightly extended in Melbourne, but outside of Melbourne class work has been dropped entirely. The Council has concentrated on organising and running a mobile theatre which takes good professional company into the towns and villages throughout the State— organising concert tours for high class artists and organising popular summer schools, somewhat on the lines of Western Australia, but one wonders why it should be considered necessary to put, in their prospectus for these schools, a statement to the effect that attendance at lectures is optional.

In New South Wales, the State with which I am most familiar, the Government in 1942 set up a small Adult Education Advisory Committee to advice the Minister on the expansion of adult education. Thi body was enlarged in 1944, and given the title Adult Education Advisory Board. Increasing funds have been made available each year until 1949 to provide for expansion. The 1949 allocation remained at the same figure as 1948 (20,000). This is in addition to the grants previously given through the university and to the WEA and brings the total amount of public money available for

adult education to 30,770. The expansion grant has been allocated to the various agencies engaged in the field on the advice of the Advisory Board.

The Board has prepared a report recommending a comprehensive plan of expansion which has been accepted by the Premier in principle, but at present there is no sign of its being implemented. The following are the main principles which the WEA has endeavoured to establish as the basis of this plan.

The State should assume the main financial burden of a comprehensive adult education service. To do this effectively it should appoint a Statutory Board with direct approach to the Minister for Education but with no direct political control of its administration. The main function of the Board should be to plan to stimulate and to coordinate and to supervise the work of agencies supported by the Board. It should work through other agencies wherever possible, and, if need be, should stimulate the formation of suitable agencies where they do not exist or organise its own teaching service where necessary.

Adult Education, if it is to be a success, must have its roots in the desires and aspirations of the people themselves. These desires may be stimulated, but stimulation will be difficult and, in a large measure, ineffective if the stimulator cannot secure a service to satisfy the demand created. The physical conditions are, also, a very important factor. The Government should encourage and assist local government bodies and/or community associations to establish community centres. These centre should provide a natural home for all kinds of adult education activities. Part of this assistance should take the form of part payment of the salary of competent wardens, approved by the Adult Education Board. The Board should negotiate with the university or other appropriate agency for the training of such wardens, and also for the training of youth leaders and adult educators. A most important function of the Board's officers should be to investigate and report on the need for providing assistance to local committees in the organisation and running of their own adult education activities. This would also introduce the principle of paying for work done which, in my opinion, is a much sounder principle than giving grants for work which an organisation might hope to do.

Blind Professor Leads Anti-Illiteracy Drive

By GILBERT SEDBON

[A blind man who, born in a *fellah's* (peasant's) hut, has risen to be the most powerful figure and dominant influence in modern Egyptian literature, is today leading a crusade to stamp out illiteracy and raise the general standard of education in Egypt.]

He is Dr. Taha Hussein Bey, Egypt's new Minister of Education.

Taha Hussein, Graduate of Al Azhar and the Sorbonne (Paris University), author, poet and philosopher, hopes to extend the benefits of education throughout the Nile Valley, the cradle of civilisation.

His plan is to establish primary schools in all villages, secondary schools in all towns and cities, agricultural, commerce and arts and crafts schools in the chief provincial centres and two new State Universities.

Himself a blend of Eastern and Western culture, he is anxious to expand cultural ties with both East and West.

Egypt has made big strides in the field of education since achieving political independence. Statistics show that while in 1920 there were only nine secondary schools with 200 teachers and 3,000 students on a budget of £ 1,000,000, the figures are now two State universities, 97 schools, 3,000 teachers and 80,000 students with a budget increased to £ 20,000.000.

But 85 per cent of the 20,000,000 Egyptian population are still illiterate.

The blind Minister faces a million boys and girls clamouring for entrance into schools which do not exist and an acute shortage of teachers. But the man who has overcome his own grave handicap will not shrink from the challenge of his new task.

Dr. Taha Hussein Bey, a slender man of medium height now in his fifties, is considered as one of the most progressive educationalists in Egypt. He was the first among Egyptians to apply scientific methods of analysis to Arabic literature.

His daring innovation in the teaching and interpretation of Arabic classics involved him in a vigorous fight with the Rector of Al Azhar, the largest Moslem University in the world.

An early champion of co-education, Taha Hussein is not only a novelist, historian and essayist of great power and sensitivity, but also a forceful political writer. He was the only man who dared to criticise some phases of the political career of Saad Zaghlul, founder of the Wafdist party who is known as the "Father of the Nation". He has also challenged the educational policy of successive governments.

LIFE STORY

The life story of Taha Hussein is in many respects that of modern Egypt.

Born of a poor family of *fellaheen*, blindness cut him off in early childhood from his surroundings and his companions. Only gradually and with difficulty did he become aware of the world around him. He insisted that he should be sent to the *kuttab*, or village school, and like any other boy he took his share of work and play, success and humiliation.

He learned the Koran (the Moslem Holy Book) by heart, and at the age of 13 was sent up to Cairo in the charge of an elder brother to study at Al Azhar University. From there he was sent at Government expense to the Sorbonne in Paris, where he readily absorbed Latin culture and met the French girl whom he married in August 1917.

There followed, as he said in the dedication of one of his books, "light after darkness, companionship after loneliness, and happiness after misery."

Doctor Taha Hussein returned to Cairo, where he became Dean of the Faculty of Arts at Fuad Awal University, and later Director-General of Culture and Acting under-Secretary of State for Education. He was largely responsible for the creation of the new Faruk Awal University at Alexandria of which he became the first Rector. He was awarded the title of Bey for his literary works.

But his progressive ideas and political leanings towards the Wafd or People's Party barred him from higher posts, and he was forced to resign from Government service in 1944.

With the return of the Wafd Party to power early this year, the Prime Minister, Nahas Pasha, selected him as his Minister of Education. His appointment was welcomed throughout the country, particularly by youth thirsting for learning.

Dr. Taha Hussein Bey has formulated a £10,000,000 five-year-plan to tackle the problem of education in Egypt.

Determined to check the tendency to concentrate on the improvement of higher education in the cities, he wants to extend educational facilities in the rural areas. He also wants to bridge the present gap between primary and secondary tuition and protect education from politics, particularly party politics.

Political activity in the Egyptian universities "spoils the campus atmosphere" and causes most of the students to prefer street demonstrations to the classroom, he said. Official statistics of examination results show a marked decline over the last ten years mainly due to absence through political activities.

Dr. Taha Hussein's educational reforms include improvements in the curricula, textbooks, examinations and internal organisation of schools. They also provide for the establishment of agricultural schools in predominantly religious and technical schools in industrialised areas and the "channelling of students towards the field for which they are best suited."

To meet the shortage of teachers in elementary and secondary schools, the Minister intends to use University graduates and Azharists, even though they do not possess teaching diplomas. For higher education, he intends to call on foreign teachers—French, English, German and Italian—to assist the Egyptian staff.

Sports and games facilities are to be developed in all types of schools.

He also hopes, by frequent exchange of scholars and students and improved libraries, to develop new and strong cultural links with the outside literary world.

Dr. Taha Hussein also has plans to encourage the study of the fine arts and to raise the standard of the national theatre by giving increased help to Cairo's Royal Opera House where some of the best theatrical companies of Europe come each year to perform before large audiences of Egyptians and foreigners.

Experts to Seek Best Adult Education Methods at Unesco Sponsored Seminar.

" Adult Education " is a term so rich in meanings, and so varied in its applications, that it resists rigid definition. In one place, it may include lessons in the curing of poultry disease, and, in another, a course of lectures or debates on 15th Century music. In both places it will seek to help man improve his environment, to improve himself- and to look beyond his village and beyond his country, to recognise the interdependent brotherhood of all men, in the neighbourhood called the world.

Seeking to improve the methods of adult education, experts met in Austria, in a UNESCO-sponsored seminar. In the country where the experts meet, there is already an old tradition for adult education.

In a quiet country hotel, on the shores of Lake Mondsee in the Austrian Alps, education specialists from some twenty countries met for a seminar on adult education organised by Unesco.

From June 18th to July 29th these educationists gathered at the Waldhotel, in Kreuzstein, about 25 miles from Salzburg, continued part of the work begun last year at Elsinore, Denmark, by the first International Conference on Adult Education to be held since the war.

Embracing every kind of study and every form of technical and cultural knowledge, adult education has become one of the most important modern problems and one of the most universal.

But it has an over-riding purpose — to defend that cause of peace in men's minds, to "awaken," as M. Torres Bodet, Unesco's Director-General, told the Elsinore Conference, "in the conscience of every adult an awareness both of his personal responsibility and of his intellectual and moral fellowship with the whole of mankind."

It was with these words in mind that the Elsinore Conference laid down two fundamental princples for adult education — unity of aim and free choice of methods, "that should lead, through education, to a type of culture in which the motive principle is personal responsibility".

Since 1947, Unesco has instituted a new kind of conference — the Seminar. The Seminar brings together educators from a number of countries to examine important educational problems. These educators make plans of action applicable to their respective countries and prepare information material which can be used on a national or an international scale. The Seminar, as well as being a real international gathering, is a means of education in international understanding.

APPRENTICESHIP AND RE-EDUCATION.

The most effective ways of achieving this were sought by the specialists meeting at Kreuzstein. They knew that in adult education the best results are not realised through conventional educational means. Adult education is to some extent both a complementary and a compensatory process; it is partly an apprenticeship and partly a work of re-education.

The problem is not so much how to teach a given subject or to import a given technique but rather how to cooperate in helping men and women to develop a wider understanding and use of life.

The Kreuzstein Seminar was more than an opportunity for the experts to compare methods and exchange views; it offered them a chance to give on the spot demonstrations of adult education methods.

At Kreuzstein, they studied the many adult education methods used in different countries and their discussions will be combined with practical demonstrations such as exhibitions and film shows.

The experts were divided into four study groups under the Seminar leader, Dr. Sven Bjorklund, Dean and founder of the Stockholm University for adult education and world famous authority on the subject-

TOWARDS A COUNTRY SPIRIT.

The first group studied the ways in which the adult education is organised and administered according to local and national needs. Through the exchange of ideas and

experiences their work should produce a useful guide to both the organisation of adult education programmes and enlisting of support for them.

The second group studied the "intellectual and scientific training" of adults through classes, lectures, study-circles, films and radio. It also examined questions of specialization in subjects connected with the students' work and the popularization of science.

"Social and economic training" was the concern of the third group, in which the expert considered the best ways of developing among adults a community spirit and an international outlook.

The fourth group dealt with the arts, and with the problem of leisure-hours.

The four group leaders are: M. Jean Le Veugle (France), Mr. S. Whitman (United States), Mr. Alex Sim (Canada) and Sig. Joannes Carlo (Italy).

The Seminar considered the possibility of establishing an international centre for adult education, which would not only serve to train educators, but would also bring them into touch with statesmen, writers and tradeunion leaders.

Some Notes on Educational Programme of UNESCO.

P. C. BANDHOPADHYYA.*

It is a painful sight to see men hating one another and at times one community waging war against another. When men were isolated in different groups, seperated by natural barriers and by very difficult means of communication, there was at least peace; but as we have become civilised and have come to live so near one another, we tend paradoxically to divide into camps and also seem to deny to fellow beings the usual amenities and comforts and even surplus food and clothes, for those who need and are handicapped to produce them. In such a world of distrust and of lack of sympathy any programme of international co-operation in the intellectual fields of education, science, and culture may provoke a cynical smile. But with a little cool thinking we must agree with the preamble of the constitution of the Unesco that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed; that ignorance of each others' ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war; that the wide diffusion of culture, and the education of humanity for justice and liberty and peace, are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern; and that the peace must therefore be founded, if it is not to fail, upon the intellectual understanding and moral solidarity of mankind."

The field of science remains the pioneering example of universal assimilation of knowledge gathered by different people in different countries at different periods and utilsing it for the benefit of mankind. It is a historical fact that much of this basic science travelled outward from the East and in the assimilation of knowledge there has not been any discrimination in the sources of such knowledge, provided it stood the test of repeated observations and experiments and fitted into the subsequently growing volume of information. In the fields of education and culture the methods of spreading their results have taken shape according to periods of prosperity and of peace, and have declined under relative pressure of circumstances. Unlike scientific studies and researches, you do not have the universality of language and technique. Therefore any programme of education or culture on a world level cannot be made to suit all needs and all people. Certain general requirements may be prescribed and some local problems may be studied by experts from different countries. The

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A talk given to the wardens of the Adult Education Board, Delhi Municipal Committee, Delhi.

question of the very complex human element is there, and above everything the genius of the people has to be taken stock of before you may expect to make both education and culture living processes of social growth.

I may therefore say, without being misunderstood, that at this stage the role of UNESCO so far has been one of a clearing house for information. This they have done by bringing together experts to pool their experience and have published a monograph for the benefit of those engaged in the work, and also by sponsoring pilot projects and seminars where you have the benefit of experience of field workers and of exchange of ideas and information. In the seminars and the pilot projects the enthusiasm of work is reinforced by solid facts of devoted study and the knowledge of success in other countries.

The idea of international collaboration emphasises action by member-states of an international organisation. Otherwise it be a foolhardy experiment to have teams of workers recruited at a central place from diverse countries and then to release them for work as over the heads of the people of a country. Unless people take up the work, no imposed activity can live after the force of impact has been withdrawn. Many, therefore, fail to have sympathy for the UNESCO because they have no faith in acting for themselves. Some may question what is the necessity, then, of the international body, and the answer is that the body provides the momentum and the atmosphere and gives the advantage of the knowledge of other countries. The collaboration offered with information, seminars and pilot projects leads us towards a single community of human beings only seperated by natural barriers and by differing social organisations.

I give you now an idea of the trends of thought prompting these activities and their lines of action. Better educational methods, and education readily accessible to all, are not, however, ends in themselves. The final objective must be to equip man to play his part in the modern world in harmony with his fellow men. Today, it is no longer enough that he should know his own land and his fellow country men. He lives, whether he wants to or not, in a network of relationships spreading far beyond his own frontiers. Peace cannot be achieved by passive means. It calls for devotion and courage as steadfast as in time of war; a new approach must be found to the problem, awakening in all men the conviction that in the world of today all peoples are interdependent.

Much progress could be made, and many errors avoided, if the experiments carried out throughout the world in education and psychology were better known. Unesco collects such information and promotes its distribution. It considers such information to be a means of perfecting educational methods. Its function here is therefore not merely the passive collection of educational data, but the acquisition and distribution of knowledge, with the object of improving methods of teaching and of promoting constructive international purposes. It pays special attention to fundamental and adult education, and to the training of maladjusted children.

I would here mention the work in the field of fundamental and adult education at the service of Member States with a view to encouraging and assisting them to establish or develop fundamental education, adult education and the education of maladjusted children. To this end, it encourages experiments in fundamental education and, where appropriate offers the organisers of such experiments the assistance of teams of experts, encourages the setting up of training and production centres for fundamental education, stimulates the formation in Member States of national associations or committees for the development and improvement of fundamental education; cooperates with universities, in the initiation of research into the best methods of fundamental education, in assisting them to take an active part in fundamental education compaigns.

In the field of fundamental and adult education I am afraid the achievements during the past 4 years, if listed, will appear too small for an international organisation. There have been many changes in personnel, and the question of staff is still on the anvil—best men from all countries are not available for a longer time to yield practical results. I may use a metaphor and add, that the missions sent by UNESCO, projects initiated by UNESCO, seminars organised by UNESCO, were meant to serve as switches of electric lamps, the current carrying wires being the national groups. I leave it to you to judge the benefits from the seminar recently held at Mysore. It is to be followed by a pilot project in India early next year. There is also a project of a public library in Delhi, on the inspi-

ration of UNESCO, which may show the way in which a library can help adult education. Similar things have been done in another areas, notably in China and Latin America.

From our office we can offer or lend you the publications on the subject, and I am sure you will have from them food for thought and impulse for action. Our office is staffed to devote time essentially to scientific workers, but we welcome all types of enquiries and try to offer as much help as possible. On your part, we would urge that you should meet people (you have the Indian Adult Education Association) and arrange to take your views and suggestions to the Indian National Commission for Co operation with UNESCO, and take the benefit of assistance of UNESCO.

Madras Gets Ready For Adult Franchise

By

S. VISWANATHAN

An enlightened electorate is the most essential pre-requisite for the success of modern democracy. Under a system of adult franchise, every man and woman in the country must possess enough educational background to assess the needs of the community and the country and to cast his or her vote intelligently.

In India, which will shortly hold its first general elections under a system of adult franchise, literacy among the people is far below the desired standards. And the campaign of adult education, initiated by Mahatma Gandhi, has assumed tremendous importance in Republican India.

With the entire national educational system coming under the new re-orientation, it is adult education that today calls for the utmost urgency. "Each One—Teach One" is the slogan of this campaign. This article outlines the adult education drive in Madras which runs more than one thousand schools for the province's elderly men and women.

The Government of Madras in the Ministry of Education have brought about many far-reaching changes in the educational outlook and one of these is the change in the attitude to the question of adult education.

Till recently, the government did not recognise any responsibility in the matter; and whatever was done in the field of adult education was done by individuals and by voluntary organisations like the South Indian Adult Education Association and the Andhra Library Association. This policy has changed and Government have recognised that adult education should form an integral part of the education system; and for the first time, adult education finds a place in the budget and in the programme of the Government.

The Government of Madras have put through this year a four-fold programme of adult education in the state. It provides firstly, for adult literacy schools for spreading social education among adults; secondly, for training of the staff for this social education work; thirdly for rural colleges in which higher education to adults who have already had some kind of education is provided in order to solve the problem of rural leadership; and fourthly, for audio-visual education, i.e. for education through sound and silent films which have been specially selected for their adult appeal.

"If there is a trained adult education worker in a village, there is no need for the other constructive workers in it"—it is this suggestion of Mahatma Gandhi that is sought to be implemented to the extent possible in the remote villages, of the state by the Government by training teachers for adult education work. Limitations like lack of funds for paying whole time workers in this regard in every village and also lack of educated men who would settle in the villages for the purpose in adequate numbers and do sustained work have forced the government to utilise the part-time services of teachers in villages. Teachers in elementary, higher elementary and secondary schools, as also the staff of arts and professional colleges in the state are encouraged to run social education centres attached to their institutions. These teachers are given special training not

only in the technique of adult teaching but also in what to teach. Men and women, other than teachers, who have passed III form or VIII standard at least are also trained.

TRAINING FOR TEACHERS

The education of the masses has become so urgent that adult education teachers have to be put into the field rapidly. Hence a training scheme by the Madras government. In this training course intensive training is given in the theory and practice of adult education in quick methods of literacy. The scheme of adult education for the state which has been approved by government is told to make as many adults as possible literate in as short a time as possible while at the same time widening their knowledge and interests so as to make a permanent acquistion and to give a further education to those who are literate but whose education was very elementary and therefore incomplete. As the main objective is to make these adults useful and responsible citizens of this country, to make them better members of the society, it is commonly called social education. The task is so vast that government alone cannot tackle it as finance is not half so important as the need for workers. Its successful accomplishment is thus possible only if every educated man and woman co-operates.

At present there are a thousand social education centres at work and so far a thousand workers have been trained by the state. The government have under active consideration a comprehensive scheme of enlisting the effective co-operation of both officials and non-officials in working these social adult education centres successfully.

The scheme would also provide for implementing Gandhiji's exhortation to students to spend their vacations in spreading literacy and improving sanitation in villages. Every arts and professional colleges in the state would be given grants to organise students holiday settlements in villages under the guidance of some of the professors. The Government also encourage the preparation on scientific lines of suitable adult reading books.

The Government of Madras have also opened six rural colleges, three for men and three for women. These rural colleges are designed to give higher education to those who have already had some education in the villages. Mobile films units to supplement the activities of the social education centres have been provided for and five such film vans have been purchased by government.

The Central Government have sanctioned 6.86 lakhs of rupees towards the adult education scheme in the state and the Mardas Government have decided to spend a similar sum for this purpose. The number of adult voters in this country under the new Constitution would be somewhere in the region of 160 millions ; and in the state of Madras alone it is 26 millions. As a contrast to this figure the literacy percentage for the whole of India is only 14.6 percent and for this state it is only 8.1.

"The whole conception of democracy will fall to the ground unless we have an educated electorate" declared the Maharaja of Bhavanagar, Governor of Madras, inaugrating the first South Indian Adult Education week celebrated early this year.

The Maharaja added : "The structure of the republic, however high-sounding, however far-reaching our aspirations may be, can be brought to nought if our masters, that is to say, the voters, owing to their ignorance, or their apathy to exercise their right without discriminating and understanding. Education is the key-note to such understanding."

He said : "When we take up this work, when we put into practice our motto 'Each one to teach one', let us be careful to see that our methods are adapted to the people we have to teach. In India our main problem is in the villages and let us adapt our methods to suit the methods by which our instructions can be most easily conveyed to them. It is especially important to tackle the womenfolk and for these we should have, wherever possible, women instructors.

The Adult Education movement started in Madras a decade ago under the auspices of the South Indian Adult Education Association, an un-official organisation of leading public men and women, mostly educationists. The atmosphere at the time of the inception of the movement was different from what it is now. Although, even then, a popular ministry was in office, it had neither power nor the inclination to compass long-term reforms.

Even the formal sympathy evinced by the Rajaji Ministry was encouraging enough to enable the Association to keep aloft the

standard of adult education during the troublous times of the Second World War. Under the auspices of the Association training courses in adult education, short-term as well as long-term, were initiated and they helped to mobilise the moral sympathy of the people for the cause. Propaganda was carried on in every conceivable manner and the association was able to rally a good number of steady workers for the cause.

A new chapter was opened for the adult education movement as a whole with the realisation of independence in August 1947, and the formation of a full-fledged popular ministry in the Province. A separate department under the Director of Public Instruction has now been formed to deal with the question of adult education in the state and gives an impetus to the movement in every way possible in the state.

P.T.I.—Feature Service.

Unesco Discloses Deficit in World Communication Facilities.

Still Too Few Newspapers, Radio-sets and Cinemas.

For the first time, information on the world's facilities to see and hear by means of press, radio, films and television has been assembled in one volume. Unesco has just published a lively, illustrated book entitled "World communications:" press, radio, film, which gives an assessment of the world's total equipment for spreading information and ideas by these methods of mass communication.

This volume will interest many, and not just the experts, for the appraisal of the world's apparatus for communication has been presented in simple, direct fashion.

PRESS

The volume begins with 20 brightly coloured and illustrated pages of maps and charts. It gievs brief descriptions of the facilities and organisation of communication in more than 160 countries. There are many interesting, sometimes surprising facts.

How well informed are you about the modern India of information? Did you know that? — After the United States, India is the world's largest producer of entertainment films, producing about 250 feature films each year. That the country in the world that reads the most newspapers is the United Kingdom, where one newspaper is sold daily for each 2 people.

In the United States there is more than one radio set for every 2 people, while in Ethiopia there is 1 radio for every 2,000 inhabitants. One of the world's leading producers of informational or documentary films is Canada.

Out of the 10,412,000 radio sets in Asia, over 80 million are located in Japan. And did you know that in the U.S.S.R., newspapers are published in more than 70 different languages?

Unesco undertook the preparation of this Volume at the request of the United Nations Sub Commission on freedom of Information and the Press. It was prepared in the Division of Free Flow of Information, the section of Unesco which joins with the U.N. in efforts to promote the freedom of of information. The Sub-Commission made use of the book at its annual session, which took place at Montevideo last month.

ON THE SPOT SURVEYS

The collection of facts and figures that went into the making of the volume was carried out under the direction of a young Canadian professor of political science, Albert A. Shea, who has been studying the question of communication by press, radio and film for a number of years. Available to him were the result of on-the-spot surveys of press, radio and film facilities, carried out by Unesco's Technical Facilities Divisions in 43 countries and being extended to the entire world.

The book opens with a series of coloured maps, charts and pictographs showing at a glance how the world's people are served by their communication systems.

The next section highlights the individual pattern of communication for every country — number and circulation of newspapers and periodicals, news agencies, schools of journalism, distribution of radio transmitters and receivers, developments in television, number of cinemas, film production, film imports and other basic information.

The third section consists of details data, mainly statistical, for the reader seeking facts and figures on mass media in any area.

DISTRIBUTION OF COMMUNICATION FACILITIES VARIES FROM CONTINENT TO CONTINENT.

World.	Africa.	North America.	South America.	Asia.	Europe.	Oceania.
POPULATION Total						
2,351,113,000	193,359,000	210,908,000	105,295,000	1,247,731,000	581,642,000	12,188,000
PRESS Total circulation of Daily Newspapers.						
218,764,700	1,920,650	58,155,750	7,302,500	27,423,400	119,776,000	4,186,,000
RADIO Total number of Radio Receiving Sets.						
160,686,211	927,266	87,194,534	5,698,600	10,412,643	54,202,111	2,248,057
FILM Total number of cinema seats.						
44,375,200	877,650	15,107,000	3,519,000	4,146,000	19,036,000	1,669,000

Directory of Adult Education Organisations and Agencies.

The Central Office of the Indian Adult Education Association is compiling a Directory of all organizations and agencies engaged in adult education work. The types of activities that the Directory proposes to cover are as follows :—

1. Running of evening classes, night schools or courses for adults.
2. Running of libraries or reading rooms.
3. Organising of lectures, discussion groups or reading circles.
4. Organising of exhibitions on civic, economic or social topics.
5. Organising of agricultural extension work.
6. Organising activities for the popularisation of arts such as dramas, paintings and music and arranging classes for learning the above arts.
7. Running of museums.
8. Production of literature for adult education work such as primers, books, charts, etc., as well as follow-up literature.
9. Production of films and other audio-visual aids.
10. Organising of radio listening groups such as those organised by the various State Governments in the villages.
11. Giving training in cottage vocations, domestic work, first-aid, hygiene and sanitation.
12. Extra-mural activities of Universities such as extension lectures, etc.

Apart from regular organisations set up for the specific object of promoting any one of the above activities, a large number of institutions like co-operative societies, welfare departments of mills, trade unions, clubs and rural development departments of State Governments are usually engaged in such activities. All such agencies are requested to send information about them to the Organising Secretary, Indian Adult Education Association, 30, Faiz Bazar, Delhi.

A questionnaire has been prepared by the Association giving the points on which information is required and can be had from the Central Office of the Association.

NEWS from FAR and NEAR

EDUCATIONAL CARAVAN

With a view to intensify the programme of audio-visual education in rural areas an "Educational Caravan" has been devised by Shri S. S. Mathur, Director of Education, Delhi Province.

The Educational Caravan comprises of a fleet of four vans — a Cinema Van, two Mobile Exhibition Vans, and a Mobile Stage. the Cinema Van is fully equipped with 16 m.m. projector, a film-strip projector, peep-show equipment, a radio set, amplifiers, microphone, etc. The Mobile Stage has been built on a special type of trailer with collapsible curtains, amplifier, footlights, etc. The two exhibition vans contain models, charts and demonstrative materials relating to Health, Anti-Malaria, Nutrition, Maternity, Child-Welfare, Agriculture and Adult Literacy. A Circulating Library is also contained in the vans. In addition portable merry-go-rounds, see-saw, giant-wave, strides, swings, volley-ball sets, foot-ball sets musical instruments, drama costumes, folding chairs, and tables, shamianas, kanats, etc. are also carried in the vans. All the four vans have been fitted with electric generating plants.

With the help of the Educational Caravan the Social Education Department is holding 'three-day-melas' in villages. Sports and athletics for adults as well as children are organised. Exhibitions and demonstrations relating to health, nutrition, child-welfare, agriculture and basic school crafts are also arranged at the time of a mela. Peep-shows, films, plays, bhajans and songs are also organised.

The Educational Caravan was inaugurated by the Hon'ble Maulana Abul Kalam Azad, Minister of Education on 30th April, 1950 and since then has organised a number of successful melas. Recently Janab Safiq-ur-Rahman Qidwai, General Secretary of the Indian Adult Education Association, presided over the concluding function of a mela organised in Kir Village and Prof. Abdul Majid Khan, Indian Consul in Saudi Arabia, presided over a similar function in a mela in Bakhtawarpur village.

SEVENTH SOUTH INDIAN ADULT EDUCATION CONFERENCE.

The South Indian Adult Education Association is holding its Seventh Conference at Tanjore City in the last week of July, 1950. Shri K. S. Ramswamy Sastriar will be the President of the Conference. The main purpose of the Conference is to bring together active workers in the field and to give an opportunity to them for exchange of ideas and experiences and "to prepare for the next stage in the war against illiteracy". The Conference will consider how best to co-ordinate on an enduring basis the work of official and non-official agencies so that the two types of organisations may function as complementary to each other.

Along with the Conference an exhibition of literature, charts, primers, follow-up material will also be organised.

Six Conferences have been held so far under the auspices of the South Indian Adult Education Association in Madras, Coimbatore, Adyar, Vellore, and Vettapalam (Guntur District). A special Conference at the time of Dr. Laubach's visit was held in March last year with the co-operation of the Government of Madras. Regional Conferences have also been held in Tamilnad, Kerala and Andhra Desa. The Association celebrated State-wide literacy week in the month of February, 1950, which aroused a good deal of enthusiasm for this work.

ADULT EDUCATION STUDY GROUP.

The Government Training College for Teachers, Jullundur Punjab (I) organised a Social Education Study Group in the month of May. Principal C. L. Kapur at the inagural meeting held on 11th May explained the aim and purpose of the course. He said that the way to resolve difficulties and solve problems is to put our heads together and follow the Study Group Method of puzzling out solutions of social problems. The present course, he emphasised, was intended to give a chance to men and women engaged in the business of social education to come together and to exchange their views and to crystallize their ideas regarding the aims, content and organisation of Social Education. Among those who addressed the Study Group were Shri Ranjit M. Chetsingh, Vice-President of the Indian Adult Education Association and Editor Indian Journal of Adult Education, Miss A. C. Currie, Dr. L. C. Khurana, Mr. D. I. Lal, Mr. R. R. Kumria, Mr. Uttam Singh and Mr. N. D. Sodhi.

The summary of talks and discussions in the Group have been published and copies can be secured from the Principal, Government Training College for Teachers, Jullundur.

BOOK REVIEW

Education in an Era of Transition

by I. L. Kandel

(University of London Institute of Education) price 2s. 6d. pp38.

This booklet consists of three lectures delivered by Professor Kandel at the University of London in 1948. In it he deals with proposals for reconstruction of education, emerging problems, and the study of education. There is not a great deal in the booklet that will be new to those interested in progressive education, but the points which Professor Kandel makes are ones which need continual emphasis. His analysis of problems is good but his constructive proposals for meeting the problems do not take one very far.

He points out the widespread recognition of the fact that the welfare and prosperity of every country depend on the right kind of education being given. The essential feature of such an education is the recognition of the worth of each individual and this means a radical change from the standpoint that the State comes first and that the individual must be moulded according to its needs. It is therefore a challenge to totalitarianism.

There must be equality of educational opportunity and this means not only that all children shall be educated, but that all shall have the education which shall enable them to develop their individual powers and bents. Equality of educational opportunity does not mean the same type of education for everyone. One great problem is that of breaking down the prejudice in favour of the academic type of education. Professor Kandel does not seem to do full justice to the part that the multilateral school can play in doing this.

In the booklet great emphasis is rightly laid on the fact that education must not be too much a matter of Government action and systems, but that the people themselves must be interested in it, and must take an active part in working out the kind of system they want.

In the last lecture the author emphasizes the importance of a study of the theory and practice of education, and advocates a fuller recognition of the importance of the subject by the Universities. He has some very pertinent things to say about the training of teachers. This is a booklet that can be reommended to all who are interested in education.

W. M. Ryburn.

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 in 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 background on account of the urgent preoccupations of war.' — *K. G. Satyidain,* Educational Adviser, Bombay Government.

'..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 of the present position of the movement..valuable suggestions for improving the work..reviews of educational literature..' — *The Hindu.*

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

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

'..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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