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

—*Browning*

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THE INDIAN JOURNAL OF ADULT EDUCATION

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All India Adult Education Conference

VI. SESSION : MYSORE, DECEMBER, 1948

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 the 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.

mes for expansion of education on the plea of financial stridency. While education should, as a whole, be given priority amongst the nation building activities of the Governments in Provinces and States, adult education should in the present set up of the Indian Union receive high priority in all schemes of educational 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 Governments 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. 5,000/- as aid to the I.A.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 Government will sanction a suitable recurring grant-in aid for the Association in the year 49.

7. This Conference earnestly requests Provincial and State Governments to take 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.

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 wishes 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 that Government in Provinces and States should set up properly inter co-ordinated agencies for the preparation of films, slides and pictorial 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 sche-

Indian Adult Education Association.

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Training Adult Educators

MANY THOUSANDS of adult educators are constantly at work in regular jobs throughout the United States and Canada. The majority of these, however, have either been pushed into their jobs by circumstances or been pulled into work with adults by their own concerns and interests, without previous training. Many of them have received in-service training, and some have acquired professional training after they have had considerable experience. Others have obtained their positions after they have had professional training. Such a situation as this is inevitable in a profession which is in the process of developing.

As the fields of operation of adult education have increased, and experience has accumulated, the need for professionals has grown. And yet opportunities for trained adult educators are still equivocal. The need is there, and in some quarters the demand is turning to pressure, but the support is still inadequate and unsteady. It is still true in most situations that adult education gets done by a bootlegging process on the part-time of persons employed primarily for other functions.

There are three areas where positions in adult education are steadier. The first is the teaching of English and citizenship to foreign-born residents and the elementary phases of education to the functionally illiterate in the larger cities. This type of teaching, however, is a part-time job with hourly pay for a short term, and it must consequently be done on the margin of time of people otherwise employed. Standards and requirements have been set up which, for the most part, are inadequate especially with regard to methods and materials useful in dealing with adults. There are also some part-time jobs in evening high schools, where requirements are the same as those for teaching in day high schools, without regard to the fact that most of the evening students are adults. It is scarcely possible to have adequate requirements for part-time, poor-pay jobs.

Agricultural Extension

The second area of steady employment in adult education is the Cooperative Extension

Service in agriculture and homemaking where a large proportion of the professional adult educators are to be found. The basic training for this work is done in the land-grant colleges. Home demonstration agents major in general home economics, county agents in general agriculture, and state specialists in their various special fields. Under the leadership of the federal extension service office in the Department of Agriculture and the state extension offices, a program of leaves-with-pay has been worked out so that extension service employees may take up graduate study in adult education. Programs in several universities have been approved for this purpose.

Group Work

The third area is group work. Since positions in this area are in large measure with agencies, and institutions which consider themselves social-work agencies, group work has been looked upon as social work. The basic training for it has therefore been in social work, with specialization in the techniques of group work and in community organization and community planning. The question inevitably arises: Is group work social work or education? In actual practice, it is more nearly adult education. Group workers find a need for training in adult education and adult educators find a need for group-work training. In fact, adult education training is heavily loaded with group-work concepts and techniques. The answer to the question above is, of course, that group work is both social work and adult education that it involves some training in both fields; and that the major emphasis in each individual case should depend on the circumstances, agencies, and problems involved.

Elements of a Profession

The three essential elements that make a profession — a body of knowledge, specific training, and jobs — must be considered in the preparation of adult educators.

Jobs have already been discussed in general. Among the many adult education jobs, there is a great variety. Compare, for example, such diverse types as: teaching those who have been deprived of formal

education and leading discussions on the current social, economic, and political issues; teaching handicrafts and teaching psychology; developing music appreciation and carrying on parent education. The significance of all this is that it necessitates a common denominator of training, and shows the type of specializations which are practical. A partial list of these types includes: (1) work with particular groups of people — parents, workers, recent immigrants, etc.; (2) various subject matter fields, broadly rather than narrowly conceived; for example, social sciences rather than history or economics, development of personality and human relationships rather than psychology, communication rather than English and the like; (3) types of adult education, such as leading forums, or discussions, or developing skills, or recreation leadership; (4) community organization and community planning involving groupwork techniques and methods, stimulating indigenous organizations and democratic processes; and (5) organization and administration of adult activities.

Training has two points of reference: on the one hand, the jobs done, already referred to, and on the other hand, the body of knowledge. The latter is the determining factor for training. There are still many issues and differences of opinion with regard to training, but the main problem is the concept around which the training is built. Two things must be borne in mind: first, that adult education is a function and not an end, and consequently it becomes valid with reference to definite objectives: second, education cannot be accomplished, as such, in a vacuum. We speak of an educated person, but he is an educated person, by virtue of the definite knowledge, skill, attitudes, etc., which he has acquired. Consequently, while a teacher teaches people he must teach them something.

With reference to the body of knowledge, there are four possible positions.

First is the traditional position held by most universities: All that good teaching requires is the mastery of a subject-matter field. This position assumes that the main objective is a systematic coverage of an organized field of knowledge *per se*. The method which is implicit in this view is the lecture; the materials are textbooks or readings organized by the instructor.

"Methods are Tools"

Second is the position that methods are

the "tools of the trade" of teachers, and that, consequently, the training of teachers is primarily a matter of their acquiring knowledge about and experience with methods. Many teacher-training institutions hold this position. The assumption is that the subject matter to be taught is available, but that, only as tested methods of teaching are used, can subject matter be effectively transmitted to students, in terms of objectives set by teachers. Methods are laid down, and materials are a matter of the best possible selection.

Third is an essentially different position. It holds that adults have peculiar problems of learning and that the conditions imposed by these peculiarities make the teaching of adults unique. Consequently, an understanding of the psychology of the adult and how to obtain the knowledge about adults as individuals is basic in training adult educators. This point of view has gained increasing recognition as the knowledge of adult psychology has grown. The assumption here is that adults "call the tune" through their interests and needs, and that the conditions of learning dictate methods and materials. Because of the wide range of individual differences in any group of adults, each situation is unique. Methods involve experience in how to apply principles in real situations; materials must be created, because there is a dearth of satisfactory ones.

Fourth is an eclectic position taking those things from each of the other positions which are applicable and useful. It is necessarily built around the psychology of the adult and is gaining increasing acceptance.

The fourth position is essentially the one that we are taking here, with the following additional emphasis growing out of the sociology of adults.

1. The community is the setting of any adult education situation and determines the kind of adults who will participate, the problems they will have, the character of activities involved in the solution of these problems, and the adult education possibilities.

2. The motivation on the part of adults for educational experience is closely related to the problems which they encounter in daily living. Their educational opportunities should therefore take account of these problems.

3. Since it is the pressure for action which is the focus of experience motivation,

the completion of the educational experience for adults involves action.

4. The aim of adult education must be the satisfaction of the adult participants, not the completion of a course of study or a term of classes.

5. Since the world of experience of the majority of adults is very limited, in our present day with its great opportunities for the enrichment of living, adult education has the obligation of "expanding the horizons" of adults.

6. Growth into effective democratic citizenship is an adult education process.

The content of training for adult education grows out of the philosophy of training and the concept of the body of knowledge. There follows a general descriptive outline of the major areas of studies for those in training under the philosophy which has been stated.

General Introduction to and Knowledge about Adult Education

History of adult education, not as such, but rather to discover the place it has held in various times and in various cultures, the objectives and purposes under which it has operated, the forms it has taken, and its accomplishments; the precipitate of history in the adult education of the present day; the factors which have made adult education effective in the past and their relevance today.

Philosophy of adult education: the character of purposes and objectives and how they are determined, both ultimate and immediate; the ideas with which to work; principles derived from experience; the necessity for and the process of developing a "working philosophy."

Functions of adult education deduced from an analysis of the social scene, involving a knowledge of the chief characteristics of American culture and an understanding of the place of adult education in that culture the conditions imposed on adult education by democracy, the relation of the cultural function to community functions.

Administration of adult education including the organizational structure of American adult education, the roles of various institutions, practical problems of organizing and operating a program, the community approach, problems of integration.

Emotional requisits for adult educators; belief in people and a better world, sense of mission, genuine interest in adults, broad interests, and experience in rich living.

Community and Community Organization

This area of study would include a basic knowledge of sociology and the techniques of community study; an acquaintance with sources of data about communities; the theory and facts about community organization and community planning; a practical understanding of the relation of adult education to community organization and community planning and of group life and cooperative activity.

Psychology of Adults

Factual data about adult learning; education regarding the peculiarities of education of adults; implications for methods in adult education.

Methods and Materials

How to meet the conditions of adult learning: individual attention and group experience, informality; attitude toward and character of methods found useful by experience: cooperative participation; discussion of various types; workshops; psychodrama, etc. Problems of materials: readability; printed matter; uses of mimeograph, radio, films, discussion outlines, etc.

Problems of Experience

Some of the best material available for use in training adult educators grows out of the problems, which have been, or are being encountered in experience. Provision should be made for the use of this material as a basis for criticism, analysis, and evaluation.

Programs and Agencies

The program of training adult educators assumes a liberal arts education as a background. It is professional training on a graduate level in graduate schools of education.

Teacher's colleges and education departments in liberal arts colleges can and occasionally do offer introductory courses. Only one or two institutions have so far attempted comprehensive training, and their programs follow in general the outline above. Specialized courses in subject matter skills, etc. are not special to adult education and are obtained through work in other departments. In-service training through summer courses, institutes, conferences, and workshops

is offered by many universities. Frequently organizations with extensive programs and large staffs provide training for their own people. Among such organizations are federal agencies, public schools, young peoples organizations, churches, workers' education organizations, women's clubs, etc. A listing of institutions where training is to be offered during the summer, together with their programs, is published annually in the April number of the *Adult Education Bulletin* of the National Education Association.

Methods in Training

It would seem quite unnecessary to say that adult educators should be trained as they are taught to train others, and yet all too often they are lectured about the disadvantages of lectures as compared with other methods. Methods must be a matter of experience, and instructors who cannot demonstrate methods are not able to do the job of teaching methods. There is as much art as knowledge in the use of methods, which means that field-work experience is an essential part of the training of adults during, or in preparation for, the training period. The supervisor should be sympathetic and cooperative and capable of giving constructive suggestions and helpful criticism.

The whole process of training should be informal. Since the focus is upon the use rather than the possession of knowledge most of the material can be handled more effectively through discussions and conference processes. The training will likely be climaxed in a seminar on problems and plans of the participants, but also the general and common problems of adult education are cooperatively explored by instructors and students together.

Training of Lay Leaders

The increasing use of lay leaders is inherent in the very character of adult education; a cooperative learning experience related in one way or another to group action. The most successful adult education enterprises in the United States, both quantitatively and qualitatively—the Cooperative Extension Service in Agriculture and Homemaking—depends almost entirely on lay leadership in its group activities; its success would not have

been possible otherwise. Money will never be available to do the necessary job of adult education by professional leadership. All adult educators, consequently, will be responsible, sooner or later in some way, for training lay leaders.

The training of lay leaders is not essentially different from the training of professionals. It will, however, be more limited in scope and more specifically related to the job in hand. It will necessarily involve less time and so be more selective in content.

Some Issues in the Training of Adult Educators

Adult educators are born and not made. The issue suggested in this statement always appears in the early stages of the development of any profession. The question here really is whether the spirit of the teacher is not more important than his knowledge. The answer is that in adult education both are essential. When rules and techniques take ascendancy over personal qualities and dedication to a job one believes in, then adult education loses its vitality.

Trained adult educators can handle any adult education situation. The sweeping positiveness of this statement makes it impressive, but not true. It should be obvious that the tremendous variety of situations, objectives, types of study and kinds of people involved in adult education precludes the possibility of anyone's being equal to all occasions. Even a trained adult educator is illiterate in some areas of living and in many areas of knowledge. One is some times teacher and at other times learner.

In the last analysis, the competence of a teacher lies in his mastery of his field of knowledge. One cannot interest students in a subject of which one knows little. The eager response to the fascination and challenge of knowledge is contagious; it is passed on from those who have it to others. The context of the training of adult educators is a professional body of knowledge for the edification of those being trained. This is not the knowledge, engendering the love of knowledge, which the teachers in training are later to pass on to their students. That is something else, something so important that, without it, an adult educator will be a sterile worker in a world which needs his fruitful labors greatly

Adult Education in the United Kingdom

The phrase 'adult education' should really include all further and continuative education, on a part-time basis, after the ending of the compulsory school-career, at the age of 15 in Great Britain at the moment, designed to fit the adolescent or the adult for a fuller participation in the life of the community to which he or she belongs and develop latent potentialities and interests. It is the practical expression of the view that education is a process which is not ended in youth, and all adult education should aim to provide for the acquisition of the knowledge, skills and appreciations which enrich personality and give satisfaction to mind and spirit. Nowadays, there lies a particular duty on the adult education worker for, in the words of Stephen Spender, "It is not possible for democracy to survive without a greatly extended sense of public knowledge and responsibility through education." (Times Ed. Supp. Feb. 7, 1942)

The value of considering the British experience in this field is that it has embraced, through different media, all forms of adult education from simple education for literacy to education for citizenship, from vocational training to most advanced work in subjects of specialised interest. Even today the last war proved that a certain number of people reverted to illiteracy after their school-days, usually as a result of the nomadic habits of their parents, overlarge classes and ill-health in youth and work of considerable social value was done by the Services in special classes of six to ten weeks' duration.

The adult education worker has both advantages and disadvantages with which to contend. He may count on a certain maturity of mind and practical contact with life which help to make the study of institutions a reality rather than a theory and his pupils' powers of expression, often at first weaker than just after leaving school, normally return with increasing confidence. He should, perhaps, always bear in mind Coleridge's judgment on fiction which he transferred "from the genus, reading, to that comprehensive class characterised by the power of reconciling the two contradictory yet co-existing propensities of human nature, namely indulgence of sloth, and hatred of vacancy." On the teacher's side is this general hatred of vacancy; against him is an almost equally general

indulgence of sloth which produces apathy. A more insidious enemy is that people tend to impose on their inability to learn and have to be awakened from this form of indifference. Most people have much greater mental and spiritual resources than they admit and once the teacher's stimulus is applied delight to add to them. Above all, "on every summit there is peace, but especially on the summit of ignorance" (W.R. Paterson) and the adult education worker has the sometimes perilous duty of disturbing this peace without leaving a discontent far from divine.

If, then, adult education comprises work other than that of formal education or vocational training, we must begin with the adolescent and, at once, we find the peculiarly British way of doing things. Voluntary effort, normally associated with a religious, moral or social cause, leads and the Government comes along later to co-ordinate and to systematise. In the service of youth voluntary effort led in 1883 to the foundation of the Boys' Brigade, in 1907 to the Boy Scouts and in 1911 to the Girl Guides, while the Y.M.C.A. and the Y.W.C.A., which are primarily concerned with the young adult, have in recent years been paying more attention to the 14-18 age group. The work of these and similar organisations, based on a club spirit and on a wide variety of healthy activities, should never be underestimated, particularly where young people move from their home surroundings to towns in search of a job.

But, "though no country is richer in voluntary societies for youth than Britain" (H. C. Dent. British Education, p. 25), their activities probably do not affect more than a quarter of the age-group. Therefore in 1939 the Government, over half-a-century after the first voluntary body had begun its work, called upon Local Education Authorities to co-operate with voluntary effort so as to provide greater social, physical, recreational and educational facilities for youth. A considerable programme has been developed by full-time organisers of youth, of which four main elements deserve mention. Technical, commercial and art education is provided through the Evening Institutes and over a million part-time and three hundred thousand full-time students are in voluntary attendance. The technical and commercial courses are

carefully planned in conjunction with local industries, which provide a high proportion of the instructors. Non-vocational studies, leading to the disinterested study of subjects for their cultural value, are also provided for in the Evening Institutes and this part of the work has recently received a valuable ally in the Arts Council of Great Britain which counts among its most important tasks the bringing of music, drama and the arts to parts of the country hitherto starved of these amenities. The Government's next step will be the establishment in 1950 of a network of Country Colleges which will provide compulsory part-time education with a flexible course admitting of a wide variety of interests, for the 15 - 18 age group. Finally the Youth Advisory Council, established in 1939, has the duty of increasing and systematising the work done by the voluntary agencies, backed by powers to acquire land for playing-fields and authority to finance deserving efforts. Thus a more closely knit system of service to youth, still very largely based on voluntary and unpaid work, will ensure that the adolescent has every opportunity to bridge the difficult gap between school and fully adult life and an important task in adult education will have been accomplished.

With this development in youth services, it can truly be said that the words 'adult education' in Britain will come to signify non-vocational education, concerned only with interests wider than those of a single trade or profession, though a considerable range of vocational training will remain permanently available. This trend will increase the most significant of recent developments in adult education, the move towards informal as opposed to the academic approach, to a greater sharing between teacher and pupil of the tasks of teaching and of learning.

In one sphere, that of residential adult education, much less can be learned from British than, for example, from Danish experience, as there were, in 1939, only 9 residential colleges, all founded by voluntary effort and seven of them receiving grants from public funds. But in the wider field the interaction of voluntary and governmental effort can again be studied profitably as, for over a century, adult education in the United Kingdom was supported solely by voluntary effort. It should never be forgotten that in England most educational movements have also been social movements, and, in some cases, the most lasting and valuable part of such movements.

Most of the voluntary bodies, such as the Y. M. C. A., the Y. W. C. A., the Women's Institutes, the Rural Community Councils and the Educational Settlements Association believe that adult education must spring from the needs and interests of the people and, therefore, tend to concentrate on activities which are both recreational and educational, such as dancing, music, films and discussions. From this informal approach they often lead on to formal education with not ble success. A more detailed description of three bodies is, however, needed to explain the variety of approach to the problem in Great Britain.

The National Adult School Union, founded by William Singleton and Samuel Fox in 1798, now, in its 150th year, maintains over 700 adult schools. It began with the aim of meeting the practical need to read the English Bible and the classes used to meet on Sunday morning, as in those days the time available for removing illiteracy was small. The first difficulty, the fact that people were ashamed to come to school, was met by doing some of the early teaching in the pupils' houses and the second great difficulty, that of text-books, was eliminated by the general availability of the Bible, which met the primary needs of instruction in reading and writing to which the first efforts were confined. After the 1870 Education Act a development of the work became possible, as literacy became universal, but, though a steady increase in the variety of subjects taught resulted, the the Union maintained three basic principles in its work. First, "each one teach one", which is particularly valuable in work with illiterates as Laubach recently re-discovered in his Asiatic and African educational campaigns; second, education is a life-long process; third, all members are both teachers and scholars contributing to the common stock. The Union publishes its own Adult School Study Handbooks and is fully self-supporting and undenominational, though its philosophy is Christian. This most valuable body still tends to deal with the somewhat rudimentary needs based on co-operative study groups and on a synthesis of religion and education.

At the other end of the scale is the Workers' Educational Association, founded in 1903 when Albert Mansbridge made an alliance between the Universities' Extension Movement, the Trade Unions and the co-operative movement which had inherited an educational tradition dating back to Robert Owen. This is a most remarkable and influential body, appealing to the intellectual elite

among the workers, and, through its special Tutorial Classes (3 years of 4 sessions each) and Advanced Tutorial Classes, enabling spare-time enthusiasts to accomplish work first of degree and then of postgraduate level. In 1939 there were over 700 of these classes and, though the movement has maintained high standards and consequently has not an enormous enrolment, about 100,000 students attend some 5,000 classes, most of them on a yearly basis, and 12 annual summer schools have come into existence. The Association itself is maintained by members' contributions but teaching costs are largely met from public funds. It is steadily increasing in numbers, drawing on people who wish to equip themselves to play a part in trade union, local government or other public service and its technique of informal discussion rather than formal lecturing during meetings averaging ninety minutes combines the advantages of expert information and practical comment. The subjects, selected by the students, cover a vast range and almost provide an analysis of national interests. Recently, as high a proportion as 20% of the classes have dealt with aspects of international relations and usually studies connected with the life of the community, such as history, economics or sociology, form the largest group, though there are also many classes for music, art, psychology and philosophy. The Association primarily concerned with the development of powers and interests of a general cultural rather than of a particular nature, "has expanded as the educational organ of a democracy of wage-earners confronted by the problems of an industrial democracy and seeking an education which would equip it to grapple with them." (R.H. Tawney. *BTD*. Aug. 1947, p. 7).

The third Body of particular interest is the Bureau of Current Affairs, started during the war as the Army Bureau of Current Affairs, and essentially a Body for producing suitable material rather than one which itself conducts classes. The technique is based on group discussions and was first operated by regimental and other officers, mostly quite untrained as teachers, who were provided with a weekly brief on the basis of which they could lead the discussion. Later visual exhibitions, maps, films, photographs and small unit libraries increased the range of available material, and there can be no doubt about the general success of the experiment in removing apathy. Men and women were equally catered for in two to four hours a

week and the technique has now been taken over in its entirety by the Services in time of peace. The Bureau of Current Affairs now acts as a procurement agency for the thousands of discussion groups which have sprung up since the war in association with voluntary bodies of all kinds and a typical example of their work can be seen in the half-dozen wall-pictures which help to give the facts of life in a community and to stimulate a well-informed discussion on community needs and the place of government and voluntary effort in meeting them.

Two other non-governmental agencies should be mentioned before considering the part played by Government in adult education, and it is again worth noting that in Britain people turn to Government not as the prime or sole agency for action but as the ultimate resource after voluntary work has proved the worth of a project. In 1873 the University of Cambridge, in 1876 London and in 1878 Oxford began University Extension lectures for popular audiences and now all Universities have Extra-Mural Delegacies with a Director and staff of their own for work within their area. The part the Universities can and should play in any adult education movement is very great. More recently the B. B. C. has become a contributor to the movement. The Brains Trust, which started purely as an entertainment in the Variety Department, has become a very real influence, despite occasional lapses into exhibitionism and has shown how much greater than educationists or professionals in the arts ever think is both the interest and the taste of the average man and woman. Its dramatic and stimulating form can be a most useful ally and is particularly useful in disseminating expert views, often of a contradictory nature, to an audience in an intimate fashion.

Lastly comes the official effort, dating from 1893. Official assistance has been indirect rather than direct, through grants to the University Extension Movement, to voluntary bodies and through plans for part-time continuative education. The most interesting example of recent indirect action has been the grant of a subsidy to the Arts Council of Great Britain which, through its exhibitions, concerts and theatrical enterprises, has assisted a notable revival of interest in serious entertainment. One result has already been the creation of many new dramatic clubs and music societies, play-reading and sketching groups, as the reaction among the people

has proved active rather than passive. More direct Government action is seen in the work of the local Education Authorities which provide, or assist voluntary bodies to provide, informal types of education and community training through Evening Institutes and similar foundations where almost any taste from physical training to cookery, elocution classes to a pigeon-fanciers' club, may find a home. A vitally important part in this work is played by the Public Libraries which may, as in Leytonstone, become centres of the community's cultural development, where gramophone concerts or special exhibitions can be backed by the library's full resources. Indeed any cultural centre, be it a library, a museum or a church has a duty to be alive and thereby to contribute to the further expansion of human appreciation and enjoyment, and it would be fair to say that, in England today, these opportunities are not missed. Nor should the Services be omitted from any consideration of official effort, for all make provision for continuative education during service and for specialised training for re-entry into civil life before release. Army schools in some regiments date back to 1767 and the Educational Corps of each Service runs discussion groups, brain-trusts and short courses of two or three days' duration. During the last war an interesting development was the series of correspondence courses, run by the War office itself, which catered for the needs of over 200,000 Service students between 1941 and 1945. Similar activities were undertaken in civilian bodies, like the National Fire Service, and to these efforts a part at least of the post-war developments in adult education are due.

In all this recent work, it will be seen that rediscovery of the discussion group technique has played a part. Fundamentally, this means considering the subject in hand through the light of the

collective experience of the members of the group; it is the task of the leader not to dominate the discussion but to act "the part of a focussing lens" (Year Book of Education, 1948, p. 112). The leader need not be an expert on the subject, but he or she should be tolerant, tidy-minded enough to keep the discussion to relevant points and tactful enough to encourage everyone in the group to participate, for the method is based on active participation and not on the passive reception of information. Eventually such meetings should lead to wider reading and to more formal study, based on lectures by experts, after which discussion would be resumed at a higher level and it is in the provision of expert briefs that such bodies as the Bureau of Current Affairs can be most useful. The limitations of the technique are obvious; it is most useful in dealing with any subject relevant to the experiences of the group concerned, and these subjects are more numerous than is often believed, but it rarely leads anywhere when the group itself is ignorant of the matter treated.

It might, therefore, be claimed that, both in the amount of work done and in the variety of experiment, British adult education movement is of universal interest. So, too, are its aims universal. In the words of Nicholas Berdiaeff, "It is a great error to believe that liberty is something easy; on the contrary, it is difficult. Liberty is not primarily something which Man demands; it is above all something which God demands of Man, so that the dignity of Man may be affirmed." (International Affairs, Vol. XXIV, p. 103). The value of adult education work in all its branches lies precisely in the chance it gives to all to affirm, within and through service to the community, their dignity as Men.

NEWS from FAR and NEAR

DELHI—

ADULT EDUCATION CENTRE OPENED NEAR JAMA MASJID

Delhi, Monday.—The second of a series of Adult Education Centres, proposed to be started by the Delhi Municipal Committee, was opened on Sunday at the Municipal Dispensary near Jamma Masjid by Lala Deputy Mal Jain, Junior Vice-President of the Committee and Vice-Chairman of the Adult Education Board. The proceedings opened with "Bande Mataram", sung by the students of the Municipal Girls' High School and "Ram Dhun" by the boys of the Municipal Primary School of the locality.

The Director of Adult Education, Mr. N. L. Kitroo, explained the scope of the municipal scheme and pointed out its special features. He invited the co-operation of the residents of the locality to develop the Centre into a real community Centre.

A number of speakers, including women, spoke on the occasion and offered helpful suggestions. The women speakers suggested that the afternoons in these centres might be utilised for their education.

Lala Deputy Mal spoke at length on the civic responsibilities of the modern citizen in context of free India and added that the future of the Indian Dominion would largely depend upon the capacity of the average citizen to take a legitimate part in shaping the future programme and policy of the Government as well as of public bodies. "In discharging these important duties a high degree of personal integrity and knowledge is essential and this could best be achieved by utilizing such centres properly", he added.

Lala Deputy Mal assured the women that their education was as much the concern of the Municipality as was that of men and he promised to place their request before the Adult Education Board at the earliest opportunity. He, however, informed them that already one such centre for women was proposed to be opened in Pardah Park under the supervision of a trained lady worker.

DELHI MUNICIPAL ADULT EDUCATION SCHEME

Delhi, Monday.—The adult education scheme of the Delhi Municipal Committee will be put into operation when the first

centre to impart general education to the common man will be opened in the Municipal Unani Dispensary, Hamilton Road, in the last week of this month.

The department of Adult Education of Delhi Municipality has finished a training course for field workers who will be put in-charge of various centres. These centres, which will have well-equipped libraries, are intended to foster interest in current issues by arranging lectures, providing film shows and holding discussions. Arrangements will be made for imparting literacy to those who show interest in this direction.

NEW DELHI—

EDUCATE PEOPLE FOR ADULT FRANCHISE

NEED STRESSED IN ASSEMBLY

NEW DELHI, January 4.

A warning that the Government of India, in consultation with the provinces, should take immediate steps to educate the "little masters"—the 200 million persons who will exercise their votes on the basis of adult franchise provided in the Draft Constitution—was given by Mr. Biswanath Das, former Premier of Orissa, this morning, during the debate on the relevant article in the Constituent Assembly.

After a prolonged discussion, the House rejected a Muslim member's amendment aiming at the extension of the principle of proportional representation to the House of people as was agreed in for the Council of State yesterday.

Dr. B. R. Ambedkar, Chirman of the Drafting Committee declined to accept the proposal on three grounds; firstly, judged by merits and in the light of the circumstances obtaining at present in the country, it was not feasible as India had the smallest literacy in the world; secondly, introduction of proportional representation in the House of people would not only lead to fragmentation of legislature into a number of groups but also contribute to the instability of the Government of the day, and thirdly, the minorities might have to forfeit the hard-won "representation which joint electorates, and reservation ensured for them by asking for proportional representation."

STABLE GOVERNMENT

Dr. Ambedkar drew cheers from all parts of the House when he underlined the importance of a stable and powerful Government in free India for the consolidation of freedom and maintenance of law and order.

In view of the vital principle involved in the article affecting their representation, the spokesmen of the minorities belonging to Muslim, Sikh and Harijan communities were given a larger part of the time allotted for discussion.

Mr. K. T. Shah had the refreshing experience today of one of his amendments being accepted and the members of the Assembly vociferously congratulated him on his victory after rejection of scores of his amendments which he piloted daily with dogged pertinacity. His proposal aimed at providing adequate representation for the peoples of the centrally administered areas like Cutch, on the same basis as the provinces. Mr. Ananthasayanam Iyengar, Secretary of the Congress Parliamentary Party, who has been assisting Dr. Ambedkar in expediting work in the Assembly, indicated before the House adjourned that the articles relating to the provincial legislature should also be adopted in the next four days so that provincial Governments could be enabled to get going with the work of preparing electoral rolls and delimiting constituencies for holding elections early next year.

CHILD EDUCATION SHOULD BE THROUGH JOY

GOVERNOR-GENERAL SAYS LAUGHTER IS LIKE SUNLIGHT TO PLANTS

The Governor-General, Mr. C. Rajagopalachari inaugurating the Balkan-ji-Bari here on Saturday declared that the best way to educate children was through joy.

The Governor-General said: "It is only through joy you can get real work, through joy that freedom has any use".

"Mr. Kher, Premier of Bombay said that I am a lover of children. That is like saying that a tree has leaves. There is no man who does not love children. No tree can grow without leaves. Men cannot grow without children. There is no difference of caste or community among children. Like the leaves of a tree, all children are the same.

"Men try to bring up children, but really God is bringing them up. The more the

children the better the chances of bringing a good world into existence, if we have no children or if we limit children or dislike them, we dry up the fountain of love in our hearts and the tree itself will dry away afterwards".

SUNLIGHT

"Some people lay emphasis on discipline, some on work, others on freedom. The best way to educate children is through joy. It is only through joy you can get real discipline. It is only through joy that you can get real work, through joy that freedom has any use.

"Unless you make children laugh, you cannot educate them. A tree cannot live or leaves grow unless sunlight falls on it. Joy is like sunlight to plants. You may employ a large number of private tutors just as you pour water at the root of a tree, but without joy and sunlight the child cannot grow and the tree cannot grow.

"If you want children to grow well, try and give them as much joy as possible. Merely giving education so-called is like putting a lot of manure at the foot of a tree which is without sunlight.

"Nature is strong and in spite of all our mistakes children grow well. The sun is strong, the rain is plenty and the forests grow in spite of the goats. So, in spite of the errors of parents and teachers, children grow.

KEEP TEACHERS AWAY

Referring to Balkan-ji-Bari. His Excellency said: "This children's movement will have to be done in the home and in the locality. Organisation plays a little part. Balkan-ji-Bari is a method of education mainly through joy. Parents and all teachers should be made to realise this. The organisation works to give the idea to teachers and parents.

"We should have in each street a small garden and in the town a big garden and arrangements should be made to enable children to play and find joy there.

"If you have ladders there, make them suitable for children. If you have benches there, make them low enough for children. If you have ponds, they should be just deep for children to play.

"There should be people there to look after the children. Parents perhaps should not be allowed to go there for generally they prevent children from playing freely. Teachers should be kept a mile away. People like me should not also go, for they will

be asked to speak and will make long speeches."

The Balkan-ji-Bari is an All-India children's organisation which was first started in Karachi by Mr. Shewah Bojraj and has now been re-established in Bombay with Mr. B.G. Kher, Premier of Bombay, as President.

F. P. J. Bombay.

MAHISADAL—

FIGHT AGAINST ILLITERACY

Dr. K. N. KATJU'S CALL

Mahisadal (West Bengal), January 4.

The Governor of West Bengal, Dr. K. N. Katju, who arrived here on a short visit yesterday, addressing a largely attended public meeting said that now that foreign rule had come to an end in India, the people should direct their fight towards overcoming illiteracy, ill-health and other evils.

Referring to the prevailing high prices in the country, the Governor said that these were only temporary and were sure to pass off. Such difficulties, he said, were being experienced even by countries such as England where food stuffs were scarce and scarcity condition was much more acute than in this country. They should remember that freedom which they had achieved after 1000 years was priceless and no difficulty should damp their spirit.

Earlier, His Excellency unveiled a Martyrs' Memorial.—API,

MYSORE —

NEED OF ADULT EDUCATION FOR IMPROVEMENT OF PEOPLE

Dr. RANGANATHAN'S PLEA TO SET UP SUITABLE AGENCIES

"Adult education is a vital necessity for the nation to use its independent status for the improvement of the people both at the material level of food, clothing and shelter and at the mental level of enlightened participation in the affairs of the nation which democracy connotes," observed Dr. S. R. Ranganathan, in his presidential address to the sixth All-India Adult Education Conference held here today at the Crawford Hall.

Dr. Ranganathan proceeded: "The State should, therefore, take up the provision of the agency in its hands. This does not mean necessarily that it should directly run all

adult schools. It is sufficient if it makes provision at the legislative level. It must pass a well designed Adult Education Act making the setting up of agencies of prescribed standard by the local bodies obligatory.

Referring to the objectives in adult education, mistaken for literacy work, Dr. Ranganathan said: "A possible mistake is to regard adult education as equivalent to literacy work. This mistake often creeps in consciously or unconsciously. Great vigilance is necessary to keep out this mistake. Acquisition of bare literacy is often taken to mark the end of the responsibility of the agency for adult education. One has to be taken far beyond bare literacy to enable one to use one's literacy for self-education"

Dr. Ranganathan maintained that to postpone the further education of adults till literacy was established among them was another possible mistake. Dependence on literacy, he averred, would delay the education of adults more than was necessary, or good for the country.

WITH WHOM TO BEGIN

Dr. Ranganathan stated that the limited resources in teachers, money and equipment must first be issued on those who could benefit most easily, meaning thereby that the recruitment to the adult classes in the earlier years must be severely selective. "It is the persons of the upper quartiles that should be preferred", added Dr. Ranganathan, "The spotting out of the upper quartiles is not now consciously done. It is not even contemplated".

Laying down the directive, Dr. Ranganathan suggested that it must be made clear that each adult education agency must first concentrate on the literate adults who had left off school before becoming mature enough to be interested in cultural subjects.

Stressing the urgency of establishing public libraries, Dr. Ranganathan observed: "If compulsory elementary education is introduced, as it must be in order not to add to the load of illiteracy any longer, the public libraries become quite necessary not only for the use of literacy to promote the further education, but even to retain the very literacy, of the new generation of adults".

Dr. Ranganathan deprecated the tendency to imitate Great Britain blindly in this matter and to urge the Indian universities to develop an extension side. He, however, felt that this country should look to the Scandinavian

countries for models and develop the agency for adult education quite independently of the universities.

In this connection Dr. Ranganathan suggested the establishment of an association between agencies for formal adult education and public libraries because they were mutually dependent at all times.

Outlining the nature of the agency to be created, Dr. Ranganathan remarked: "The agency for adult education must thus be independent of that for formal education—be it school, college or university. It must be independent of that for informal education—the library - though it must co-operate with it. This separate agency should not be left to be set up by philanthropy as hitherto. We have left behind us the age when private philanthropy was possible on the scale required for the purpose. Nor is it wise to have this agency to develop in a casual manner in each locality.

SIR C. V. RAMAN'S SPEECH

Earlier inaugurating the conference Sir C. V. Raman stated: "If you want to educate people you must first make them feel it is worthwhile to be educated. History has presented examples of men who tried to educate democracy, were misunderstood and made to suffer. Socrates, Copernicus, Galileo and Mahatma Gandhi came under this category. Therefore, proceed carefully in well thought out plans.

"Books as agents which enable us to commune with great minds, are another educative factor. Real education is the capacity to understand the supreme good and great things in human life".

Sir C. V. Raman emphasised what he called the fallacy of political argument about literacy. It was wrong to think that once a man was made literate he would vote for the right candidate in an election. Hence if we wish to make the common man happy, save him from poverty, dirt and disease, the problem should be tackled at the very root, and the cause found out. There was no use approaching this problem with a hundred year old mentality. "Let us begin afresh with clear thinking and not make this a political problem and tackle it essentially as a human and social problem which should be tackled with a cold-blooded passionless scientific approach" he concluded.

Times of India, Bombay.

NAGPUR—

TRUE METHODS OF EDUCATION

Dr. RADHAKRISHNAN'S VIEW

Nagpur, January 10: "Education is a co-operative enterprise between the teacher and the pupils where there should be a sharing not only of instruction but also of feeling," observed Dr. S. Radhakrishnan, in the course of a discourse here yesterday evening. The work in the educational institutions at present had not been made a pleasure for the boys and girls who attended them with the result that they usually went there with a sad countenance.

The true method of education, Dr. Radhakrishnan continued was not to impose one's ideas on others but just to communicate one's thoughts to others and leave the recipients to use their own judgment in arriving at conclusions. The correct attitude of the teacher towards the taught was typically exemplified by what Lord Krishna, considered to be the greatest world teacher, had told Arjun when he said "this is my opinion and it is for you to act as you think fit."

There could be no proper education without a co-ordinated development of the intellectual, physical and spiritual facilities.

Earning one's livelihood or finding a career, however essential, was not the sole purpose of education which was a second birth to man's life. Every human being was incarnate of the supreme spirit and as such each had a spark of that spirit in him. Man's goal was to realise that supreme spirit and it was for the teacher to fan the spark into flame. The teacher had to respect the individuality of the pupil and not consider him as one in the mass.

Defining the term "Secular State" which India was to be under her new constitution, Dr. Radhakrishnan said that it meant not merely that we tolerate other religions but that we appreciate, recognise, and sympathise with all religions and faiths and there would be complete freedom for all to practise and follow their respective faiths. A secular State did not mean a godless or irreligious State but that there would be no special privileges for the followers of any particular religion or faith.

If we recognise the equality of all human beings, then we realise Swaraj and the bliss of true freedom.

(Continued from page 12)

In conclusion I have a few recommendations to make to this conference.

- (1) The Government be requested to open a publication department of adult literature and reasonable remuneration be paid to authors who can really write good literature for the adult-literates.
- (2) The Government be requested to publish the newly prepared literature or else subsidies a private publishing firm to the extent of any probable loss on such publications.
- (3) The Government be requested to urge the Railway authorities to appoint

station and travelling book-sellers at the cost of the Railway or the Government appoint them on commission basis.

- (4) The adult literature department of the Government be made responsible to conduct book-fairs during festival occasions like the Kotappa-Konda Tirunala.
- (5) Under the auspices of the Andra Desa Grandhalaya, Patamata, Lanka, Bezwada, the Government be requested to organize a net-work of libraries in each village and community on grant and aid basis.

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

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

—*Browning*

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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 in charge 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 the 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 leadership 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 grapples 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".

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 Bhandi 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 Val-pakhadi, 20 women huddled together on the floor were learning their letters in Gujarati. 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 137

out of a total of about 750 men and women who attend the classes conducted in Marathi, Hindi, Gujarati, 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 studying 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 Ra. 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 subjugate 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 the 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 anti-social. To achieve this level of food production consolidation of small holdings and co-operative 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 39 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

4. ADULT ADUCATION TO MAKE COMMON, MAN, HAPPY

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. Madiab 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 libraries, 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 "conscriptioin 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 Shri-mathi Kameswaramina 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 ten 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 the 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 pictorial 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 Government 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 Shri 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 syllabus 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 total 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 husbands 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 indispensable 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 Conant 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 exposition 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 schools 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 enter.

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 prozoologist, 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 loyalties 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," (Celon 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 Siddnatha 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. Fazalbhoj, 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 Association, 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 on 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. Avinasingam 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 that could 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 ILLITERACY

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 conclusion.

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 Education 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 approach to deal with the instruction of adults were recently discussed at a conference 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 propoganda 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.

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 extravertive, 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 sensitive, 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 form the normal child-teacher attachments and as there is no satisfactory identification he resents punishment 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 stress is not enough; parents who consult the staff of a Child Guidance 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 child. The same is true to a lesser degree in general education in the handling of children, that is in child guidance 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 fortified 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 unsophisticated 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 crankiness, 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 community does not depend on the number of psychologists and psychiatrists per square 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 area"—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 heavy 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 number 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 Glasgow 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 Committee 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 Universities 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 Glasgow 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 sessional classes so that students take an introductory course 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. Educational 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 January 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 area" a phase.

BOOK REVIEW

RANGANATHAN (S. R.). EDUCATION FOR LEISURE. (INDIAN ADULT EDUCATION ASSOCIATION, DELHI). 1498.

PP. IX, 127, II. 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 education. 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 indulgence 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 understand the scope of the subject in the light of fundamental 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 of educativeness cannot be reached without a recourse to books. The library should provide books in the different arts and crafts of interest to the adult and in allied fields. It should also provide the textbooks for the conduct of literacy campaigns. 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 successive order, are still co-existent in real life. Interest in fictional literature 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 definitely 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 Cleveland

BY THOMAS BAR_{EN}SFELD

Efforts in adult education are, along with other things, experiments with techniques of communication. The field of audio-visual communication is one of the newest and most fertile of these techniques. In the following paragraphs one aspect of the audio-visual 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, film-strips and slides.

Recently, in order to demonstrate the value of film library service in small communities, 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 on 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 collection 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, Massillon, Canton, New Philadelphia, Wooster, Warren, Youngstown and Alliance.

Varied Film Uses

Another organization in Cleveland that has its own film library 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 visual 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 possibilities 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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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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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-literacy work.

— 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 authoritarian 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 enterprise 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 co-ordinate and (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 on 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 outlook of its own instead of expanding the existing organisation designed for other purposes, and which perhaps tends to become unwieldy, thus jeopardising 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-phobic 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 Planning 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, accommodation, equipment and staffing, for a period of five years which is

* "Russia goes to school" by Beatrice King-A New Education Book 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 nationalities 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.,
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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 were, 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 ADMINISTRATION

- (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 Dasher 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 attendance 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 consultation with All India Radio, Nagpur.

19. PRODUCTION OF LITERATURE

- (i) The section for production of literature has begun publishing a fortnightly 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 propoganda. 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 epidiastroscope, 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. Apprenticeship 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 efficiency 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

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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 back-

ward 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 flip 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.

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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 completely 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.

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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. Saiyidin*. 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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SEPTEMBER 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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Editorial

ADULT EDUCATION

The U.N.E.S.C.O. seminar held in Mysore recently was the occasion for many speeches on the size and nature of the problem of adult education in this country. It was also the occasion for a repetition of many oft-repeated assurances. The Education Minister again declared that the Government would give the "first priority" to adult education and would even introduce social conscription to make good the need for millions of teachers to implement the programme. These assurances would have been more cheering, however, if they had been accompanied by some assurance of their implementation. As the assurances regarding both the high priority given to education in the Government's plans and social conscription have been given many times before not only by the Education Minister but also by the Prime Minister, the people, before they can accept them at their face value, would like to have some more convincing evidence that they are meant to be implemented. Neither Maulana Azad's speech nor Prof. Humayun Kabir's provided any such evidence. As we have repeatedly pointed out in the past, good intentions and declarations of good intentions are not going to wipe out mass illiteracy—and for centuries most of our people have been steeped in illiteracy—or provide the majority of the people with that knowledge which alone can make them better citizens and better men at their job. What the people would like to know, therefore, is not what the Government's intentions are but what they propose to do to translate those intentions into policies. The people have been told too often that the Government would give the "first priority" to adult education. They would like to know how much money they are prepared to spend on this "first priority" and where the money will come from. If the Government cannot

afford to spend more on education than what they are already doing, the people would know at least that talk of "first priority" is merely a rhetorical way of saying "no priority at all". What applies to the talk of "first priority" applies to the assurance about social conscription. The Education Minister has calculated that several million teachers are needed for an adult education drive. But what are the people to make of this complaint about the shortage of teachers when the Government are not in a position to guarantee work even to trained teachers, hundreds of whom are without work today? It is not for the first time that a Government spokesman has emphasised the need for social conscription, for every educated person and every student giving part of his time to the adult education drive. But nobody has told the country yet as to how far these plans have proceeded. There should be no difficulty in any case in the Government's finalising their plans with greater speed. Social conscription in the interests of mass education is by no means a novel experiment. It has been tried by several countries with success. The Indian Government have only to adjust their plans in the light of the experience of these countries. Apart from woolly assurances, however, the Education Minister has not said anything about what is going to be done.

It may be that the education policy-makers are not to blame for this inaction. It may be that they have no adequate funds at their disposal and more schools, more teachers, more text-books, and even social conscription require funds. But the question of additional funds comes in only when they can prove that every available pie in the education budget today is being put to the most rational use. The Education Ministry is hardly in a position to prove that. Above all,

it does not require large funds to evolve a mass education programme to suit our resources and our circumstances. But no such programme exists. Adult education, it has been proved by painful experience, is of little use unless the adults, who get their short course of education, are enabled to retain their knowledge and unless a chain of small village libraries is created and active steps are taken to encourage popular literature. If these facilities are not there, education will only be wasted, for it will be automatically followed by a relapse into illiteracy. Similarly, adult education to yield positive results has to

be related to the vocation of the man to whom it is given to enable him to do his job more efficiently. Only in this manner can the social gain from adult education be consolidated. There is nothing in what is known of the Government's plans to show that they are aware of these needs. What is indeed most tragic about the stagnant conditions of education in India today is not the lack of means needed to implement a rational policy but the lack of a rational policy suited to our means.

(Indian News Chronicle D/ 7-11-49)

UNESCO SEMINAR

RECOGNITION TO THE ASSOCIATION

We are glad to announce that the Government of India have been pleased to nominate the following leading members of the Association as delegates and observers to the UNESCO Seminar now being held at Mysore :—

1. Dr. Zakir Hussain, Vice-President, Indian Adult Education Association, as delegate.
2. Janab Shafiq-ul-Rahman Qidwai, President-elect of the Seventh Session of the All India Adult Education Conference as alternate delegate.
3. Shri V. S. Mathur, Treasurer, Indian Adult Education Association, as observer.
4. Shri S. C. Dutta, Asstt. Secretary, Indian Adult Education Association, as observer.

The last two have been nominated as observers on behalf of the Association which was invited by the Govt. of India to send two observers on its behalf.

In addition to these, Shri T. Madhe Gowda, Prof. W. G. Eagleton and Shri P. M. Gopalkrishnan attended the Seminar as observers.

New Problems of Adult Education

by

Dr. K. N. Kini, M. A. (Hons) A. M., Ph. D., Dip-in-Edn (Columbia University)
 Director of Public Instruction Jodhpur.

In a country like India where over eighty-five per cent of the people are illiterate, it is natural that Adult Education should in the first instance be mostly confined to the task of enabling the vast illiterate masses to read and write, including of course the imparting of an elementary knowledge of hygiene and sanitation, local geography and history and the very rudiments of arithmetic. Add to this, the adults rendered literate should be enabled to retain their literacy by reading simple books on topics of interest to them and also journals dealing with our daily political and social and economic problems.

2. *Vocationalize Adult Education*:— But our country has to progress industrially and in agriculture and in producing first rate materials required for defence purposes. We should be, as far as possible, a self-sufficient nation. To produce these requirements, our workers should be more skilled, evince greater intelligence and possess an elementary knowledge of science and practical mathematics and machine-drawing. For example an ordinary labourer can hardly perform efficiently the tasks involved in the manufacture of electrical machinery and radio equipment, battle ships, destroyers and so on. Therefore after the ordinary literacy of the adult is achieved, we should organize courses for them in elements of science and mathematics, geometrical and machine drawing and relate these to the vocations they are following with the object of enhancing their vocational competency. An analysis of each of the jobs in which the adults of the locality are engaged should be done and the particular aspects of the above named subjects that are applicable therein should be taught to them. If the adults find that what is taught to them has relation to their vocations and will enhance their efficiency and therefore their earning power, they will surely be interested in the instruction imported. In short we should vocationalize adult education even from the lowest level. Specially qualified persons should be employed to do the job analysis and to produce suitable books for the use of the adults. Adult Education Teachers should also be specially trained to perform their tasks with zeal and efficiency and knowledge. They

should keep themselves in intimate touch with industry and know their requirements.

3. In order to increase production in our country, which is the most important question of the day, we should organize as part of the adult education programme "*trade preparatory courses*" for those already engaged in industry. An adult has chosen, say, metal-turning as his occupation. He finds that there is no future for it in the locality and that he would take to a new vocation, say plumbing. Opportunities should be provided for such new trade preparatory courses—as the artisan and journeyman level in the evening or night classes.

4. Courses of "*trade-extension*" type should also be organized. An adult may not be very proficient say in "electric welding" and he wishes to up-grade himself in the same vocation so as to enable him to earn more or occupy higher positions in the industrial employment ladder. Courses should be devised for him to reach the highest proficiency. He should be taught the science, the mathematics, the drawing and the commerce connected with the trade, which knowledge will add to his cultural equipment also. Culture should and could also be sought through the vocation.

UP-GRADING IN GENERAL EDUCATION.

5. Another type of adult education greatly merits our consideration. A number of persons who have passed their examinations at various levels wish to enhance their qualifications. For example, an adult who has passed the sixth class examination wishes to study the subjects of higher classes and obtain higher certificates to enable him to upgrade himself in his profession. He is employed and cannot attend day school. He and other people like him should be afforded facilities to progress. Classes either in the morning or in the nights should be organized for such persons and their qualifications enhanced. Indirectly, professions and vocations will get higher qualified persons.

RURAL UNIVERSITIES IN ADULT EDUCATION

6. In all our programmes, especially of *higher adult* education, we should not lose

sight of the rural population. Evening courses, both literary and vocational, are being gradually organized in the urban areas, but not in rural parts. This is partly so because we have not got higher institutions of learning in villages. We talk of food production but do not impart suitable instruction to the village folk in the art of modern agriculture and allied occupations, principally because there are no educational institutions which can undertake the task. It is quite likely that more and more middle and high schools will be established there. But it is highly improbable that the nation will think of higher institutions at the college and university level in rural areas.

7. I plead that we should establish new types of colleges and Universities in rural parts to suit the social and economic life of the rural population. Rural Colleges and Universities should be pre-eminently institutions for teaching people to produce food, clothing and building materials required by the nation on modern scientific and technological lines. Agriculture, animal husbandry, textiles, forestry, pottery, fishery, rural electrification, rural building trades, soil conservation, small scale industries, etc. should be the subjects of study *at college level in their natural setting* and rural populations should have opportunities of going up to the higher stages including research in their branches.

8. Laboratories for study of forest products and of problems of fisheries, agriculture and animal husbandry are being set up in cities, where there is no proper environment for these occupations. When an alien people, who were not earnest about these matters, were occupying the highest posts, these laboratories were constructed in cities so that they may all reside in the urban areas and enjoy club life with their compeers in other departments. They had nothing in common with our rural population. They did not really mean to solve their problems either. But when we Indians are at the helm of affairs, we should take correct view of the whole situation and see that what is due to the rural people is vouchsafed to them. I therefore strongly urge that colleges and universities be established in the rural areas and all rural subjects be studied in their natural environment much to the advantage and benefit of the rural population, who have after all to produce the food that we need and who can produce many other articles for us provided

we afford them suitable opportunities do so. If we do not effect this reform, the more intelligent rural people will flock to the towns to add to the numbers of the un-employed or under-employed people and cause economic waste and dissatisfaction in the long run.

9. If rural colleges and universities could be established with the above objectives, adequate and suitable arrangements can be made for up-grading the cultural as well as vocational levels of the rural population in their own environment and at times suited to their hours of work. During slack seasons, the farmers could have day courses and in the agricultural seasons, they could have night classes. "Trade preparatory" and "Trade extension" courses can be easily organized in these institutions of higher learning at any desired level. Of course, these institutions for rural folk should not be run on the cast-iron principals of urban colleges and universities with their interminable rules and regulations, ordinances and schedules which confuse even intelligent urban populations. In rural universities, examinations should be all internal more or less on the type of the *old Gurukulas where the pupils were not allowed to leave until they attained cent per cent competency*. The relations between the adults and the teachers would be more intimate and there will be no attempts by the candidates for examinations to steal question papers and for examiners to tamper with the marks. The performance of the pupils will be continued until they satisfy the teachers that they are adequately competent.

NEED FOR A NEW PHILOSOPHY OF LIFE

10. In order to resolve the poverty, illiteracy, and ignorance in the land we should develop a new philosophy of life and propagate it in the classes for adults. The old slogan "Simple living and high thinking" has led to poverty and ignorance. We should adopt a new slogan "*High Living and high Thinking*" which are not incompatible with each other. On the other hand high living goes well with high thinking in this materialistic world.

11. Production should be speeded up and the co-operation of adults is most needed in this matter. "Slow and Steady" does not win the race. Instead "Quick and Sure" wins the race of life, and our people should adopt this principle in their occupations.

12. The colossal illiteracy in the land cannot be removed by the older method of "hasten slowly." A big programme should be adopted and worked most briskly. "Hasten Hastily" alone will serve the nation in this matter. At our present rate, it will take decades, if not centuries, to make India fully literate.

DEFENCE.

13. Defence should be a great concern of our nation. "Home guards" should be organized on a tremendous scale in towns as well as villages. Adult Education movement and Home Guards movement should be co-ordinated. Adults should be interested in the matter of protecting themselves and their goods. *Every adult should be a soldier.*

Indian Adult Education Association

DEPUTATION TO THE HON'BLE MINISTER OF EDUCATION

A deputation of the Indian Adult Education Association, consisting of Dr. S. R. Ranganathan, Janab S. R. Qidwai, Messrs. V. S. Mathur, N. L. Kitroo, S. C. Dutta, waited on Maulana Abul Kalam Azad, the Minister of Education, at the Central Secretariat at 12-30 p.m. on 3rd October, 1949. Dr. S. R. Ranganathan explained the views of the Association as follows:—

While appreciating the large sum set apart for the promotion of social education, the Association feels that aiming at more than what the reputation made would warrant is liable to bring the movement into disrepute. Preparation well in advance is quite essential. Indeed it is our capacity for preparation that should settle the pace of progress in social education.

There are three bottlenecks in the preparation.

1.1. There is first the preparation of works. Teaching adults is quite different from teaching the children at school. The same methods won't work with adults. A special technique is necessary and the workers must be given a good training in it.

The futility of turning the ordinary teachers on to work with adults had been demonstrated quite often. We begin with a flare of trumpets. The adults drop out gradually and we try to forget our attempts at adult education. This recurs year after year. This is due to wrong technique. The central government should break this bottleneck by establishing a Training

College for teachers of Adult Schools. This College should have three functions.

(1) To train, on an all-India basis, the teachers needed by the training colleges to be established in the constituent States. There won't be enough candidates to be trained by each State. For this purpose the only practicable course is for the leaders of this new profession needed by all the States, to be trained in one all-India Centre.

(2) There is need for research in the forging of the technique of teaching adults suited to Indian conditions. We can not blindly imitate the technique followed in other countries. The Adult Education Department of the Jamia Millia, the Delhi Municipality and the Delhi Province can be used as laboratories and for field work in conducting research in the technique of social education.

(3) Moreover, the teachers necessary for Delhi and its environs will also be trained incidentally in the Central College.

1.2 The second sphere for preparation is the production of books and reading materials both for the schools of social education and for the follow-up work. Even in well-developed countries like England and Denmark it is experienced that the inadequacy of reading materials suited to adults at different intellectual levels is leading to much wastage and relapse to illiteracy in an appreciable number. The central government should prepare reading materials concurrently with setting up adult schools in large numbers. Here the example

of what was done by the government about a hundred years ago in the promotion of school text-books will be of use. Vernacular text-book Societies were founded in all Provinces with Govt. capital and all possible private agencies were stimulated to produce books till the trades found it worth while to take it into its hands. After about 40 years these Societies were wound-up. Unless the government set up a similar organisation for adult books, the book-famine will not be lifted and the premature and hasty attempt at spreading social education will end in failure.

13. For the next two or three decades, social education will have to move on even independently of literacy. Visual aids should play a large part in social education. Charts, diagrams, lantern slides and cinema scrap books, reels are needed on a variety of topics. While some of these can be made by the local workers, a good many should be produced on a large scale by a central agency. The central government should stimulate their production by financial help.

2. The agency for social education work is another important matter.

2.1. There is no doubt that the day to day work of this vast undertaking should invoke the aid of local agencies, which will be largely voluntary bodies of citizens.

2.2. But at the level of the constituent States and the Centre, full use must be made of non-official agencies to stimulate local agencies, to produce reading materials and audio-visual aids. More than all this, these non-official agencies will be greatly needed to make the public accept social education.

2.3. At the Government level, there is need for a separate Department of Social Education. The Ministry of Education has already seen the wisdom of having two different organisations set up — one for University education and another for school education — as the problems and the technique needed at these levels are quite different. To these two arms of the Minister, a third arm should be added to take charge of Social or Adult Education. For this form of education has an additional handicap even at the initial stage. Mere family ambition makes the children and youth flock to schools and universities — almost to the point of the applicants being refused admission. But there is no such pull of people toward social education. They should be persuaded and coaxed to come to adult schools. Thus the outlook and methodology of the

Department of Social Education has to be different from the very recruitment of learners, the formation of homogeneous classes, the technique of teaching right up to follow-up-work. A new tradition has to be built up. It cannot be attached to the traditions of either the University or of the Elementary and Secondary Schools. This tradition has to be nurtured from the very beginning along right lines.

3. Formation of Union Boards and States Boards of Social Education was the next point raised. It may have 15 other members made up of 12 selected by the Ministry from among the nominees of the constituent States and 3 selected by all-India Bodies concerned with the spread of Social Education like (1) the Indian Adult Education Association, (2) The Indian Library Association and (3) an all-India Body specialising in the production of audio-visual aids.

3.2. *Function* It should not be merely an advisory body. Our experience of advisory bodies has been very disappointing. They never function. Their advice is never sought. This Union Board should have initiative and have the following functions:—

(1) to function in the first six months as a fact-finding commission to go into (i) the experimental centres already in existence; (ii) the strength of the teaching personnel available; and (iii) the extent and the cause of the success or failure of the past attempts at adult education in different centres; and

(2) to draw up a development plan with special attention to the bottleneck of (i) finances; (ii) the training of necessary man-power to do the work, and (iii) the production and the service of the necessary reading and kindred materials to make the work of social education enduring.

(3) It should co-ordinate the work of the Board of Social Education of the constituent States.

(4) It should develop the whole work in five years so as to create a well-seasoned Department 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 and secondary education on the other.

3.3. In the earlier formative years, the Boards of Social Education must be given more initiative than the older Departments of

the Government and be less rigidly tied by red-tape of all sorts.

The Minister promised to examine these proposals and do whatever was possible.

4. The Association next pointed out that the government gave a grant of Rs. 5,000/- in 1947-48 to develop its activities. But it had been denied in the current year with the result that the work of the Association has been paralysed. An Association like this cannot get much money by voluntary subscriptions. The Minister agreed to look into the matter and give help.

5. With regard to the UNESCO Adult Education Seminar, the Association was let down in public estimate and in the estimate of the National Adult Education Association of other countries, by its not having been taken into confidence by the government of India and its not being represented at the UNESCO Seminar.

The Minister said that the UNESCO regulations limited the number of delegates. The Association pointed out that the government had freedom to nominate observers representing the Indian Adult Education Association. The Minister agreed to look into the matter.

6. The Association pointed out the anomaly of its being asked to share one seat on the National Commission for Cooperation with UNESCO with one of its member Associations viz that of Bombay. The Minister promised to look into the matter.

7. The Association requested the Minister to open the next All-India Adult Education Conference to be held at Hyderabad in June 1950. The Minister noted the request.

Then the deputation withdrew.

S. C. DUTTA
Assistant Secretary.

First Priority for Adult Education

Maulana Azad's Declaration at U. N. E. S. C. O. Asian Seminar

[Inaugurating the U.N.E.S.C.O. Seminar on Rural Adult Education at Mysore Maulana Abul Kalam Azad, India's Education Minister, declared that the Government of India proposed to give first priority to social education in its educational schemes, than to solve the problem of having teachers for adult education, the Government was thinking of introducing some kind of social conscription of educated persons such as matriculates.]

Maulana Azad said: You have met here today to discuss what is perhaps the most important and vital problem for all Asia. The welfare, progress and prosperity of any State depends upon the quality of its citizens and this in turn depends upon the education which moulds their character and shapes their thoughts. Important as a sound system of education is for all countries, it is still more important for the countries of Asia. Here we are witnessing a new awakening after centuries of slumber and quiescence. The past glorious traditions of the Asian countries demand that this new awakening must bring to the world a new message even as our ancient civilizations sent forth to the farthest corners of the globe; for Asia gave

to the world its religions, philosophies, cultures and civilizations.

The challenge of our ancient traditions and the spiritual poverty of our immediate past both require from the peoples of Asia an exceedingly great effort for the reconstruction of their lives in all spheres. This involves a basic reconstruction of our modes of education, for without such education we cannot fulfil our hopes. Ours is essentially a democratic age and the spirit of equality, fraternity and liberty is sweeping over all the peoples of the world. Asian countries must reconstruct their policy and their society in conformity with this spirit.

When we contrast the demands which democracy makes upon the citizens of a State with the actual condition of education in the different countries of Asia, the picture is one of grave and anxious concern. It is true that in some exceptional cases the problem has been largely mastered. We have Japan which according to figures available for 1946 has a literacy figure of 99 per cent and illiteracy of only 1 per cent. The Lebanon is also reputed to have a high literacy figure. Turkey has for 1945-46 literacy of 60 per cent in the towns and 40 per cent in villages. Philippines with its figure of 52.6 per cent is also comparatively well placed. The same remarks would apply to Ceylon, Thailand, Burma and China. We cannot, however, gauge the magnitude of the problem by percentages alone.

LITERACY IN INDIA

If we take the figures for India, we find that in pre-partition India the total number of literates according to the 1941 census was 37 million. Assuming that the number of adult literates is about 40 per cent of the total number of literates, this gives a figure of little over 15 million. This refers only to the pre-partition Indian provinces. Partition meant a loss of about 26 per cent of the total population and assuming that the reduction in number of literates was in the same proportion and allowing for fluctuations due to normal processes of birth and death, we may put the figure for adult literates in the Indian provinces after Partition at roughly 17 million. To this we have to add the number of adult literates in the States. This is estimated to be about 6 million. The number of adult literates in India on the basis of 1941 census is therefore approximately 17 million against a total adult population of about 180 million, which gives a literacy percentage for adults slightly less than 10. This is not only unsatisfactory but positively disturbing. Naturally the Government of India propose to give first priority to a programme of social education in its schemes of educational development for the country.

By Social Education we mean an education for the complete man. It will give him literacy so that the knowledge of the world may become accessible to him. It will teach him how to harmonise himself with his environment and make the best of the physical conditions in which he subsists. It is intended to teach him improved crafts and modes of production so that he can achieve economic betterment. It also aims at teaching him the rudiments of hygiene both for the individual and

the community so that our domestic life may be healthy and prosperous. The last but not the least, this education should give him training in citizenship so that he obtains some insight into the affairs of the world and can help his government to take decisions which will make for peace and progress.

You will no doubt examine all the implications of such a programme of Social Education for the masses, but there are several outstanding issues which readily come to my mind. The first is the problem of arousing and maintaining the interest of the adult illiterate. It is obvious that his psychology is different from that of the child. He may be illiterate but his mind is mature. The approach which may be suitable for children would, in many cases, repulse him. His books must, therefore avoid childish subjects and yet at the same time deal with problems affecting him in a language simple enough for him. The effort of learning the script must also be lessened so that his interest does not flag. I am sure that the Seminar will examine various methods for making him literate and suggest the use of suitable modern devices—psychological or visual—to overcome the inertia of age and the innate pride of a grown-up person.

METHOD OF TEACHING

Our programme of Social Education must, however, be more than a mere literacy drive. This is a point which I need not labour. What I would like the seminar to examine is the best method of teaching the adult illiterate the other subjects which are of vital interest to him. We must largely depend on oral teaching, but oral instruction has certain limitations. The experts assembled in this Seminar will, I hope, indicate to the participating countries the emphasis to be given to oral instruction, use of books, demonstrations, use of visual aids, lectures or exhibitions in teaching different subjects like hygiene elementary arithmetic, elements of citizenship, or simple problems of business and commerce.

Another peculiar problem which faces all Asian countries and, therefore, also India, is the problem of finding the requisite number of teachers for a programme of Social Education. It is, I believe, generally agreed that adults require greater personal care and attention than children. The ratio of teacher to the taught must, therefore, be higher in their case than with minors. We require in India about a million teachers for dealing with children of school-going age who constitute

only about 12½ per cent of the total population. For adult illiterates who will number almost 50 per cent of the population, we would even, on the same basis, require about four million teachers. If, in addition to this, we make allowance for the higher ratio necessary in their case, the number of teachers required may amount to almost five million. Against this, we can, of course, balance the factor that the adult education courses, will be of short duration and perhaps last for about three months at a time for giving them the first stage of literacy. Even then, the number of teachers to be continually employed on adult education drive will be over a million.

INDIA'S PLAN

To find the million teachers for school children is difficult enough; but if in addition we have to find another million for our programmes of adult education, the problem becomes almost insuperable. We are considering in India the possibility of utilizing the basic school teacher for our programme of Social Education. We are also examining a proposal to use some kind of social conscription by which all educated persons will be required to contribute to this national service for a specified period. If all students after matriculation are compelled to teach for even six months, this would, of course, go some way towards helping the solution, but even then the gap to be overcome would be considerable.

There is also the question how far basic school teachers or young collegians will prove suitable for such a programme of national education. Teaching small children requires in the teacher certain habits and attitudes which he may not be able to shed when addressing adults. Similarly, it is a problem whether young men and women just out of school will have the necessary patience and insight to be successful teachers of adults. I would, therefore, urge on you to examine the different aspects of this intricate question and make recommendations that may be of use to us and other Asian countries.

There are numerous other problems but I will mention only one more. It has been our unfortunate experience—and I have no doubt other countries must have faced the same situation—that many of the persons who have learnt to read and write in schools lapse into illiteracy. If this were not so, all children who had once been to school would have remained literate.

The percentage of literacy in all countries would then have been appreciably greater. The distinguished educationists assembled in this Seminar must advise how best to prevent this relapse into illiteracy. There is the problem of suitable literature for new literates, of continuation classes, of extension lectures, of visual aids and exhibitions, films and pictures and other devices which may be used. All of them, however, involve money and it is common experience that there is not enough money for the purpose. I hope, therefore, that the Seminar will suggest priorities in the use of such aids and also draw up a scheme which will enable the best possible utilization of our limited resources.

IDENTITY OF IDEALS

I am glad to find that you have chosen for the Seminar subjects for study which cover almost all these aspects. I have no doubt that the distinguished assemblage of educators and experts from all over the world will make valuable contributions in dealing with all these problems. As far as I can see, there is no difference in our ideals. The difficulty arises in defining the methods through which those ideals are to be attained. I am confident that the deliberations of the Seminar will yield fruitful results and suggest to different Asian, and non-Asian States how best to achieve the ideals we have set before ourselves.

It is not my purpose today to offer any opinion as to what recommendations this Seminar should make to U.N.E.S.C.O. and its member States in order to fulfil the objectives which U.N.E.S.C.O. has set before itself. U.N.E.S.C.O. has rightly pointed out that all conflicts begin in the mind of man and therefore the root of conflict must be weeded out of the mind of man. I have no doubt that the Seminar will make recommendations to this effect, and I am as anxious as all of you that our joint deliberations will enable us to suggest concrete measures for the attainment of these ends.

LESSONS OF OUR HISTORY

I would, before I conclude, like to draw the attention of the distinguished participants in the Seminar to the lessons of Indian history. India has been at her best when her doors were wide open to all who came from abroad. She freely partook of whatever lessons the world had to teach and equally freely gave the world of her best. The acceptance of unity in diversity has been her motto throughout the ages. The essence of this principle is a large

and wide-hearted toleration in which differences are recognized and given their due. The Indian genius has always recognized that truth has many facets, and conflict and hatred arise because people claim a monopoly of truth and virtue.

This was the lesson of India in the days of her glory. This is the lesson which Mahatma Gandhi has taught anew in the context of the modern age. His message to the Indian people was one of toleration, goodwill and love for all. Hatred, he said, is born of weakness and fear, and he, therefore, exhorted his countrymen to shed all fear. He believed in new education which would reshape the character of man. Its aim is to eradicate the impulse to exploitation, violence and ill-will from the individual and the society. He not only preached the need of love and toleration for all but laid down his life to vindicate these

eternal values. If we can instil in our private and public conduct his spirit of tolerance and large-hearted humanity so that divergences can exist side by side without conflicts, we will have solved one of the most difficult problems of the modern world.

I hope to meet you again on December 14. You will in the meantime have examined many of these problems and framed tentative recommendations. I expect to keep in touch with your work and hope that on that occasion I will have some concrete suggestions to implement your findings. I am convinced that this Seminar jointly planned by U.N.E.S.C.O. and the Government of India and built up through the cooperation of nations from all over the world will attain its objectives and mark an important milestone in the history of the development of adult education throughout the world.
(*H. Times.*)

Basic Education in Schools

by
A CITIZEN

The Divali vacation has stagnated the work of all committees of the Corporation save that of the Standing Committee which continues to meet once a week even during holidays.

But the members are not always in their usual hectic argumentative mood during such times, as a result of which a long agenda which was loaded with the potentialities of controversy was disposed of at record breaking speed.

Even such a slow matter as steam rollers did not slacken the speed. Today there are 28 steam rollers pressing the roads of Bombay. Of these 20 are old ones and eight are of the new type. Some are petrol driven, others are dependent on steam. Twenty drivers, three cleaners and 16 firemen in all attend on these rollers.

One more roller is expected shortly and then the crew on each will consist of one driver, one cleaner or fireman as the case may be. Now all that remains to be done is to improve the roads of Bombay which are in some parts in an awful state after the rough treatment they have received during the monsoon.

FOGGING OPERATIONS

I have gathered some more details about the machine which has just been purchased by the Municipality to kill insects, flies and mosquitoes. The Commissioner told me, on inquiry, that he had been experimenting with it for the last five months and found it to be successful.

Recently when we have been driving past the dumping ground at Worli, we have often seen heavy clouds of "smoke" and mistaken it for the fact that the rubbish was being burnt. It was actually the fog-producing effect created by this new device which fills space with fog at the rate of 15,000 cubic feet per minute or covers 30 acres in one hour. It is simply operated—by just one man—and invariably it means a sentence of death on the pests.

It can be operated either in open air spaces or in buildings, and has the capacity of penetrating the smallest crevices. If this one machine is found sufficiently effective in the long run, more may be purchased. The cost of Rs. 10,000 per machine is not a small amount and the municipality has to go slow in a new venture of this sort.

Basic education is coming to municipal schools. It has already been introduced in two schools, namely the Byculla Municipal Marathi Upper Primary Boys' School and the S. S. Bengali Upper Primary Gujrati Girls' School.

Spinning and weaving will be the arts introduced in the schools, the spinning will be taught in standards III and IV and weaving will be taken up in the higher classes.

TRAINING OF TEACHERS

For the expansion of the scheme, the training of teachers is very necessary and it has been proposed that four training centres should be started for giving instruction to teachers in the various groups of schools like Gujrati, Marathi, Urdu and Hindi. Though in Government centres, the teachers-training course lasts for two years, the municipal teachers should be able to complete it within a year in view of their existing qualifications.

If these ideas work out, there should be no less than 80 Marathi teachers fully trained to impart instruction in basic education and it may be possible to start about 30 Basic schools within a year. It is estimated that in five years' time, 40 trained teachers will be turned out and 100 schools will be converted for the purposes of basic education.

In the same period, it is expected that half the number of Gujrati schools, that is about 50, while all Hindi schools, being smaller in number, will become basic schools in the same time.

THE STAFF

These basic training centres for teachers will be an expensive job. Each of them will require one principal, two lecturers, two craft experts (spinning, weaving, cardboard and woodwork), 3 part-time teachers for music, drawing and Hindustani and menial staff. The total annual cost over these four establishments has been estimated to amount to Rs. 85,000, but I should not be surprised if it shoots up to a lakh.

This is, however only the beginning of the list of the expenses. Equipment will cost another 35,000 (non-recurring) and the climax of cost will be Rs. 2,06,400 which will have to be incurred to replace 200 teachers who will be taken away from their duties at school in order to take their training at the basic centres. In all, therefore, these four basic centres will cost nearly Rs. 3,50,000.

In view of this heavy cost, an alternative proposal is also under consideration. It proposes to save Rs. 1,29,000, being the cost of maintaining the municipality's own basic training centres, by sending the teachers to Government centres.

But the snag is, as I have indicated, that Government centres take two years time to coach which will double the amount of Rs. 2,06,400 spent in a year over the replacement of 200 teachers deputed to the centres. If, however, Government is prepared to make a concession and allow municipal teachers, even at their centres to complete the course in a year, then the proposal may be worth taking into account: But not otherwise.

And at any rate, for whatever the cost, the Schools Committee will have to apply for an additional grant from the Corporation for the purpose of Basic education, as there is no provision in the Committee's budget for the same.

I understand that the whole matter is under the scrutiny of a sub-committee.

NEWS from FAR and NEAR

BOMBAY—

SOCIAL EDUCATION

The City Social Education Week will be held from 28th November to 5th December. It has been shifted up by a week on the original intention due to a clash with other events like the cricket matches, and so on.

It is the aim of the week to collect Rs. 1,20,000/- through street collections, donations of cinema shows, other donations and the like. The various committees are busily preparing their programmes to make Bombay thoroughly social education conscious at least during that week—so that with Wordsworth we may say, "the impression of it I bore, Long after I saw it no more."

The other night, the Chairman of the Publicity Committee arranged to take pressmen round some *chawls* like those of Arthur Road, Worli and Parel. We saw the actual working of the classes only at one centre, namely at Worli where in about 121 chawls there are nearly eighty classes conducted, some even on the footpath, if the students feel it is too hot inside.

It was an amusing sight to see young boys acting the teacher to burly men some of them even having beards. They were scrawling on their slates, trying to master either the Urdu or Telegu alphabets. These teachers are unfortunately not well paid, drawing as they do, a mere pittance of Rs. 15/- per month, for teaching for an hour every night of the month, except Sundays.

NOT REALLY ILLITERATE

But one thing I noticed while talking to these elderly pupils was that they were not illiterate in the literal sense of the word. Many of them came from the frontiers, like Peshawar, Baluchistan, Rawalpindi.

They knew their own language, Pushtu perfectly well, but finding it useless here where they have to make their living, they were trying to pick up a bit of Urdu, the language most akin to their own. In that sense therefore they were as much literate as we are, and just as we learn a second language, they were doing the same, for material purposes.

ZEST TO LEARN

But the zest to learn was in strong evidence. They hardly took any notice of us, so absorbed were they in their scrawling. Some of the class-rooms were quite well provided with desks, blackboard and lights. But this footpath idea of learning, while it may seem romantic and fascinating, leaves much to be desired by way of concentration and attention to what the teacher is trying to drive into their heads.

At one of them, just opposite, a terrific din was created by a shouting singer with a raucous harmonium. At another place in the chawls, the students sat in the corridor facing a latrine.

Of course when literacy is in the making, these handicaps have to be faced and the Social Education Week Committee is concentrating on their gradual removal as conditions and the times permit.

FILMS AND DRAMAS.

At Arthur Road, there were no classes held. We saw another form of social education. Education through films. The Committee have a unit of their own. The film, however, that was shown was hardly suitable. It depicted some American scenes of a forest being cleared. It was silent and I wonder if the people who saw it could make head or tail of it. The operator must keep up a running commentary, not a word here and there of the scenes as they move. And films relating to health, sanitation, education should be shown.

At Parel, yet another aspect of social education came to view. It was a Marathi drama which hundreds of people in the area were enjoying in the spacious Damodar Hall. They were seeing it all free of charge and laughing away to their hearts' content. It gave me the opportunity to notice that these people, so-called illiterates, had a very keen sense of humour and also the ability to catch a joke on the spur.

It was a good idea to give an all round picture of the work that is being done under the new scheme of social education which links up the ideals of literacy, sanitation, social consciousness and general-knowledge, just like a multi-purpose co-operative society. It was not till midnight that we returned

home—after being made thoroughly literate about the illiterates!

* * *

Bombay Press representatives had an opportunity of knowing the handicaps the the Bombay City Social Education Committee has to surmount in its campaign to eradicate illiteracy in the city when they were taken around the classes in the labour areas last night. Mr. Y. A. Fazalbhoy, Chairman, and Mr. B. M. Kapadia, Secretary of the Committee, acquainted the pressmen with the work done by them. In several places classes are conducted on pavements with the help of kerosene oil lamps and this speaks volumes for the energetic and enthusiastic efforts of those who are conducting the campaign.

Eight hundred classes, in five languages—Marathi, Gujerati, Hindi, Urdu and Telegu—are being conducted. Besides imparting elementary knowledge of writing and reading, the illiterate are also kept in touch with the problem of health, sanitation and current topics, through visual education. In all about 25,000 illiterates have benefited through the current session which comes to a close at the end of this month, bringing the total to 1,70,000 since the commencement of the campaign in 1939. Of these nearly 30,000 women have also taken advantage of the classes.

SILENT SERVICE

The Bombay City Social Education Committee is performing a splendid service in its effort to make Bombay adults, 75 per cent of whom are illiterate, capable of reading and writing and taking an interest in important social subjects.

The ten-year-old activities of the Committee, slow but sure in their implication, seldom get into the limelight. But the Committee is not disheartened, for the response from illiterate men and women makes up for general lack of recognition of its endeavour.

Alphabet-hungry folk in their thirties, and even fifties crowd the humble ill-equipped classes and, at such a late stage in life, make a courageous attempt to learn to sign their names and to read newspapers. They study the three R's on foot-paths and pore over the lessons by dim kerosene lights, making it clear that they did not become literate in the past not because of lack of will but for want of opportunities.

The Committee is now devoting attention not only to mere literacy but to social education as well. If enough funds are made

available, it hopes to wipe out illiteracy in no time. More money spent on it will be a good investment.

SOCIAL EDUCATION IN BOMBAY CITY

Mr. Champaklal Modi's Plea For Public Aid.

Mr. Champaklal Modi, president of the Bombay City Social Education Committee, in a talk to pressmen on Wednesday, appealed for public funds to enable the committee to carry on the task of imparting social education to the city's labour population.

Mr. Modi said that the programme of the Social Education Week, which will be inaugurated during the end of November, will include two torchlight processions, a number of radio talks by prominent persons, and public meetings in which a number of Bombay Ministers are expected to participate.

APPROACH TO ADULT POPULATION

Role of U. N. E. S. C. O.

The U.N.E.S.C.O. was becoming more and more conscious of the fact that if that organisation should contribute anything to peace, an approach must be made to the adult population, and not merely rely on educational institutions and cultural organisations. In a large number of countries there was the problem of illiteracy. Therefore, they had taken up an ambitious project of adult and fundamental education.

Thus observed Mr. G. K. Saiyidin, Educational Adviser to the Government of Bombay, who returned from London on Monday after attending the Expert Committee of the U.N.-E.S.C.O. on Adult and Fundamental Education held in Paris, in an interview to pressmen.

The Conference had appointed a Committee of nine experts to study the programme prepared by the U.N.E.S.C.O. Secretariat for furthering the cause of adult and fundamental education. India had representation on this Committee.

The U.N.E.S.C.O. would offer technical assistance and guidance, as well as support the projects undertaken by various backward countries to impart adult education.

Amongst the schemes that had been formulated were, Mr. Saiyidin said, the Organisation of International Seminars on Adult Education

and the Organisation of Regional Training and Production Centres, of which one was likely to be in India. These Centres will carry on expert study of the problems involved in the training of leaders for adult education. The work was to be carried on in co-operation with national experts in this field in the countries concerned.

A pilot library project has been sanctioned for India, which is likely to be located in Delhi.

Mr. M. N. Kaul, member adviser of the Indian delegation to the inter-Parliamentary Union held recently at Stockholm and Commodore H. R. Inigo-Jones, of R.I.N., Bombay, who had been on leave for two months, arrived in Bombay on Monday.

SOCIAL EDUCATION WEEK IN CITY Campaign to Arouse Civic Consciousness

A "Social Education Week" will be celebrated in Bombay at the end of the month, to rouse the social consciousness of the city's population.

The Bombay City Social Education Committee, formerly known as the Bombay City Adult Education Committee who are the sponsors of this new venture, have drawn up an elaborate programme for the purpose, which was explained to the press at a function held at the Taj this evening.

Maulana Abul Kalam Azad, Education Minister, Government of India, has been invited to inaugurate the Week. In case of his inability to attend, the Bombay Premier Mr. B.G. Kher will perform the inaugural ceremony at Bharatiya Vidya Bhavan. The programme includes torch light processions, mobile stage shows in the different parts of the city, elocution competition and symposium on subjects dealing with Social education, and mass meetings to be addressed by the Governor of Bombay, Lady Maharaj Singh and some of the Ministers.

NEW ORIENTATION

Mr. Champaklal Modi, president of the Committee told pressmen that social education was the new orientation given to adult education. It was education for citizenship and enlightenment, its aim being to make the adult a useful and effective citizen of a free and democratic State. The Committee had therefore, decided in addition to the teaching of the three R's to the adults to instruct them in health and sanitation, and also to teach them something of civics, history, geography and other subjects of general interest.

Concluding, Mr. Modi pleaded for funds to carry on this humanitarian type of work.

25,000 WORKERS MADE LITERATE Social Committee's Excellent Work

Bombay's pressmen got an opportunity tonight to get a first-hand idea of the valuable work being done by the City Social Education Committee in the field of social education and adult literacy among the illiterate and ignorant masses, living in neglected and uncouth slums, when they visited the night classes conducted by the Committee at various centres.

The literacy drive is mainly aimed at educating the industrial workers and with this end in view, the majority of the 800 classes are located round about the workers' chawls.

About a dozen of the most important centres were selected for the visit of the pressmen, which was arranged by the Social Education Officer Mr. B. M. Kapadia. The party was conducted by Mr. Kantilal B. Kasotia, Deputy Social Education Officer.

An average of 25 to 30 attend each class where instruction in civics, public health, physical culture, nutrition, handicrafts, current topics etc., is imparted. Visual education through the medium of cinema films also forms part of the education drive. The night classes are conducted between 3 and 10 p.m. and are attended by students ranging between 15 to 50 years.

About 800 teachers are employed of whom 200 are women. Special classes are conducted during the day for the benefit of women.

In all about 25,000 illiterates are benefited by the current session which will come to a close by the end of this month when a written test will be held. The next session begins in November when it is expected that about 30,000 people will be benefited by the scheme.

ADULT EDUCATION

With a view to making adult and compulsory education schemes a success, the Central Government, Maulana Abul Kalam Azad, Education Minister states, has agreed to conscript all university-trained youth of the country.

The intention behind this decision, namely making adult and compulsory education a success is no doubt very commendable but the manner and the method in which this is proposed to be brought about is open to serious objections.

First and foremost is that conscription, in any form or shape is repugnant to public sentiment. Except in a grave national emergency, when the very existence of the State is at stake, there should be no resort to conscription.

It may be readily admitted that adult education is of paramount importance and that illiteracy should be liquidated in the quickest possible time, more so now when adult franchise is going to be the order of the day.

CONSCRIPTION UNDESIRABLE

If the idea of the Government is to make the scheme a success, it may as well give up the idea of conscription for as the magnetic needle seeks the pole, conscription will defeat the ends the Government has in view.

In conscription, anybody and everybody, willing or otherwise is compulsorily engaged. This means several persons, who have no aptitude or inclination for the profession will have to be roped in to take part in making adult education a success.

The results of such persons being made to teach can be more or less imagined. They will have no heart in the work and if there is any profession where whole-hearted willingness is wanted to ensure success, it is the teaching profession.

There is no rhyme or reason in drafting persons to do teaching, when they have no interest and no heart in it. This is the plain truth. One man can take a horse to the stream but twenty cannot make it drink. The idea of conscription should therefore be given up and other schemes and plans will have to be devised to popularise adult education.

MYSORE—

ADULT EDUCATION IN ASIA

Six-Week Session of Seminar at Mysore

Mom Laung Pin Malakal of Thailand, Director-designate of the seminar on Adult Education in Asia, which is being organised at Mysore under the auspices of the U.N.E.S.C.O., arrived here from Paris, where he led the Thai delegation to the fourth general conference of the U. N. E. S. C. O.

M. Laung Pin Malakal is a Sanskrit Scholar. He went to Oxford in 1924, and in 1929, he attended the first World Conference on Adult Education. He wrote his first book on Adult

Education in Thai language in 1934, and, later, several others on the theory of education.

He had held the posts of Head of the Department of Education, Chulalongkavana University, in 1934, and of Director-General of the Department of Education, Thailand in 1942. At present, he is the permanent Under-Secretary of State in the Education Ministry, Bangkok.

Sanan Sumitra, Director of Chulalongkavana University, Preparatory School, has also arrived here.

The Seminar will be inaugurated on Nov. 2, by Maulana Abul Kalam Azad and the session will last six weeks. About 60 delegates representing Asian countries, besides observers, will attend the Seminar. The main subjects for consideration will be in rural adult education and economic aspects and social content of rural education.

Pandit Nehru, Prime Minister of India, is being invited to address the Seminar on the concluding day.

Arrangements for holding the Seminar are being made in the Government Hotel at the famous Brindaban Gardens, twelve miles from Mysore city.

NEW DELHI—

CONSCRIPTION FOR ADULT EDUCATION DRIVE

Maulana Azad's Call to Trained Men.

Government's decision to conscript university-trained young men in their adult education and the basic compulsory education drive was revealed by Maulana Abul Kalam Azad, India's Education Minister, inaugurating an adult education co-ordinating centre here (New Delhi) this evening.

The only hindrance in the way of Government, he said, was lack of funds and as soon as sufficient revenue was available Government would put this scheme into operation.

Maulana Azad explained that the Seargent Basic Education scheme, as revised by the Kher Committee, envisaged the completion of both compulsory basic education and the adult education schemes within 16 years. For that it was estimated that at least 24 lakhs of trained teachers were required. The only possible way before Government to mobilise the required number of teachers was to conscript young men trained by the universities.

Describing education as the "most important of the pressing needs of the country," the Education Minister said that despite the economy drive Government had not reduced their expenditure on the adult education drive.

He assured the Delhi Municipality (under the auspices of which the education centre has been organised) that Government would do their best to help the Committee in their adult education drive.

Concluding, Maulana Azad praised the efforts of the Delhi Municipal Committee to banish illiteracy from the Capital of India.

In a brief and impressive speech Dr. Zakir Hussain, Chairman of the Delhi Municipal Adult Education Board, narrating the achievements of the Board revealed that the Municipality had opened 16 literacy centres. Seven more adult education centres were to be opened shortly.

PROMOTION OF BASIC EDUCATION IN INDIA

Inquiry Body's Proposals

New Delhi, October 24. Decisions of vital importance to the promotion of basic education in India were taken by the Committee on Curriculum of Basic Schools, which met here recently under the chairmanship of Prof. Humayun Kabir, Joint Secretary of the Ministry of Education.

The committee recommended that the Government of India should immediately publish the syllabus for basic schools, as also a handbook for the guidance of basic teachers.

Provincial Governments were requested to give accounts of useful experiments carried on by them in the field of basic education so that the Government of India might take steps to publish the material for circulation among the provinces and States. It was also suggested that the Government of India should publish text books on social studies and general science in basic schools and a bibliography of useful books of reference in various languages pertaining to basic education.

The committee recommended that the Governments of Bombay, Bihar and Central Provinces should be requested to send to the Government of India accounts of their experiences on co-relation in the field of basic education.

FINALISING SYLLABUS

At the outset, Prof. Humayun Kabir pointed out that the main task before the committee was to finalise the syllabus for basic schools. The committee after scrutinising different syllabi for basic schools, recommended certain alterations in the spheres of homecraft and social studies. It was emphasised that the main object of the teacher in the matter of fixing the time for teaching of crafts should be to exploit to the fullest extent the educational possibility of any craft.

In view of the fact that much of the work in connection with the basic education is experimental the committee made it clear to basic school teachers that they should not follow every single item of the syllabus literally but accept the ideal of basic education as teaching for life and draw on their knowledge and experience to accomplish their task.

KASHMIR—

ADULT EDUCATION SCHEME FOR KASHMIR

SHRINAGAR, Oct. 15.—In order to launch their new scheme for educating the masses, the Education department of the Kashmir Government is training persons both men and women to take up the work of removal of illiteracy. One batch of teachers has just finished a Refreshers Course extending over a period of three weeks. Two batches have already started training courses of 15 and 21 days respectively.

The Kashmir Government have decided to start the work of Adult Education throughout the State. For this purpose a total of 40 centres are to be opened: 20 in Jammu and 20 in Kashmir Province. The Srinagar Training Course at present has 150 men and 25 women, drawn from all parts of the Valley, under training. It is hoped that with this and the usual methods of education for children, the percentage of literacy in the State would gradually rise. Every person would be taught for a period of six months and it is hoped that after coming out of schools, these persons would be able to read and write tolerably well. Centres would be moving from place to place after completing each course.

Since the decision of the Government to impart education to children in their mother

tongue could not be translated into reality because of lack of separate Kashmiri script, a sub-committee of four persons was set up which has improvised a new script. Books for early stages of education have been written and printed in this new script.

KARACHI—

ADULT EDUCATION SCHEME FOR SIND

Ordinance to be Promulgated Shortly

The Sind Cabinet has agreed upon the principle of compulsory adult education and by December 1, 1949, an Ordinance to this effect is expected to be promulgated in the Province, it was authoritatively learned here.

Provincial Government's Education Department, it will be recalled, had some time back prepared an elaborate plan for mass education to eradicate complete illiteracy in the Province within 10 years.

According to this scheme, a limited area in each Taluka of the Province will be selected and the education plan will be set forth in those limited areas in its preliminary stages.

The proposed Ordinance, it is stated, will cover those limited areas and at a later stage will be promulgated throughout the Province.

MORADABAD—

ADULT LITERACY

The Adult Literacy Committee of the U. P. Christian Council met here in the Parker School under the presidentship of Rev. Y. S. Sinha of Bareilly. A number of workers who have been engaged in social activities in various places submitted reports of activities of their centres. Spread of literacy by means of pictures, libraries and through the efforts of school students formed the main part of discussion. The missionaries were urged to take more active part in the adult literacy work and also in the broader field of adult education. The Committee will present its report to a U. P. Christian Council which will meet at Sat Tal in Naini Tal District from Oct. 29 to Nov. 1.

WALALA—

WORK AT WALALA ADULT CENTRE

Activities aimed at providing recreation marked the work of the adult centre at Walala Central College, which I visited last week.

The adults range from girls and boys in the late teens to an old villager more than 60 years of age. A staff of four including a woman teacher assists the supervisor.

Library reading forms an important aspect of the work at this centre.

Listening to the wireless is another popular activity.

The seventh session of the Adult Education Conference scheduled to be held in Hyderabad in December, 1949 has been postponed.

The Conference is expected to be held sometime in June, 1950. Mr. Shafiq-ur-Rahman Qidwai, Head of Adult Education Department, Jamia Millia University, Delhi will preside over the Conference.

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

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

NOVEMBER 1949

*We wish our readers
a happy and prosperous
New Year.*

— Ed.

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DELHI

THE INDIAN JOURNAL OF ADULT EDUCATION

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Indian Journal of Adult Education

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Editorial Notes

1950

The Indian Journal of Adult Education with this issue completes ten years of its existence. During this period it has helped to focuss the attention of the people and the governments in the country on the staggering problem of ignorance, superstition and illiteracy in the land. Started at a time when a very few people were prepared to devote their attention to this basic problem it has weathered the period of stress and strain. It can claim today that it is in some measure due to the Journal's advocacy that Adult Education has been accepted as one of the main planks of India's education policy. Without any official patronage, a small group of selfless workers, devoted to the cause of the Indian people's welfare, continued to bring out this Journal. They also carried on the movement of Adult Education, under the banner of Indian Adult Education Association, to a position where, let us hope, the problem will occupy the attention of enlightened people and of the Government.

The Journal's role was not merely that of an advocate but also of a constructive educator. It published articles on various problems which confront the adult education workers and gave useful suggestions to overcome them. In giving training to the adult education workers, in acting as a Central Bureau for information and advice concerning adult education and in focussing the attention of

the people and the Government to the need of Adult Education, the Journal, along with the Indian Adult Education Association, has been doing yeomen service to the country.

The well-wishers and active friends of the adult education movement, we hope, will continue to extend their patronage and help in making the *Indian Journal of Adult Education* able to render effective service in the years ahead. It is our hope that in 1950 the get up of the Journal can be changed and both the Management and the Editorial Board reconstituted on a more effective basis.

* * * *

We wish to record our gratitude to Mrs. Kathleen Cross of the Quaker Centre, Delhi, who has given of her time freely to proof-correcting and to the many details of publication in recent months. This was a period when, because of the Editor's preoccupations in other fields, without Kathleen Cross's patient and silent help the Journal could not have been published at all. She placed the Editor under a deep debt of gratitude. Our appreciation of her invaluable help may take the form, we hope, of greater attention on our part to the mission of the Journal from now on.

* * * *

The Editor hopes to spend the month of August, 1950, in Denmark and to give some time to studying new developments in adult education work in that country.

The Work of a People's College in Mysore.

The ordinary school and college give instruction to boys and girls with the object of preparing them for later life. I propose to discuss this claim at a later stage in the course of this paper. Several skills are taught to enable them to earn a livelihood, and the subjects included in the curriculum of studies are so designed as to prepare them for citizenship or for something which they reach after adolescence. Naturally, these activities will have no bearing on their boyish interests, and as a consequence, much of the education appears to them purposeless. Their questions are not answered in schools but those which the parents pose for them. School life, being a preparation for later life, fails, to a large extent, to make a direct appeal to boys and girls. Schools which are progressive or modern, therefore, have been trying to make their school life as natural as possible and related to the interests of adolescent life.

As boys and girls grow into manhood and are faced with real situations of life, their minds begin to be perturbed with puzzling questions which insistently demand answers, and they find that their school education was not any preparation at all. I do not blame the schools, because real education comes only when need for learning arises. When a boy, or girl, has not felt the wonder of a sunset, a description of it in prose, poetry, or song fails to rouse him. If he has not felt the mystery of existence, any amount of philosophical dissertation will not awaken him to it. Science will not appeal to him except as an aid to invention. The deeper aspects of all branches of study will have an appeal only when he has grown into manhood. Many of the subjects taught at school will have no real meaning until experience of life, like care of family, participation in politics, responsibilities and hardships of life suddenly bring them home and give them a reality.

It is worthwhile examining if our schools and colleges, which propose to give them education said to be "a preparation for life", can ever do it satisfactorily. I have often felt that it is as much a preparation for life as it is to teach prospective swimmers how to swim or how to keep afloat in water, all the while standing on firm ground. The real preparation for life is life itself; just as learning to swim consists in actual swimming after plunging into water. Education received in boyhood stops just when it could be real and could have a mea-

ning for boys and girls. Many of them cannot, at a later age, attend the ordinary schools and colleges even if they have the inclination to do it. A People's college meets the demands of such seekers of Knowledge and provides them with facilities for contemplative study, discussion, learning a craft, good company for conversation, and a quiet life.

I shall, in the course of this paper, try to show how the work of a People's College, started in Mysore, bears this out.

The Institution is called "Vidyapeetha," to give it a name by which it is easily understood by rural folk. But it is interesting to know that the institution is not popularly referred to as such, but by the name "Gandhi School." To them, everything new and out of the ordinary in the shape of buildings, surroundings, the activities, and the general atmosphere is associated with the name of Gandhiji.

The students of Vidyapeeth, numbering about thirty, are all adults who had once gone to school and would like to have an opportunity to learn things afresh. As the name indicates, it is a rural institution meant mainly for the rural folk. Hence it is situated in rural surroundings with a big farm attached to it. It is residential, with the teachers and pupils living together. The teaching of rural handicrafts like spinning, weaving, mat-making hand-made paper and soap-making — handicrafts mostly which can be done with the materials available in villages — are included in the course of studies. The students stay in the institution for a period of five months, and after a tour round the country to see places of interest, museums, factories, art galleries, and famous temples, return home to their vocation and back to the soil.

They are not trained for any job, service or vocation. What, then, is the use of such an institution, is the question that has often been put to us. It occurred to me recently to ask the students themselves why they came to the institution and what they had gained so far. I framed ten questions and told them that I would like to have their answers to know how far the institution was useful to them and how it could be improved. One of the questions asked was, "You remember your school days or know the School life of your friends or relations. Are the studies in Vidyapeeth different from those in schools, if so, how? The answer is interesting. All except two have answered that in schools, they wanted to pass

examinations, but here they have come to learn and do things. Some of them found the course too short and wanted it to be extended by a couple of months, but others thought they could not stay longer and hence, should make the best of the present period.

Talks and discussions are held in the open air under trees which are associated in the minds of the teacher and the taught with the traditional "Ashram" life. This builds an atmosphere of holiness and charm round education. The talks cover the following subjects. 1. History of India. 2. Religion as an adventure of Man into the unknown. 3. The story of civilisation. 4. Story of the religions of the world. 5. Story of Kannada Literature. 6. Panchayat Administration. 7. Rights and responsibilities of a citizen. 8. Cow, the farmer's friend, 9. The Romance of Plant Life, and 10. other subjects allied to agriculture and rural industries.

In addition to these subjects, students have their own preferences and would like to find some time for studying them while in Vidya-peeth. A group wants to learn Hindusthani, another wants to study the Bhagavadgitha and another Bharatha recital. Facilities are provided for such special studies. Quite often, among students themselves, we find those willing to teach some of these subjects.

The following is the daily routine of work :—

5. A. M.	Rise and getting ready.
5-30 to 5-50	Common Prayer.
6 to 7	Cleaning the premises and their rooms.
7 to 8-30	Agricultural work in the fields.
8-39	Breakfast.
9 to 11	Industries like mat-making, spinning, weaving.
11 to 12	Wash.
12-30 noon.	Meals,
1-30 to 2 P.M.	Mass spinning.
2-30 to 4	Talk and discussions.
4	Tea or light refreshment.
4-30 to 6	Talk and discussions.
6 to 7	Folk dance, rural games, etc.
7	Dinner.
8 to 9	Newspaper reading, Recitals, Introduction of books, etc.

While this is the daily time table of work, they have a weekly routine which fixes Saturday evening for conducting "Bhajan" in one of the nearby villages and village-sanitation every Monday — on the day generally set apart for group labour by the villagers.

One other question put to the students in the questionnaire referred to above was, "Which of the items in your activities do you like

most?" There were different choices of course, but what surprised me most was, that all of them mentioned mass-spinning as one of the activities they liked most. I had expected it to be considered dull. I learnt on further questioning that it was like Prayer, and they found a sort of peace and mental poise in the concentration required for spinning. They do it very regularly and at the same hour. If, for any extraordinary reason, they have not been able on any day to do it at the prescribed hour, some half hour during the day is found for it. At the end of the half hour, when the teacher who is the leader of the group asks them to stop, they obey him with great reluctance. They maintain individual records of the daily achievements and very keenly watch the progress.

That which is of greatest educative value to them, in my opinion, is the co-operative life of the institution. I have found that they take some time to adjust and learn to respect each other's feelings, in habits, food and suffer each other's temperaments. Eating together, sleeping in the same dormitory, working together on the fields while ploughing or harvesting or praying together, spinning together, dancing the folk dances and working together for a celebration, make them share their joys and labours, and I am sure that when they go back to their villages they cherish these memories with a sense of pride and sweetness.

All education is a joyous adventure, or it should be one, if it is to be effective and worthwhile, and adult education is particularly so. In children's education, the adventure-aspect of education is mostly on the side of the children and the teachers are silent spectators or helping hands in the adventure undertaken by their students. In adult education, on the other hand, such distinction between the teacher and the taught vanishes. The teacher may have had a little more of book learning than his students, but he continually learns as much as he teaches. Both are partners in a common process of learning. It is this aspect of education that is marked in the work of a Folk School or a People's College. This cannot be said of a literacy class for adults. An adult literacy class is more or less on the level of a primary school for children, because the stress there is on the teaching to read and write and the teacher stands above his pupils who look up to the teacher to gain this skill. If we closely watch the work of a People's College where education of a liberal sort is given, we may not fail to see why it is an adventure which is shared both by the teacher and the taught. There are certain fields of knowledge

in which the teacher is an utter stranger and in many a field, his knowledge is put to a severe test. If the teacher has understood his vocation aright and knows his business, he will be quick to understand his own limitations and the inadequacy of his equipment. Nay, he will rejoice in being challenged and be grateful for the opportunity offered to test his skill or cross swords with an equal, if not a better. It is this feature of education which imparts a feeling of adventure to the teacher as well, in education carried on in a People's College.

I shall now give a few instances which throw light on this aspect of this activity of the Vidyapeeth. I took the pupils to the local High School for showing some experiments on Light. Placing a big sized plane mirror on the table, I asked half-a dozen pupils to stand one behind the other and call out the name of these standing behind each without looking into the mirror. This helped them to infer that the image in a mirror of a distant object is farther than that of the nearer object. Then immediately, one of the pupils — a carpenter by profession — took a metre scale lying on the table and holding it before the mirror said, "See, Sir, in the mirror, 29 is behind 19 and it is behind 18 and so on." I jumped at this shrewd observation, and the next step to conclude "that the image is as far behind the mirror as the object in front of it" was a simple one.

Recitation of the nineteen slokas of the second chapter of Bhagavad Gita, describing a person, who is a "Sthithapragnya" — one of stable mind and steadfast in contemplation popularised by Gandhiji, are a part of the daily Prayer. A few of the students, after about a month, one day suggested to me why the whole of Githa be not read and explained once. I had to confess my limited knowledge and inability to explain the whole of Gita to their or my satisfaction. I had not read the full text and was not quite sure of my ground if I started on explaining verse by verse. But because the students were earnest about it, I had to make a study with the help of commentaries and translations; and in the elucidation of many a point, the students contributed not a little by citing a homely example or alluding to some text which they had read or heard.

Practice of Folk dance is in the daily routine. One evening, there were only seven pupils in the ring and wanted an eight to complete it. I was standing by to witness the dance. A pupil threw a mild hint, "why not the master?" I blushed, but had to give in and step into the ring. The leader, who was one of the students, thrust a pair of sticks into

my hands and gave instructions. That was how I started to dance; and at the close of the evening, the leader told me that I danced much better than the pupils — a certificate of my ability which I greatly prize.

I was a stranger to peasant's duties. But during the harvesting of paddy done by the students of the institution I could not be just a spectator for long. I watched them doing it with zest and the smell of freshly cut grass was most exhilarating. I rushed into the fields and asked one of the students to give me a sickle. After pleading, one was sharpened for me and he showed me how to cut the crop. Nothing has pleased me so much as the remark which I overheard, made by one of the students, at the end of the day, that I did the work quite well for a beginner.

In addition to being an educational institution, Vidyapeeth has become a centre of Folk Arts and Culture. A sense of kinship between the institution and the villagers gradually develops. During the harvest months, not seldom do the villagers, returning home after the day's labour and seeing the students of Vidyapeeth learning a new dance or singing a folk song, join them and not mind going home late.

Many a traditional feast, fair or festival has been disappointing for want of encouragement. They are looked down by the educated men, and the villagers have learnt to imitate the town-folk in their dislike for the old and traditional. It is the purpose of the Vidyapeeth to conserve the old traditional arts, feasts, modes of singing, group dance and other forms of Community life. The 'Deepavali' the harvesting feast, the Ganesha feast, the New Year and 'Ramanavami' are some of the feasts celebrated with the villagers participating in them. On the Deepavali Day, the entire building and the surroundings were lit up with a thousand lamps and a beacon light on the top of the flagmast was burning the whole of the Karthika month. To the list of the rural feasts are now added Gandhiji's Birthday and the 15th August.

The inside of the building is made beautiful with paintings of artistic merit and photographs of temples and beautiful sculpture hanging on the walls. A beautiful lawn and the green fields surrounding the institution and with a nicely decorated interior, make the place "a place of beauty" to live in. The five or six months of stay in the institution should be cherished memory with the students, to gladden their hearts when depressed and remind them of the ideal of life imbibed while in the institution.

S. V. Srinivasa Rai

Unesco Seminar On Rural Adult Education

A Summing up by Lars Lind

UNESCO'S international Seminar on Rural Adult Education for Community Action at Mysore, inaugurated on November the 2nd by India's Minister of Education, the Honourable Maulana Azad, was officially closed on December the 4th.

During these 4½ weeks 35 delegates from 18 countries, all Asian except three, 25 observers from Indian States and Provinces, WHO, FAO and UN, together with a staff consisting of the Director, Mom Luang Pin Malakul from Thailand, 3 Unesco Experts, 4 group chairmen and administrative personnel from the Central Ministry of Education, have been hard at work pooling ideas, knowledge and experiences and drawing up recommendations for action programmes.

Literacy statistics, social structures, economic conditions and educational needs of the rural millions of Asia from the Egyptian desert to the China Sea, from the Himalayas to the Pacific have formed the background to the deliberations. The pattern of this background soon became visible to all participants as the national and regional reports were submitted, the reference library consulted and the exchange of facts, figures and field experiences increased in detail and volume. It was soon found that an educator from Colombo and an economist specializing in rural problems from Baghdad had many common problems to cope with, that a lady delegate from Rangoon concerned with health problems in the Burmese villages talked the same professional language as a Sheik interested in nomadic community life in Saudi Arabia.

Naturally enough, the Indian scene formed the larger part of this background. The problems of the host-country dominated to a certain degree, but not unduly; the many visits paid to villages and institutions in the vicinity, the number of highly qualified delegates and observers from all over the Indian sub-continent and the rich exhibition on rural adult education arranged for the benefit of the Seminar in Mysore City, all made Indian problems loom specially large.

The aim and content of the Seminar, which perhaps can be best described as rural uplift in Asia, did not at any point arouse any controversy. Some veterans of international

seminars and conferences expressed their delighted surprise over the total absence of any political clashes, lost tempers, formation of camps, hard and hasty words. All proceedings have been running smoothly; friendliness and courtesy, goodwill and tolerance, have dominated.

Perhaps this eagerness to collaborate, to assist and advise each other, can be explained by the magnitude and urgency of the tasks ahead, by the common feeling of responsibility and interdependence.

Because the theme of this Seminar has really been how to make the tens of millions of underprivileged, often starving, mainly ignorant, easy preys of disease and exploitation, that constitute the poverty-stricken peasants of rural Asia, into happier, healthier human beings, holding their heads high and having hope and faith in their future fortunes.

As an experiment in international living and working together this Unesco Seminar therefore has been an unqualified success. The only complaints heard have been that the participants have worked too hard, been too serious, too occupied with the problems of rural adult education. Even the diversions so liberally arranged by the Indian State and the Mysore Government usually turned into something with a direct bearing on the topics under study. This Seminar has certainly not been a holiday camp full of pleasure seeking tourists; it has been what Unesco and the Indian Government intended it to be: a workshop where the blueprints for rural education programmes have been drawn up and the tools to build them hammered out.

The main work at the Seminar has been carried out in four working-groups each specializing in one major aspect of rural adult education, coordinated and assisted by the Director and the Unesco experts, who together with the four group-chairmen, formed the steering-committee of the Seminar. A short summary of the main conclusions and recommendations of the groups probably gives the best picture of what has been accomplished at this Unesco's first seminar in India. This summing up must of necessity be very incomplete; almost 100 working-

papers and reports have come out of the mimeograph machine in the tent that housed the Seminar office, where people have been working practically day and night for more than a month.

GROUP I — LITERACY

The Group dealing with literacy in rural adult education has been led by Dr. Hasan Ahmad Salmon, Director of Land Revenue, Ministry of Finance, Iraq. The members have been representatives of Burma, Ceylon, India, Indonesia, Iran, Malaya, Nepal, Singapore, Thailand and the United Kingdom, and observers from East Punjab, Hyderabad, Madras and United Provinces.

The main conclusions of the group are :

Governments should take a more active interest in adult education and not concentrate all their efforts on primary and secondary schools. Literacy teaching is only one part of adult education, and if the teaching of reading and writing is not followed up by planned educational programmes there is always the danger that newly literates lapse into illiteracy again. Perhaps the most important part of the follow-up work is the preparation and distribution of reading material specially designed for this purpose. In the preparation of such reading material great care must be taken that it is really tailored to the needs of the public for which it is meant. The readers' interest must be caught by dealing with subjects of immediate concern to them, of practical importance to their daily lives.

The distribution of the literature can be accomplished by setting up rural libraries founded on modern principles. The reading material must reach the consumers and serve their needs, and not, as only too often is the case, be stuffed on shelves in some store-room wrongly called by the dignified name of library. Energy and ingenuity must be employed to get the right kind of reading into the hands of the people.

The most important findings of the group concern the methods of literacy teaching. Techniques used in many countries have proved faulty and should only be undertaken by teachers specially trained for the job. The methods used should, although adapted to the local conditions, always be built on modern scientific principles, the most important of which is that reading should be taught through perception of whole thought units and that the contents of the teaching material

should be meaningful to the pupils; the ordinary juvenile ABC's are nonsensical to adults and tend to permanently decrease the reading speed and to kill the interest.

The first task, after agreement of teaching method has been reached, is to train instructors. This is urgent in Asian countries where the adult population is still largely illiterate. In India, for instance, the group has calculated that to accomplish the five year plan adopted by Government; it would be necessary to train 200,000 teachers yearly for a period of at the most three months. This means that 50,000 instructors would be under training at the same time. To cater for this number 250 Training Institutions, each housing 200 trainees and 9 tutors, are needed. The expenditure on such a vast scheme would consist of the following items: the cost of building, maintaining and equipping the Training Institutions; the salaries of the tutors; allowances to those in training and the salaries to the instructors after they have been trained.

Even a large-scale literacy-drive, as outlined above, would be of no avail if it did not go hand in hand with a scheme for free, universal and compulsory primary education and if the public did not support it. The creation of public opinion demanding such an education and pushing the literacy drives is essential. It is also necessary to drive home to the individual the benefits of literacy and the direct advantages the ability to read and write has for his daily life.

One danger the group warns against is lack of co-ordination between the many agencies, governmental or voluntary, working in the field of adult education. There must be co-ordination at the top, agreement on methods and aims and supervision of standards of attainment.

The group also pleads for improved statistics, so that the aims can be set with full knowledge of the facts, progress can be followed and deficiencies spotted. The figures of populations, age groups, distribution of sexes, attendance figures in schools of different kinds and illiteracy rates collected at this UNESCO Seminar from many countries and provinces prove the need for more careful statistics, assembled scientifically. The figures now available are far from reliable and in most cases they probably paint a brighter picture than the reality behind them warrants.

GROUP II — HEALTH AND HOME LIFE.

A midwife for every 5,000 people; a health centre composed of a public health nurse, one or two midwives, a sanitary inspector and a social worker for every 10,000 of the population; and a health unit composed of several health centres and a dispensary under a medical officer for every 30,000 of the population, is the minimum needed for an adequate health service according to the study group on health and home life. This group was first led by Professor Chu of the Mass Education Movement, China, and, after his departure, by Daw Yee Kyain from Burma. The group has been assisted throughout by experts from the World Health Organisation and in the later stages of its work by Miss D. Moses from the School of Social Work in Delhi and Miss E.W. Hersey, Social Welfare Attache, United States Embassy, New Delhi. Members of the group consisted of delegates from Australia, Afghanistan, Ceylon, Indonesia and India.

Every village, however small and poor, must have a local health service with its own administration and its own budget, the Group insists. The head of this service should be elected from the members of the village and should possess the necessary qualifications. After election he should receive training in individual and public health and then be paid by the village itself as its health educator. The golden rule for health education work is: "Begin small, proceed slowly and be thorough."

This group has formulated its recommendations after a detailed study of home and health conditions in Asian rural communities. The problem of dirt and filth seems to be dominating one in all the areas surveyed. Cooking, sleeping and living quarters are not properly cleaned, floors not swept, dustbins and garbage-bins are not provided, bedding and clothing kept in disorder and dirt, the compounds and courtyards frequently contain animals and are not clean, personal cleanliness is rare, lice are usual in the hair, bugs in the bedding and clothing. Lack of latrines and adequate drainage resulting in stagnant pools which are the happy breeding places for mosquitoes, the presence of manure heaps where germs thrive, insufficient water supply and dirty water are other common features in an Asian village. All these deficiencies can be rectified through education and thus prevalence of malaria, tuberculosis,

trachoma, fromboesia, scabies, leprosy, skin diseases, anaemia, hookworm, gastro-intestinal diseases and many other enemies to a happy village life can be prevented.

The Group stresses the need for preventive medicine as at least as important as curative medicine. Here the rural community worker can play an important part, even if he is not specially trained in medicine. A minimum knowledge of what is meant by individual and public health should be a necessary equipment for each village worker. The position of the woman in the family must be improved and her work appreciated; she must be made the centre of all efforts for educating the family to heal their ways of living, the Group concludes.

But mere training and accumulation of knowledge is not enough to make a good Rural Adult Education Organiser; he must approach his work in a spirit of service to the community and with humility; rural adult education must be rooted in the soil of indigenous culture on which the best of world culture should be grafted.

The Group has also formulated specific recommendations to UNESCO. That organisation is asked to make its member states aware of the importance of giving women more adequate representation on international seminars, national councils, and local boards dealing with the development of rural adult education and the formulating of policies affecting the homelife of a nation. UNESCO should also draw the attention of national governments, which feel hesitant to initiate rural adult education programmes on a mass-scale owing to lack of workers, to the vast untapped resources that can be found among university students and patriotic and socially minded adults. The Group also wishes UNESCO to increase the flow of material between its Clearing-house for Fundamental Education and workers in the field.

GROUP III - ECONOMIC ASPECTS.

The group specializing in the economic aspects of rural adult education stresses the fact that the low standard of living in Asia is largely due to the under-employment of the agricultural population. Full employment can be ensured by introduction or re-introduction of small rural and cottage industries, and improvement of already existing ones.

The means to create fuller employment are, according to the group:

1. A comprehensive survey by experts of the rural communities' primary needs.

2. Rural or Cottage industries to be established to meet these needs in order of priority.

3. In the choice of such industries, self-sufficiency of the village should first be aimed at; in general no attempt should be made to compete with large-scale urban industries using mass-production methods.

4. To further achieve self-sufficiency, subsidiary occupations should be found, specially such that provide work during periods of seasonal unemployment.

5. Training centres are required to teach the skills necessary for economic productions of good quality.

6. These centres should also be community centres. Schools could well be used. The centres should also serve as rural marketing agencies and supervise the standard of products.

7. Co-operative organisation is necessary for almost all cottage and rural industries, from financing to production and marketing.

The basic education scheme as adopted by the Indian Government has been studied with special care and interest. The principle of self-sufficiency as a primary aim was generally approved; where production exceeds the local or village needs good markets should be found for the surplus, thus raising the economic level of the villagers. When opening a new rural or cottage industry the market demand should first have been carefully investigated.

The tools and equipment for these small industries should be of a sufficiently simple type for the individual villager to own and operate. The Group felt strongly that more help should be given by Governments to the survey and research for cottage industry development. Governments should cater more for the many millions in rural areas engaged in industrial work than for the comparatively few millions urban industrial workers.

Factory-produced or imported goods are only too often preferred by the consumers; efforts should be made to popularize local products of good craftsmanship. Special encouragement should be given to crafts providing scope for creative self-expression. Talented and skilled artisans should be helped to maintain their craft efficiency; if necessary Government or other funds should be used to aid them to teach others.

Ministries and other official services should, as far as possible, make use of cottage industries produce in preference to imported goods.

The Group wishes UNESCO to collect and disseminate to its Member-States all available information on cottage industries.

"The teacher should not be like 'the merchant man seeking goodly pearls', but like 'the husbandman who waiteth for the precious fruit of the earth and hath long patience of it,'" is one of the twenty basic principles which, according to the Group, should govern the approach to the economic uplift of rural communities. Other important principles are:

The village school should as far as possible be the centre of adult education;

every teaching or demonstration centre should have extension facilities;

begin where the people are and with what they have; efforts should be directed towards the primary needs of rural people and education should be arranged to meet these needs step by step;

co-operative principles should be the basis of economic improvement in the rural community;

the teaching should reach down to the poorest;

no deserving person should be deprived of educational benefits by reason of poverty.

These principles have been formulated by a group of experts who themselves have worked for decades in rural communities and been part of the rural communities. The Chairman of the Group, Dr. D. Spencer Hatch, came to India in 1916 for relief work on the North-West Frontier and Waziristan. From 1922 to 1940 he was in charge of the Development and Training in Rural Reconstruction in India for the Y.M.C.A. He started many rural centres with extension services in Indian States and his name is specially connected with the centre Martandam, in Travancore, a centre which under his leadership soon became a model. During the last 9 years he has accomplished similar work in Mexico and Costa Rica. The practical experiences and idealistic faith in Gandhian and Tagorian principles made the Indian Delegate, Shri E.W. Aryanayakam from Sevagram, one of the dominating personalities of the Seminar. The many foreign delegates and observers could not have received a better instruction in or seen a better example of the force of the Gandhian way of life. Other group members came from Singa-

pore, Nepal, United Kingdom, Malaya, Burma, United Provinces, Travancore, Delhi, Rajasthan and Mysore.

GROUP IV - SOCIAL AND CITIZENSHIP ASPECTS.

Detailed reports of village community life in fifteen, mainly Asian, countries served as the background to the work of Group IV. They revealed certain trends common to almost all rural communities, the most important of which in this connection is the isolation of the village community. The village as a world of its own is undoubtedly a danger to the development of modern Asian countries. The Study-group has, therefore, drawn up a curriculum content for citizenship training under seven main headings: (1) personal dignity and worth; (2) respect and consideration for all human beings irrespective of social and economic status and political and religious affiliations; (3) kinship with the community and cooperation in community activities; (4) interdependence of the social, economic and cultural life and the country as a whole; (5) concept of one-world and its implications in terms of world citizenship; (6) culture and national heritage and unity in diversity; (7) political rights and duties.

The Group stresses that a curriculum is not only informational items to be taught, but also activities and experience which give life and reality to them. Citizenship itself is a dynamic concept which expresses itself in activities. The Group has, therefore, indicated suitable activities and experiences together with the information to be imparted.

Much time has also been spent on the study of media and methods in citizenship as outlined in the curriculum. It specially deals with mass-media, both the traditional and the modern technical. Among the old, widely used media which the Group has considered are: festivals, fairs, pilgrimages, temples, tombs, ashrams, folklore, folk dances and dramas, games and sports. These media of proved worth should not be discarded for blind belief in the superiority of the modern mechanistic media, such as press, radio and films. These new media can play a vital part in rural community education, but they must be handled with care, knowledge and skill.

The Group, led by Dr. A. N. Basu, Principal, Central Institute of Education, New Delhi, consisting of members from Burma, Ceylon, Egypt, India, Indonesia, Iraq, Philippines, Saudi Arabia, Thailand, and the United

States and with observers from Bengal, Bihar, Bombay, C. P., Mysore, Orissa and U. P., passed the following main recommendations:

In areas where the population is not yet enfranchised it is necessary to introduce local self-governing institutions.

Every country should encourage the establishment of special agencies for the training of personnel and for production of literature and other aids for civic and social training in rural areas.

UNESCO should undertake the production of adult education literature and visual aids specially suited for Asian conditions.

UNESCO should draw up specimen programmes for the co-ordinated and intensive use of mass media in the presentation of themes pertaining to adult and fundamental education.

Follow-up seminars on a regional and national basis should be organized.

Now delegates, observers and staff have left fair Brindavan, where the constant sound of dammed-up water's joyous liberation in cascades of foam and the thousands of many-coloured lamps mixing with stars and moon into luminous, unreal nights have been their faithful companions, either when at work in study-groups or plenary sessions, at rest in rooms or tents, or walking and talking with colleagues from distant lands in the French-styled garden.

They bring home with them memories of generous hosts and helpful organizers, useful advice from fellow-workers and new incentives to increased efforts with improved methods.

They leave behind in the Mysore vicinity visible signs of their activities and above all a job well done, a prelude well played.

Because the work of the Unesco Seminar in Mysore has only been a prelude, a starting-point. Unesco will collect all the findings and recommendations, pull them together into shape and form, then the co-ordinated, final programme of rural adult education for community action will be widely disseminated to all Unesco's Member-States. First of all it will go to the delegates and observers, now scattered round the world at their action-stations; but it will also be sent to others working for rural reconstruction, in the field or as administrators in offices.

Unesco's Clearing-house for Fundamental Education will follow up the contacts made, send information and advice whenever and wherever needed. Unesco will produce and give expert advice on the production of teaching materials, media and aids. Unesco too has learnt much from this month at Brindavan and can in its future work draw on the experiences gained and plan its actions according to the need discovered.

The Unesco Seminar was a prelude. For the full symphony the co-operation and co-ordination of all instruments is needed: international agencies and national governments, voluntary organisations and local boards, professional teachers and spare-time volunteers, press and public opinion and, above all, the potential pupils themselves.

Real harmony demands an equalisation

of living-standards and educational opportunities, within countries and between countries. This is a task for which Unesco was created. In its Constitution, now signed by 50 nations, it is stated that Unesco will "give fresh impulse to popular education and to the spread of culture; by collaborating with members at their request, in the development of educational activities; by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social; by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom." The new successfully concluded Seminar on Rural Adult Education was a small part of Unesco's efforts to carry out its responsibility in respect to this central point in its charter.

Recent Publications:—

Education for Leisure, Price Rs. 5/- }
Rural Adult Education, Price Re. 1/- } by Dr. S.R. Ranganathan

Can be had from:—

Indian Adult Education Association,
30, FAIZ BAZAR,
DELHI.

VIEWPOINTS:—

ADULT EDUCATION

Adult education is one of India's most serious problems but the only way to solve it is to enforce rigid basic training through rural organisations and to impart clarity of thought, freshness of outlook in the minds of the masses. It is high time that this cherished dream of curbing illiteracy amongst adults is transformed into reality by the combined effort of both the Government and the people.

Izatpuri.

— P. G. PATANKAR.

A Tentative Plan for Adult Education.

(M. G. Amraotkar, M. A.)

NEED FOR ADULT EDUCATION.

NEED FOR KNOWLEDGE AND PERSONAL DEVELOPMENT.

1. The need for adult education is very urgent because it will help the mature men and women to develop an efficient and well integrated personality.

2. *For better social life.*—In all civilisations, simple as well as complex, the chief factor is the individual in relation to his social environment. He has to adjust himself to social needs and add his contribution. He is, in a sense, made by the society. In order that the individual should be able to adjust himself to the society in which he lives, education is necessary. Plato said, "Society is the individual written large". Persons who are educated can understand their social duties and responsibilities and as such their behaviour towards other members of the group is determined by the consideration of promoting social welfare.

3. The democratic form of Government which we have chosen for our country postulates intelligent citizens. The central idea of democracy is the participation by its members in the determination of its policies. Voters who choose their leaders should be able to appreciate the importance of precious rights and duties which the State has conferred on them. If a large section of the people is illiterate and therefore unconscious of their rights, they can be easily exploited by a few educated people for their personal ends.

4. If we want to achieve complete literacy earlier, it is imperative that the adults should be educated at least for two reasons :—

- (a) Any system of compulsory primary education for eliminating illiteracy shall be effective only if illiteracy of adults is liquidated ;
- (b) Literate parents will accelerate the process of making the country for they understand the value of education and will, therefore, help tremendously in the spread of primary education of their children.

5. *Economic Considerations.*

Educated masses can produce more since they can handle tools and machinery with

understanding. This is not so with the illiterates who are doomed to remain backward in the race for production. Education can help them to learn new methods of cultivation and also to choose better vocations. If Indian agriculture is undertaken by those who have been trained in the science of agriculture, national wealth will be increased considerably. Proper persons in their proper places will not only save energy that is wasted but substantially add to the income of the nation.

NATURE OF WORK

Classification of Illiterates.

The illiterate population is mainly divided into two groups.

- (1) Rural
and
- (2) Urban.

Rural Illiterates.—These evidently outnumber their brethren. The chief occupations followed by these persons are

- (a) Tilling the land.
- (b) Working on the farm as labourers,
- (c) Domestic service.

Urban Illiterates.—Those adults who are illiterate and live in towns are mainly employed in factories and industries on a small or large scale or as domestic servants.

MIGRATION OF POPULATION.

Very recently, as the villages have become less self-sufficient, they offer few opportunities to the residents to earn their bread with ease and self-respect. Villagers have, therefore, begun to move to centres of industries. Industrial centralisation has, in its turn, led to over-population of certain towns and created adverse conditions of life. Again, this flow of people from villages to towns has told very heavily on agricultural production and has thus brought us to shortages of food and other necessaries of life. The result has been that the villages which formed the integral part of our nation have been impoverished. The social life in rural areas is at present at a very low ebb, and there exists an unbridgable gap between the town and the village.

Apart from the criterion of civil conditions of life, we can broadly divide the adult illiterates into the following two groups.

- (a) Those who had never been to school and
- (b) Those who attended school for a very short period in their impressionable years but lapsed into illiteracy owing to passage of time.

CAUSES OF THE LAPSE OF LITERACY.

(a) A very large number of students of village schools attend the classes irregularly. They do not remain in schools for more than a year or so and are taken away from their schools by their parents on economic grounds. Such persons, who are just introduced to alphabets and numbers, lapse into illiteracy very quickly. It is essential that students should remain at least for three to four years at the school and complete the course of elementary education.

(b) There is a class of people which is quite unprepared or unsuited for the kind and method of teaching that is imparted in our schools. These people, after some time, add to the number of illiterates.

(c) Again, villages do not offer any opportunities for keeping education alive. Most of the rustics stand in no need of liberal education and, therefore, return to illiteracy with growing age.

EDUCATIONAL NEEDS OF ADULTS.

(1) If we do not want to relegate ourselves to a position of permanent inferiority in the "Society of civilised nations", it is absolutely essential to liquidate illiteracy and promote educational atmosphere. The making of good citizens requires the knowledge of the 3 R's, cultural background, elementary information of civic duties and responsibilities and a fair training in vocations.

ELEMENTARY KNOWLEDGE OF LANGUAGE.

(II) Adults, who form the bulk of the population, should be able to read elementary books on different subjects with ease and understanding. This should enable them to go through the organs of public opinion and ideas that matter. This will also help them to keep themselves abreast of modern developments in political and economic fields.

(III) CAPACITY TO WRITE.

An average person is expected to write what he thinks and feels in a language that faithfully communicates his thoughts. Ability to write helps an individual to elevate his standard. Again, this will also put a stop to his being exploited by unscrupulous persons, such as money lenders.

(IV) ELEMENTARY KNOWLEDGE OF ARITHMETIC.

This is necessary because people should be able to do simple calculations which they often require in their daily lives.

(V) EDUCATION IN CITIZENSHIP.

This is necessary for two reasons viz.,

(a) Education in citizenship is of paramount importance, because political freedom by itself cannot guarantee 'Good life'. To retain political liberty, people have to pay the price for it in terms of 'eternal vigilance', which postulates civic education.

(b) If democracy is to succeed, people must know their rights and duties. "Democracy is based on the principle that people shall think for themselves." For an intelligent participation in the settlement of the nation's policies, they should have good knowledge of Government methods and administration.

(VI) KNOWLEDGE OF NATIONAL LANGUAGE.

It will be accepted without any hesitation that every person should know the national tongue. The knowledge of the lingua franca of our country and the capacity to use it will imbibe a spirit of national union among the masses. It will also resolve the difficulty of communication between different parts of our country and help the people to tide over the narrow feelings of provincialism. Adaptation of habits and a healthy fusion of culture will be accelerated by this common tie.

(VII) RELIGIOUS AND CULTURAL EDUCATION.

Broad religious principles should be taught. The information of basic principles will broaden the outlook of the people and give them an insight into the ultimate similarity of different schools of religious thought.

Religious education has another important merit to recommend itself, and that is that it helps the masses to uplift themselves morally. Moral education seems today to be more

necessary than at any other time in the past. Sound information of religious tenets will promote social virtues and better life, for those who are initiated in true religion shall be free from the fetters of tradition.

VOCATIONAL EDUCATION.

NEED FOR VOCATIONAL EDUCATION.

(i) Mere liberal education may help adults to become civilised members of society and improve the moral and intellectual tone of the group of which they are members; but, in itself, it is not sufficient. They should be in a position to improve their economic status and add to the national wealth. Again, the respect for education and liking thereof will be possible only if it makes a material change in the life of the people.

PSYCHOLOGY OF THE MASSES.

(ii) If the people are convinced that it pays to learn they will attend the education centres with enthusiasm. It is a weighty consideration with the grown-up people whether that which comes their way alters their economic situation. In fact, they acquire economic bias and look at things with this view.

SPIRIT OF SELF-RELIANCE

(iii) With the teaching of vocational education and its practice, it is quite possible that the things prepared and manufactured by the students can be sold and a part of the expenses of the scheme of adult education thus may be met. Confidence that things prepared can fetch a good price will make the students more self-reliant and inspire interest in them.

Again, vocational education will relate liberal education closely to adults' daily life and work. The student will, in fact, be better prepared for picking up liberal education when it is imparted along with and through proper vocations.

VOCATIONS THAT CAN BE TAUGHT.

The following list by no means claims to be exhaustive but it will suggest a few vocations that can be taught with little effort to adult students:—

Rural vocations:—Agriculture,
Spinning and weaving,
Basket making and other
bamboo products,
Small scale cottage industries,
viz.,
paper making, soap making,
etc.,
Carpentry,
Smithy, etc.,

Urban Vocations —Some of the above vocations can be taught with advantage to urban illiterates, but, besides these, the following crafts can be suitably taught in towns,
Factory training, i. e. work in different departments
of a factory,
Typewriting, etc.,
Painting,
Carving,
Paper making,
Soap making, etc, etc.

PUBLIC SUPPORT AND MOVEMENT OF PUBLIC OPINION.

No plan can meet with success if it does not appeal to the people. If it is not taken up by the common man as his duty to put into practice what is possible for him for elevating the standards of his friends who are lagging behind, it will be very difficult for any Government, especially so for the democratic one, to carry out any programme. Hence it is absolutely necessary that the people are convinced of the urgency and gravity of the problem and are moved to achieve the goal. To achieve the public support, we suggest the following methods.

1) *Adult Education Week* To mobilise public opinion and political influence to ensure that the problem of adult education is immediately taken up by the people, the Government should arrange for "Adult Education Week" from time to time. This should be a corporate enterprise in the advancement of the cause of adult education.

2) *Lectures*.—Lectures should be delivered by competent authorities on the need and scope of adult education. These lectures should be designed to convince the masses and evoke an interest in them.

3) *Exhibitions*. Exhibitions should be arranged to show the comparison of products prepared by the trained and untrained people. The advantages of literacy in the pursuits

of crafts and vocations should be made sufficiently clear.

4) *Visual Demonstrations.* Dramas and short plays should be enacted to inspire people for education. Visual aids are perhaps the most potent instrument to impress the masses and carry home the idea in a short time.

5) *Tours.* Excursions and trips by educated people in the rural areas can have a wholesome effect on the rustics.

6) *Educational Conferences.* The Government should frequently hold educational meetings to bring together the intellectually advanced persons and experts to promote discussion on vital problems of education. New plans and methods should be invited and encouraged.

7) Educational films and magic lantern shows may be found to be of immense value in this direction.

8) Formation of adult-education-associations should be encouraged. These associations should be conducted by private bodies. The Government may help them financially whenever it is necessary.

Selection of students.

There are two types of students

(i) Normal students - This group comprises those who possess normal ability of mind and body to prosecute their studies. They are free from any mental defects or organic shortcomings. The number of people coming under this head is evidently very large.

(ii) Abnormal and handicapped students - In towns and villages we often come across persons who suffer from mental deficiency or are rendered crippled through some injury, physical or otherwise. Physical defects such as blindness, deafness, etc., prohibit students from education. They, however, have a claim to the attention of the Government. For these persons we should provide special training suitable for their needs. We shall, however, confine ourselves to normal persons and formulate a plan for their education.

Age limit for admission.

The age of persons who are to be trained at the adult education centres should range between 10 and 40. "In view of the normal expectation of life in this country and the mental development of the illiterates, particularly in the villages, no useful purpose

would, as a rule, be served by trying to educate persons over 40 years of age."

Groups of students.

Normally adult students should be divided in the beginning into two groups, viz.,

- 1) Those who are between 10 and 16 years of age,
- 2) Those who are beyond 16 years of age.

This is so because it is highly undesirable to mix boys and grown-up persons. The grasping power and memorising capacity of a boy is quite different from that of the adult. Up to the age of 16 an individual is impressionable and so can be moulded. Adults generally find it difficult to adjust themselves to the needs of new professions. This division will also help us in sorting out persons for different vocations.

METHODS OF TEACHING, CURRICULUM, Etc.

Period of adult education.

This should extend normally between two to three years. The first year should be devoted to teaching the 3 R's, i.e., reading, writing and arithmetic. The period of one year is not insufficient, for an adult can pick up very easily and quickly as his power of understanding is well developed. In 1928, Professor Thorndike proved conclusively that while learning capacity reaches its peak at the age of 20, the decline at 55 is so small as to be negligible. Again, he came to the conclusion that whatever learning ability the adult may lose due to advancing years is more than compensated for by the increased interest and realisation of need.

Once the adult has mastered the basic principles of elementary education, he can be easily led to prosecute his studies for some suitable profession. This teaching of vocation, which by no means aims at specialisation but is of an informative type, should occupy a student for about two years. While he is going through the process of vocational training he should also be simultaneously prepared in the art of good citizenship and attainment of valuable social personality.

Attendance.

It is absolutely important to note that permanent literacy, which should be the aim, is possible only if the student attends classes regularly. It is wasteful to admit students who cannot stay at the institute imparting

basic knowledge for about two years. Shifting of students and irregularity of attendance will defeat the very purpose of educating them.

TEACHING OF 3 R'S.

Arithmetic. The course to be taught in this subject should normally cover elementary processes of arithmetic, viz., addition, subtraction, multiplication and division of numbers. The teacher should try to set problems that have a direct bearing on the life of the student. The teaching should be so designed as to get from the individual concerned the answers to the questions and an account of his own experience. Exercises in calculations should be simple but intelligent.

Reading and writing. Here the student should be introduced to alphabets by direct method as far as possible. Pictorial education may be found of much use. Adults will learn quickly and at the same time master the language very easily because they have the advantage of knowing the language and of speaking it. As soon as the student acquires a good grasp of letters, he may be made to write. Here, of course, the teacher should be very sympathetic and correct him wherever necessary.

Education in 3 R's is fundamental and as such it is to be imparted with due care. It may be noted that unless students are prepared thoroughly in this field it is very difficult to proceed further. Adults should acquire good skill in handling numbers, read tolerably fluently and write with ease.

Teaching of History, Geography and Hygiene.

Along with the teaching of 3 R's History and Geography should be taught. History should be taught through stories so that it becomes interesting. People will take active interest in knowing the annals of the land they inhabit. Elementary lessons in regional and political Geography should not present much difficulty. Information about personal hygiene should also be imparted side by side and its importance be brought home.

Vocational and other education.

As soon as students have acquired a fair grasp of basic education, they should be sorted out for different vocations. In the beginning this will prove very difficult but with the influx of proper teachers, it will be possible to pick up proper persons for various crafts. We can, however, propose that in the begin-

ning we may give vocational training an agricultural bias. A tentative course in agriculture would be

- 1) Direct work on the farm,
- 2) Discussion of methods
- 3) Visits to local and experimental farms.

The method of training will then be direct. "After the stimulation of initial interest in the subject, students themselves provide the motive power and determine the direction as the work proceeds. Each forward step demands more information and increasing theoretical knowledge. Since the whole class participates in the work students will be able to give expression to the insights and understandings they are given and, sooner or later, they will be in a position to express themselves creatively in works and deeds".

The three criteria which vocational education in elementary stage has to satisfy are :-

It must be educative, assimilative and economical. Methods that will be found very useful in teaching different vocational subjects are :—

- Illustrative method
- Demonstrative method and,
- Performance method.

These methods are fruitful because in all these methods the adults will not only receive information about the vocation they learn or the things they make, but they will be actively thinking, observing and acquiring skill in the preparation of the articles of their choice.

"Due consideration should be given to individual differences, aptitude and interest of different apprentices and proper arrangements should be made for their guidance." It is desirable that there should be a test for minimum standard.

The adult educational centre should also have a garden. It will serve two purposes. Lessons in agriculture can be demonstrated in the garden and it will also help the students to recreate themselves. The subject of gardening is very educative and, also, paying, since the products can be marketed.

A collective training of craft for some time should enable the teacher to point out a suitable profession for his students. In due course of time the students will begin to evince their interest in particular crafts. They should be given full scope to develop. The

teacher should be a guide and try to promote creative intellect of the student.

In the second half of the programme for adult education, vocational training should be made the central part of education and other items of liberal education should be taught in relation to it. Appreciation of arts and their place in life should be emphasised. Along with the training of different vocations, students should be instructed in liberal education that has direct relation to their life. Lessons in civics, co-operative principles, national language, ethics, etc., should be imparted at this stage.

Lectures in civics, theology, economics and ethics may be delivered by the teacher. They should be purely instructive and informative. As far as possible, illustrations for the theory should be chosen from practical life and common experience.

Education in co-operation and ethics can be best imparted by making some students responsible for the garden or the class-room. The students should be asked to establish a co-operative society through which they can sell garden products. They may also arrange trips to some places of historical importance or for sightseeing. This will incidentally help them in the training of civic virtues and cause to imbibe in them a sense of social responsibility.

"It is reasonable to expect the school to set up an environment in which all its pupils, through active participation in its organisation and control may move progressively to more complete appreciation of the deeper significance of democratic ways of life".

The teacher should arrange some time to meet the students in groups so that he can discuss subjects of common interest. This will bring the teacher in close touch with the students and help him to understand them better. In the discussions that take place in schools, students should be given free scope to present their ideas and ventilate difficulties.

The organisers of adult education centres should try to arrange lectures of persons of authority in such centres. These lectures will not only add to the fund of knowledge of the students but also go a long way in helping them to emulate the standard of life of these persons.

Again, flat pictures, slides, film strips, moving pictures, etc. are highly instructive and constitute a potential aid to verbal teaching.

No one in the field of education can afford to forget the importance of the Chinese saying, "One picture is worth 10000 words."

SCHOOL BUILDINGS, LIBRARIES, BOOKS, ETC.

School.—The pioneer school cannot be other than the 'sitting and listening school'. The aim however should be a "light, cheerful and attractive school." It is desirable that adult education should be carried on in separate school-buildings and that these schools should be on the lines of Peoples' colleges in England. These colleges provide different varieties of activities social, academic, practical, and enrich the individual and collective life. For the present, however, the adults may be taught in existing primary school buildings.

STUDY HOURS.

Since a large number of adults is busy during the day time, it follows that classes for them should be held in the evening. The period each day when the student will be engaged in study should normally be two hours in the beginning. It may be divided as follows:—

- 30 Minutes for Arithmetic,
- 45 Minutes for reading and writing,
- 45 Minutes for history, geography, etc.

LIBRARIES.

Adult education centres should have adequate libraries, for "a literate cannot remain literate—much less progress—unless he can have convenient access to suitable and interesting reading material." "Every adult centre should have a library of its own or be able to obtain free books of the right type."

BOOKS.

Today there is a dearth of proper books that can meet the demand and need of adult education. Hence the right kind of literature at a reasonable price will be produced. Books dealing with diverse subjects should be written in a simple and interesting manner. Translation from foreign literature should also be undertaken so as to keep touch with the outer world. Newspapers of a special type should also be published.

TEACHERS.

Teachers for short-term plan.—We note that the Education Department in every Province leaves its teachers and professors without work for about 4 months in a year. This

personnel, which is quite considerable in number, can be utilised with advantage for the liquidation of adult illiteracy. They can be sent out in the villages to educate the masses in 3 R's and elementary civic studies. They can help this campaign positively if they have the necessary will and mind to do the job assigned to them. We may prescribe that a teacher with a definite number of students should take up a particular village and that the headman of that village should give him the list of persons who stand in dire need of basic education. It should be made imperative on the part of such teachers that no person on the list should remain unacquainted with the fundamentals of knowledge. It may be observed here, in passing, that in summer, when the teachers and the students are free, the villagers, too, are not very busy and they can, therefore, devote their time to the pursuit of basic education.

In order to make this plan more effective nothing should be left to the choice of the teachers and the college students. It is only compulsion in the beginning that can achieve some result. At the end of the course they can examine the adults and award certificates of proficiency. Their work should be supervised by the Inspectors and other executive staff who frequent the villages. Reports on the procedure of the work and its progress should be called for from time to time.

These teachers, professors and college and school students can also be helped by the primary and secondary school teachers. A refresher's course for training the teachers in this work should be conducted and the persons so trained be sent out for educating and training the adults. Universities should also make it a point to see that no degree is awarded to examinees unless they have worked in the villages for at least a period of three months and put in some social work of credit. Once we achieve the object of adult literacy we can proceed to impart vocational education and education of a higher order. For this, it is desirable that we have a permanent staff. Education of adults is quite distinct from and much more complicated than that of the youngsters. Teachers of primary schools fall short of the standard requisite for it.

Teachers of the adult education centres should have, among other things, the following qualifications:

- 1) He should be a leader and a learner along with his group;

- 2) He must know his subject and like to teach it and, above all, he must like the people;
- 3) He must know his students, their ways of life, their environments, habits and the structure of their society;
- 4) He should be able to call forth enthusiasm;
- 5) He should have a 'wholesome personality'.

Evidently we do not possess these types of teachers today. In order that we may get the right type of persons to handle the job we have to train students in training colleges and schools with this point in view. Presently we can, however, arrange a refresher course for the teachers of primary and secondary schools for a period of two or three months for this work. There should be judicious selection of persons from the existing staff and they should be taught in the methods of adult education. Main items for the refresher course should comprise

- 1) Training of adult leadership;
- 2) Development of material of instruction;
- 3) Study of methods and procedure.

We can begin humbly, and, if the experiment progresses well, we can multiply the number with more training centres.

SALARY OF TEACHERS.

The standard of teachers in the adult education centres should be maintained sufficiently high because this will attract the people to take up this profession. The teachers of such a school should at least get as much as secondary school teachers receive as salary.

SOME SUGGESTIONS.

1. Adult school should meet at least for six months in a year. The rainy season should be a vacation period, because this is the time when villagers are very busy. In the ordinary course, the adult school should open in the month of January and continue up to the month of July.

2. The teacher should arrange for outdoor activities for the students. Pupils may go out with their teachers to see at first hand the working of experimental farms, dairies, specimen gardens, etc. They may also investigate the relationship of wholesale market and retail store.

3. The management of the adult school should be as far as possible democratic. "Democratic administration does not imply lack of leadership but rather that type of leadership which calls forth, uses and encourages the initiative, resourcefulness and enthusiasm of every member".

4. When the adults go out of school on completing the course of vocational education, they should be given an apprenticeship period during which they can acquire skill in the craft and also learn the management thereof. This is the more necessary for urban adults who are working in factories and other departments.

5. We should not stop with making the adults literate, but see that they remain literate permanently. For this we should arrange programmes of literacy campaigns more frequently. Those who have passed through the first stage should be given a chance to revive their knowledge by a fresh training and with the help of books as well as magazines and newspapers meant for them.

6. There should be circulating libraries providing books and magazines of diverse interests and different kinds. These should be made available to all those who desire to read.

7. The adult school should provide opportunities for social contacts, sports, clubs, etc. These may be helped by associations conducted by private bodies who can volunteer their services for this cause.

8. Adult education centres should provide for recreation to the members of the community. This will attract people more and

they will take interest in the attempt at educating them. The school should never be dull.

9. The teachers of these schools should be sufficiently qualified. Each of them must at least be a matriculate.

10. Since adult education is a branch of social science, it should be taught in Universities. In fact, what adult education today requires is the reconstruction of society on a sounder and better basis. This evidently necessitates a very high order of intelligence and capacity on the part of the teachers, and as such they must be adequately prepared for their jobs.

11. In the beginning, adults should be charged no fees. The State should take up as their own responsibility the work of educating them.

12. The adult education work should begin first as a literacy work and then merge, at a later stage, in the regular department. In fact, it is desirable that adult schools should ultimately become centres of vocational education.

SUMMARY.

In fine, we divide the work of adult education in two groups :

- 1) Literacy campaign ;
- 2) Vocational training.

The first is intended to liquidate the appalling illiteracy that is reigning over us today ; and the second is, to ensure increased production, better social life, and conscientious citizens.

*Indian Adult Education Association,
Jha Library.*

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