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ADULT EDUCATION Review

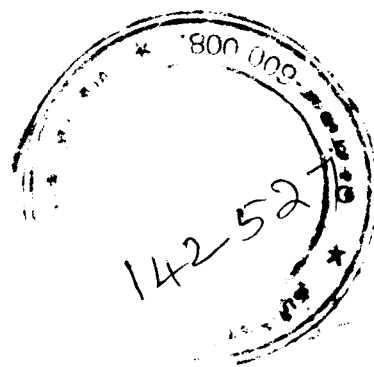
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Adult Education Review Monthly

Vol. 1.] AUGUST, 1950. [No. 10.]

Adult Education is the
Sovereign Remedy for
India's Ills:

MAHATMA GANDHI:

By far the largest question for India is how to
feed her hungry multitudes.

Dr. FRANK C. LAUBACH:

This is exactly why India needs to become
literate. The right way to lift the masses above
hunger is to teach them to lift themselves.
Your illiterates have been the victims of educated
scoundrels who have kept them in debt all their
lives. Literacy is the only road I see to their
complete emancipation.

CONFERENCE SPECIAL ISSUE.



EACH ONE TEACH ONE

PUBLISHED BY
THE SOUTH INDIAN ADULT
EDUCATION ASSOCIATION
MADRAS 1



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Notice to Subscribers.

Subscription for the Journal is Rs. Five (Rs. 5) Per annum including the Membership of the South Indian Adult Education Association, (Rs. 2.) All subscriptions is payable in advance.

To Contributors.

All friends interested in Adult Education of all types are requested to send short articles of interest. The articles should be typed or written legibly on one side of the paper only. Institutions and Adult Education Associations are particularly requested to send news of their activities from time to time for publication.

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G. T. MADRAS-1.

ADULT EDUCATION REVIEW

MONTHLY ORGAN OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary.)

Vol. I

AUGUST, 1950.

No. 10

Editorial.

Beginning of a New Phase in Adult Education Movement in South India.

The Seventh South Indian Adult Education Conference held at Tanjore on the 29th and 30th of July 1950, was historic in importance. It was, as the President, Sri K. S. Ramaswami Sastriar, pointed out, the first Conference after the attainment of Independence by us. The delegates who came from all parts of South India and numbered above 100, were most representative. Apart from representatives and workers of the South Indian Adult Education Association, Chairmen and representatives of Municipalities and of other Local Bodies were present in large numbers, having travelled from such distant places as Amalapuram in the north and Palamcottah in the south. The Missionary friends also were there. The official side was well represented from the Deputy Director of Public Instruction, Sri A. Padmanabha Reddi, down to Deputy Inspectors from far off places like Vidayagiri, who came as representatives of District and Taluk Associations. The discussions in the Subjects Committee were very lively. The Chairmen of Mathurai and Palamcottah Municipalities and Rev. Nauman took the lion's share in the discussions, and heightened the level of the debate. The Adult Education Officer, Sri A. G. Vilva Roy, who

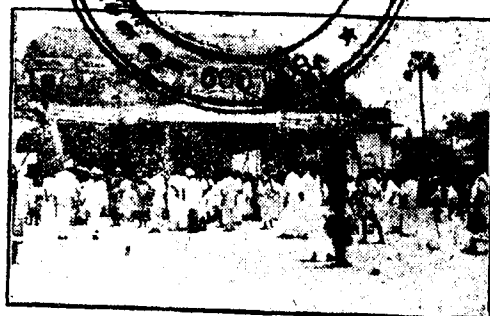
was present at the time, had a very hard time of it, answering points and clarifying situations. The effective remarks of the Organising Secretary, Sri T. J. R. Gopal, contributed their share. It was really the wise but fervent and downright sincere part that Sri G. Harisarvothama Rao, the President who was handing over charge to his successor, took in the discussions that helped the solution of difficult turns. On the whole, this Conference created an absorbing interest in those who attended it.

Hoisting the National flag, Sri G. Harisarvothama Rao was perfectly in form when he told his audience that it must represent the urge in the nation for the constructive endeavour following the achievement of freedom, and under it we should achieve the victories of peace, as we achieved the victories of non-violent war under the leadership of Gandhiji.

The usual sober and unperturbed temperament of the Hon'ble Mr J. L. P. Roche-Victoria was reflected in his speech as the opener of the Conference. He described how Adult Education moved on stage by stage and what the Government of Madras had done to help it on. He was perfectly optimistic in his outlook.

Sri K. S. Ramaswami Sastriar, as President, acquitted himself admirably well. His speech showed how very much he had struggled to make

The Seventh South Indian Adult Education Conference, Tanjore.



Roche-Victoria Nagar where the Conference was held.



Mr. J. L. P. Roche-Victoria, Mr. T.J.R. Gopal, and the Collector of Tanjore arriving at the Conference.

Universities take their part in the Adult Education endeavour, and how they had not responded. There is certainly truth in his statement. However, it is never too late to mend. We hope the Universities will at least pull up now and formulate schemes for voluntary work by their students and extension work by their Professors to aid producing the necessary literature in a simple form. Extension lectures may be delivered on subjects covered by the Government syllabuses for the training of teachers for Adult Education work, for the three years' courses in adult literacy centres and for the two years' study in Rural Colleges. These lectures may immediately be published at nominal rates for the use of literates. Mr. Sastriar quoted largely from the Indian Constitution and showed how Adult Literacy must needs be implemented, and implemented quickly, if the constitution should work. May we commend those passages to such officials and non-officials as may be still hostile or lukewarm to the cause of literacy.

The Resolutions of the Conference were all very well conceived. We may not discuss them all in this review of the Conference, but we desire to draw

special attention to the one that asks for a Statutory body to be in charge of Adult Education, (otherwise known as Education), and urged, that, in the meanwhile, an independent agency under the control of the Director of Public Instruction should be created in his office to deal with questions of Adult Education. The Department of Public Instruction is so heavily burdened with such a variety of work that its ordinary machinery is not able to bear further burdens. The Adult Education problem is so vast and so emergent that no over-burdened Department should be expected to handle it alone. Moreover this problem is so inter-twined with non-official life that a substantial share of work in its behalf should be carried on by the popular element. We appeal to the Departmental authorities to desist from thinking that advocates of an independent agency have any desire to belittle them or their Department. The non-official side will, and always must, value the co-operation of the official.

May this fundamental constructive programme of Adult Education have the blessings and co-operation of all the component elements of the nation, is our constant prayer.

A Landmark in Adult Education Movement in South India.

Tanjore Conference Proceedings.

A great step forward was taken at the Seventh South Indian Adult Education Conference held at Tanjore on 29th and 30th July, 1950, in the preparation on a national scale of an Adult Literacy Drive as well as a campaign for Adult Education. It was realised and proclaimed by every one of the many, of all classes, officials, quasi officials and non-officials, professional teachers and others, who were present, that Adult Illiteracy should be wiped out and Adult Ignorance fought on all fronts if the Model Democracy envisaged in India's Republican constitution was to become an enduring and enjoyable reality. Delegates numbering above 100 from all districts in Madras State and from Travancore-Cochin, Mysore and Hyderabad States were present.

Sri G. Harisarvothama Rao hoisted the National Flag. Sri O. A. Narayanaswami taking the place of Sri V. Nadimuthu Pillai as Chairman of the Reception Committee welcomed the delegates and visitors. An interesting feature of the conference was an Adult Education Exhibition which was declared open by the Right Rev. Mrg. the Bishop of Kumbakonam. The Hon'ble Mr. J. L. P. Roche Victoria opened the conference. The President of the conference, Sri K. S. Ramaswami Sastriar, Honorary Organiser for Adult Education in Tamil Nadu, was then formally elected. In the afternoon on 29 July 1950, a Women's Session of the conference was held.

The second day of the conference, 30th July 1950, was devoted to reading of papers and reports and adoption of resolutions. Sri A. G. Vilva Roy, Adult Education Officer, Madras, delivered an instructive address on "Attendance in Adult Literacy Schools"; Mr. L.C. Richard, Joint Secretary, South Arcot District Adult Education Association, on "Adult Literacy Drive in South Arcot District," and Sri A. V. Thiagaraja Sastri, District Educational Officer, Tanjore, on "Adult Education Training." Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association presented a ten-year progress report on the Adult Education movement in South India from inception up-to-date. Office-bearers and members of the Executive Committee for 1950-51 were elected. The Tanjore District Adult Education Association was

inaugurated by the Hon'ble Mr. J. L. P. Roche-Victoria.

The conference adopted a number of momentous resolutions. In view of the fact that Adult Education required mainly non-official effort, the conference urged the Government of Madras immediately to undertake legislation to set up a broad-based, thoroughly representative and mostly non-official Adult Education Council which shall organise and guide, control and manage the Adult Education activities in Madras State pending legislation for giving statutory basis and scope for the Adult Education movement. The conference urged the Government of Madras to set up a separate agency to deal with Adult Education activities with wide discretionary and almost autonomous powers under the general control of the Director of Public Instruction.

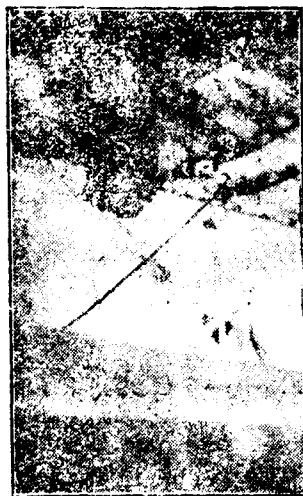
The first day's session of the conference commenced at 10.45 a.m. in a tastefully decorated pandal erected for the purpose in the spacious playgrounds of the Kalyanasundaram High School. The pandal and the rest of the place devoted to the conference purposes were appropriately named "Roche-Victoria Nagar." A sumptuous picture of the Tamil Poet Bharati giving education the highest place among public charities, presented to the South Indian Adult Education Association by the Hon'ble Mr. J.L.P. Roche-Victoria, overhang the dais and lent solemnity to the proceedings.

Significance of the National Flag.

Hoisting the National Flag Sri G. Harisarvothama Rao said :

CHAIRMAN AND MEMBERS OF THE RECEPTION COMMITTEE, BROTHER DELEGATES TO THE CONFERENCE, LADIES AND GENTLEMEN,

Thanks to you all for the privilege you have conferred on me by asking me to hoist the National Flag on this occasion. The very invitation to me to discharge this duty took me back, in my mind, to



Mr. G. Harisarvothama Rao hoisting the flag.

about 50 years ago. It was the beginning of the battle for India's freedom in the first decade of this century; we were a small band of enthusiasts in South India in the Vandemataram days. I cannot forget the stalwart men of sacrifice of those times of Tamil Nad; my friends and courtiers—Sri V. O. Chidambaram Pillai, Sri Subramania Siva, Sri Subramanya Bharathi, Sri V. V. S. Iyer and Sri Krishnaswami Sarma. We had not designed a National Flag at that time. We could not do it though we spoke of Dadabhai Navaroji unfurling the flag of Swaraj in 1906 at Calcutta.

It was not till the Flag Satyagraha began in Nagpur that serious attention was paid to the design of it. The first flag salutation ceremony at the Indian National Congress took place at Kakinada in 1924. Under Gandhiji's leadership the flag became the undying reality as an emblem of our National Striving for freedom on the

basis of Truth and Non-violence. There were a few changes in the original design. However the most important change was in regard to the replacement of the Charka by the Dharma Chakra. This change came over for official purposes after Gandhiji had achieved freedom for us. Gandhiji's Charka was a potent factor in our struggle against Britain as it powerfully pointed to the ultimate truth that as long as we could afford to abjure machine-made luxuries by our will-power we could look straight into the eyes of our exploiters and defeat their designs by giving them no room for exploiting us and holding power over us. It directly signified that we had accepted the Gandhian ideology of simple living and high thinking, of self-sufficiency in regard to the necessities of life and this trusteeship siddhanta regarding the property that they have possessed.

Even while we were fighting our battles against the Britisher there were not wanting friends whose economic sense would not subscribe to Gandhiji's reading of the economic future. In view therefore of living up with the world to some extent while still holding fast to the fundamental ideal of achievement of peace on earth through love and co-operation the Dharma Chakra that marks the great resolve of Asoka and Buddhism to banish violence as an arbiter in the affairs of men came to take the place of the Charka. The Dharma Chakra stands no less, however, for the Gandhian ideology for, in the Buddhist age the life-scheme in India was simple and self-sufficient. Life based on non-violence either for individuals or for nations is an impossibility with imperial ambitions, break neck competitive policies and gaping wounds of economic inequalities. So, friends, our National Flag to-day has a national as well as an international significance. It is a call to all statesmen of the earth to abjure violence and territorial and competitive economic ambitions. It is a call to man to live in peace and harmony with brother man loving him as he would love himself. This is well represented by the principles on which Pandit Nehru is conducting our foreign policy to-day. Nationally, our flag is a call to us to make the supremest effort to be non-aggressive as between man and man and co-operative in our life. It stands for constructive endeavour to achieve that co-operative life.

I need hardly say that beneficial constructive endeavour requires understanding and knowledge, more especially, in a democratic State. An illiterate, ignorant mass of men is the least competent to work out the destiny of a nation essaying to establish peace on earth and co-operative harmony for itself. The fundamental need of the hour for us is the education of this mass of mankind. If we really love the flag, which to us means so much, we must achieve this fundamental. Our conference stands for that achievement and we raise the flag today in the great hope that every man and woman in our country will be, in the course of a few years, sufficiently literate and educated to begin the great march to the goal of peace and prosperity for ourselves and for the world. Victories in peace are harder to achieve than victories in war. Let us strive and achieve that victory of peace which, by its radiant beneficence, ranks as the basis for all development—the victory against the Rakshasa of Illiteracy and Ignorance.

Sri V. Nadimuthu Pillay's Message

Sri O. A. Narayanaswami then read the following message from Sri V. Nadimuthu Pillay, Member of Parliament, and President, Tanjore, District Board :—

FRIENDS AND BROTHER DELEGATES,

Though I am the Chairman of the Reception Committee and ought to have been with you on this eventful occasion and have had the privilege of welcoming you, delegates and workers from all over the State, yet because of an urgent call from the Prime Minister of India for an important meeting of the External Affairs Committee of our Parliament, I have to leave for Delhi on the 28th and hence have to deny myself the pleasure of being amidst you. On my behalf Sri O. A. Narayanaswami Ayyar, the President of the Tanjore Adult Education Association, and one of the Joint Secretaries of the Reception Committee, will welcome you and attend to all your comforts.

I may mention that the Tanjore District Board had as far back as 15 years realised the importance and the need for comprehensive rural development and

equipped two rural reconstruction vans, well stocked with books under propagandists. The vans are provided with touring cinema, touring dispensary, equipment of radio sets, etc. The scheme was started when Mahatma Gandhi called on the nation to do propaganda work in connection with rural reconstruction work. These vans have been incessantly touring rural areas rendering aid, spreading useful knowledge, and in general educating the rural folk. Recently our Board has also resolved that all our rural schools—over 800 spread over the district—should all be centres of Adult Education and with the objective of providing Adult Education training for all of them, we have been deputing as large a number as possible every year.

With adult suffrage in the offing, the need for the formulation of quick and speedy method of educating "our masters" and harnessing all the resources of the nation is now a more peremptory need than ever before. We have seen the tremendous progress made in this direction in many other countries and even the other States in our Indian Republic.

It behoves us all, the Government and non-official bodies, to realise the urgency of the need and evolve a suitable and effective scheme which could be put into action with immediate results.

I very much regret that I could not be with you to participate in the discussions. But I wish your deliberations God-speed.

Sri O. A. Narayanaswami's Welcome Speech

Welcoming the delegates and others Sri O. A. Narayanaswami, President, Tanjore Adult Education Association, said :—

SISTERS AND BROTHERS,

On behalf of the Reception Committee of the Conference and on behalf of Sri V. Nadimuthu Pillai, the Chairman of the Reception Committee, who has been called away to Delhi on urgent business of State, I deem it indeed a privilege and a pleasure to extend to you all a hearty welcome to this ancient city of historic associations.

The city of Tanjore and its environs with a background of many centuries of tradition have had the benefit of the rule of three dynasties, of the Cholas, the Nayaks and the Mahrattas, each of whom had in turn contributed to the enrichment of its culture, traditions, architecture and art. The Big Temple with its Monolithic Nandi, the characteristic Avadaya Koil style of architecture, the Saraswathi Mahal Library—one of the most valuable collections of rare manuscripts and books still awaiting study and research and sought after by Savants and Scholars all over India—the unique schools of Carnatic music and Bharatanatyam whose living exponents attract disciples from even Western countries, are all imperishable legacies. Besides all these, the irrigation system which owes its origin to the foresight of the great Chols, later augmented by the Mettur system, has made it possible for the Tanjore District to be still the Granary of the South and to provide food to the many thousands beyond our borders.

We are really grateful to the South Indian Adult Education Association for the opportunity they have given us to provide the venue for the Conference which meets at a momentous period in our country's history. For the first time, leaders of thought and workers in the cause of Adult Education all over the State meet as free citizens of Bharat, that is India, to exchange views, and evolve not only a dynamic programme of work, but also devise ways and means of speedy execution.

Mahatma Gandhi has by his penance and sacrifice regained for us the priceless heritage of Swaraj which it should be our chief endeavour to foster and cherish for the benefit of the masses. The arduous labours of the Indian Constituent Assembly have resulted in a new constitution designed to bring home the fruits of freedom for the well being of the people at large with Adult Suffrage as the foundation and the basis of this new edifice of Swaraj. manifold problems of unprecedented magnitude are awaiting solution and are being grappled by our leaders with characteristic vigor and patriotic fervour. But foremost among these, and perhaps the most pressing of them all, is a vigorous Adult Education drive like the "Cultural March"—the "Cultural March" which within the time

limit of 5 years set for the purpose achieved the desired result of converting the 90 per cent illiteracy of the teeming millions of Soviet Russia into cent per cent literacy. The need of the hour is a drive of tremendous power such as would inspire a fire and zeal and rouse the citizen of this ancient land. The whole nation should rise as one man, determined to solve the problem and that too, in the quickest possible time. Adult literacy is not in itself an end and if it is to secure the end in view of making the common man fit and worthy to utilise the new suffrage secured for him, it has to be followed up by a well-thought out and fruitful scheme designed to equip him with all the knowledge necessary for the purpose. Further, Adult Education as set out above cannot, in any event, be an isolated plan of public activity but should form part of an integrated scheme of rural work and co-ordinated with the village Panchayat and the multipurpose rural Co-operative Society, aiming at comprehensive rural development in all its aspects.

These and various other aspects of the subject will, I am sure, be fully considered by you and a definite plan of work evolved.

Once again we wish to thank you all for your ready response and hearty co-operation in this great endeavour and assure you on behalf of the Reception Committee that we shall strive our utmost to make your stay comfortable and happy.

We are really grateful to the Hon'ble Sri Roche Victoria, whose services to the cause of Adult Education are too well known to need mention, for having agreed to the conference pandal being named after him, and to inaugurate this conference.

We have also organised an Exhibition as an adjunct to the conference in the hope that it would be a source of instruction and inspiration. It is really our good fortune that the Rt. Rev. Mrg. the Bishop of Kumbakonam has kindly agreed to open the Exhibition.

It is with very great pleasure that I request the Rt. Rev. Mrg. the Bishop of Kumbakonam to open the Exhibition and the Hon'ble Sri Roche Victoria to inaugurate the Conference. "Jai Hind."

ADULT EDUCATION EXHIBITION

The Adult Education Exhibition was declared open by the Rt. Rev. Mrg. the Bishop of Kumbakonam. In doing so he said:—

HONOURED PRESIDENT, LADIES AND GENTLEMEN,

It gives me great pleasure to have an opportunity to take part in this Adult Education Conference. I express my thanks



Bishop of Kumbakonam declaring the Exhibition Open.

to that band of enthusiastic men who devote their time and energy in promoting Adult Education and who have invited me to open this Exhibition.

When the Provincial Organising Secretary invited me to open the Adult Education Exhibition I was wondering how this noble spiritual idea of bringing adults to the benefits of education can be expressed in material exhibits and charts. But when I entered the Exhibition hall and inspected the exhibits my suspicion was turned into genuine joy. Adult Education is a labour of love and the fruit of sacrifice. Those who are devoted to this work are real heroes of our country. Their names ought

to be written in golden letters in the annals of our country.

In Adult Education much spade work has been done and much more yet remains to be done. A major share of the credit for the work done goes to the twin pioneers, the Hon'ble Mr. J.L.P. Roche-Victoria and Mr. T. J. R. Gopal, the Provincial Organising Secretary. The former, though burdened with the Ministerial responsibility, finds time to devote to Adult Education work, for he knows that in this is to be found the key for the solution of all national and social evils; the latter with his charming and winning ways and tireless energy and unflagging zeal has dedicated himself to this cause. We are all indebted to these two friends.

After the spade work has been done so far, the Adult Education movement must now enter a constructive phase. There must be more Adult Education centres, more Adult Education teachers, more Adult Education books, more charts, more posters and more Adult Education pictures that would take the movement a step forward. We require an army of enthusiastic men and women who would take to Adult Education work with a missionary zeal.

I hope this Exhibition will create such zeal. This Exhibition does show the way. The various things kept on show here give the on-looker an idea of the magnitude of illiteracy that prevails, of the woes of the illiterate and the means required to liquidate illiteracy. Educational pictures do play a decisive part. The adult learner can see for himself the great difference between civilized and uncivilized existence; between healthy and unhealthy environment; between crude manual labour and skilled manual labour; between the agriculture of the ancient way which paid little and the agriculture of the modern scientific way which pays decently. The value of educative pictures cannot be over-estimated.

I have great pleasure in declaring this Exhibition open.

Minister Roche-Victoria on State Policy and Programme

Declaring the Conference open the Hon'ble Mr. J. L. P. Roche-Victoria said:—

FRIENDS,

The Organisers of this Conference have issued notices and bulletins about this Conference, its importance at the present juncture, and the urgency to do something practical to make the Adult Education movement a National Movement. Though



The Hon'ble Mr. J. L. P. Roche-Victoria delivering the inaugural address.

I have been associated with the South Indian Adult Education Association ever since its inception, and still continue to be associated with it as its General Secretary. I could not decline the invitation to open this Conference here to-day because both the Hon'ble Chief Minister and the Hon'ble Education Minister who were approached to perform this function have other engagements to fulfil. But we have received their good wishes and blessings, for this conference, and I am here to represent the Government. His Excellency the Governor during his tour of the Rayalaseema districts has appealed to the educated to work for the eradication of illiteracy. Explaining the importance of education, particularly in view of the introduction of Adult franchise, His Excellency has stressed the responsibility of the Local Bodies in the spread of education. I can-

not do better than quote His Excellency's words:

"Our Government, as you know, inaugurated, early this year, an Adult Education Week, and this has been followed by a drive for adult literacy throughout this State. Many devoted helpers have taken part in this drive and it has already made great progress. Local bodies like yours as well as the literate public have a great responsibility in this regard.

"Our Constitution is based on adult suffrage and in this State alone the number of voters is over 26 millions. As a contrast to this figure, the literacy percentage for this State is only 8.1. That is to say, a great mass of our voters do not even know how to read or write.

"Our Democracy, our Constitution, can achieve little unless these voters are taught to exercise their rights with due discrimination and understanding. Education is the key-note to such understanding. The motto of adult literacy is simple, each one and teach one and it is also one within the reach of all Municipalities and District Boards. Such Local Bodies can do a great deal not merely in their schools but also through the influence of their Councillors in their various wards and other Constituencies.

"I appeal to you most earnestly as well as to all other educated citizens who have the welfare of our country at heart to devote a little time and trouble to this service. For, this is a movement where we have to depend almost entirely on the co-operation shown by the public.

"Your reward will not only be the foundation of our democratic Republic on firm and lasting ground: Your reward will also be the gratitude of thousands of your fellow citizens to whom you would have opened a new chapter in life, and to whom you would have afforded new opportunities for economic and social improvement and within whose reach you will be bringing all the rich treasures of our literature and of the world's knowledge."

Our Chief Minister also has been stressing the importance of Adult Education in many places. Recently while at Tirunelveli he said that the needs of education could not be postponed, as lost opportunities for study could not be regained. The Government of Madras, with the help of a special grant from the Government of India have drawn up a scheme, the salient features of which are briefly as follows:—

The scheme consists in the main of the continuance of the 773 Adult Education Centres now said to be functioning, the training of 2,480 teachers in the four linguistic areas, and the starting of another 1,480 Adult Education centres within the next two years, with the aid of the newly

trained teachers. Other items in the scheme are desirable adjuncts such as the training of 100 Graduate teachers in Adult Education methods, vacation settlements for College students who will be asked to help in Adult Education work, the setting up of District Organisers for each district, grants to Local Adult Education Committees, provision of five film vans, remuneration to authors for producing suitable literature for Adult literates and the establishment of 16 Rural Colleges.

Whatever may be the scheme and whatever amount Government may be prepared to spend, the active co-operation and support of the public is essential in working out the scheme successfully.

During the last ten years the South Indian Adult Education Association has brought the importance and urgency of this work prominently before the public and if to-day we are meeting at the 7th Conference at Tanjore under such good auspices and at such an opportune moment, it is due to the persistent and continuous propaganda carried on by the South Indian Adult Education Association as well as other non-official bodies who have joined in the campaign. His Excellency the Governor in his speech has stressed the importance of this movement from a political point of view. I wish to draw your attention to the fact that the economic and the social progress of the country depend to a large extent on the education of the masses. It is estimated that more than half the population of the world is illiterate. It is, therefore, one of the most disquieting problems of the world. The estimate of illiterates in Asia is seventy crores and for India seventeen crores. The vastness of the problem need not scare us if the Government and the public join hands and make use of all the facilities and agencies that will go to give momentum to this movement. In India, as you know, the ryots are the backbone of the country, and as the Royal Commission on Agriculture once said, "if it is not to be supplemented by a determined effort, to spread Adult Education, many of the improvements in agriculture which we so earnestly desire to see must be postponed until a new generation has sprung up fitted by early tuition to reap the advantages we wish to place within their reach."

You are all aware that we are meeting here at a time when the Madras State is passing through a serious shortage of food. Tanjore which is the Granary of the South has been feeding almost the whole of Tamil Nad for which the Government and the people must feel grateful to this district. At the present juncture, however, greater effort and more generosity is expected of the people of Tanjore district to tide over the present critical situation. I am sure the people of Tanjore will rise to the occasion. In fact, the question has been raised whether it is worth-while planning for the spread of mass education when people are not able to get what they want for their sustenance and whether appeals to people to become literate will have any effect on empty stomachs. My answer to this question is that unless we educate our people and produce more, the chronic shortage of food will continue. The people of Tamil Nad must give a lead with regard to the question of self-sufficiency in food and they are capable of doing it if we only look into the past. The present unusual conditions cannot last indefinitely. Nothing can be gained by merely complaining and agitating for more food unless we give some serious consideration to the production problem.

Before I conclude I wish to make a special appeal to the Missionaries who have been pioneers in the field of education to devote some more attention with regard to Adult Education. The services of Missionaries in the educational field have been recognised and their service to the country has been appreciated. We can only request them to continue that great work to make India more literate.

I am glad that the famous Mutts in the Tanjore district have come forward to help this movement in a practical way and the South Indian Adult Education Association has already received liberal donations from these quarters. Recently, I understand, that the Tiruvaduthurai Mutt has agreed to start a College in Tanjore and to run it. I would urge them and other Mutt authorities to start and endow a Rural College also in which the Adult Education workers may be trained and sent out to all parts of the State. We are very short of trained teachers for Adult Education work and so any one who is willing to undergo

a training must be given the facility to get himself trained for this work. It is only when all the literate people realise the significance of the motto "EACH ONE TEACH ONE" the movement can become really a mass movement.

Some of the trainees from the local Co-operative Institute have been specially invited for this Conference because I feel that the Co-operative movement can help the Adult Education Movement in several ways and give a real stimulus to the Adult Education drive. Our State has been already recognised as well advanced in the Co-operative movement and the fact that our Registrar has been selected by the UNESCO to visit other Asian countries speaks volumes for the progress that has been made in our State. If the two Mottos join hands viz., "EACH ONE, TEACH ONE" and "ALL FOR EACH, EACH FOR ALL" the future of Adult Education in our State is really assured.

I thank the organisers of this Conference, the Reception Committee Chairman and the members of the Reception Committee and the people of Tanjore for all the help they have given to this movement and for holding the Seventh Conference in Tanjore.

I have great pleasure in declaring this Conference open and wish it all success.

"JAI HIND."

Proposed by Sri G. Harisarvothama Rao, seconded by Sri V. Ramanujam Aiyangar, Head-master, Kalyanasundaram High School, Tanjore, and supported by Sri T. Neelakantan of Asoka Society, Madras, Sri K. S. Ramaswami Sastri was elected President.

Messages received from various persons were then read. (Published separately.)

PRESIDENTIAL ADDRESS

Delivering his Presidential Address, Sri K. S. Ramaswami Sastri said:—

FRIENDS,

I feel it to be a great honour to have been invited to preside over this, the Seventh South Indian Adult Education Conference. The South Indian Adult Education Asso-

ciation, of which the Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food, Madras, has been the moving spirit and sustaining force for more than a decade and especially at a time when Adult Education was regarded as a piece of crankiness, if not as a huge joke, has, by the continuous pressure of educative propaganda, awakened not only public interest in the Adult Education movement, but has achieved also the less easy and more effective interest of Government—both the Central and the State Governments—in the matter. Six Conferences were organised by it before—at Madras, Madura, Coimbatore, Adyar, Vellore and Vetapalem (Guntur District).



Mr. K. S. Ramaswami Sastri delivering the presidential address.

A special Conference with Dr. Laubach, the world-expert on Adult Education, as its head, was held in March 1949 with the co-operation of the Government of Madras. Various regional Conferences have also been held in Tamilnad, Andhra Desa and Kerala. Mr. T. J. R. Gopal, the Organising Secretary of the Association, has dedicated himself to the cause of Adult Education, and I have been watching his enthusiasm, energy and endeavour in this noble national cause with ever-growing admiration. Mr. G. Harisarvothama Rao, the present President of the Association, and the Honorary Organiser of Adult Education in Andhra-des, has done very admirable work for the cause. I have been in the movement for decades and myself conducted, along with veteran social workers like the late C. Ramaswami Iyengar and Sri C. Ramanujachariar (the former and the present Secretaries of the Sri Ramakrishna

Students' Home, Mylapore) a night school for illiterates so early as 1897 to 1899. Since 1933 I have done my best to promote the interest of Adult Education through the South Indian Universities at Madras, Annamalai and Trivandrum. I have been a Vice-President of the South Indian Adult Education Association for over a decade and taken part in its Conferences, public meetings, training centre activities, etc. As the Honorary Organiser of Adult Education for Tamilnad for the last four months, I have been doing my humble bit of work in this great cause. Many workers in the City of Madras and in various other centres in our State have freely given of their best in the service of the common man. Tanjore—the home of South Indian religion, culture, literature and music—has been in the van of this movement as it has been in the van of so many other national and noble movements. It is therefore especially fitting that this important Conference should be held here at Tanjore—the first South Indian Adult Education Conference in Independent India.

State Impetus Given

As I have observed above, the movement has by a jump passed on from the propaganda to the practical stage, since the Central and the Madras State Governments have realised that in free, independent, democratic, federal Republican India, adult suffrage without adult literacy and education would be a delusion and a snare and that the honour of the country, as an equal member of the free nations of the world, demands that cent per cent literacy must be achieved within a short time, though the Sargent Committee Report has visualised a period of 40 years for such an achievement. The Central and the Madras State Governments have provided funds (though not adequate funds as yet) to train Adult Education teachers and to give pay and bonus to the trained as well as untrained Adult Education teachers. They have been conducting training centres for Adult Education teachers and paying stipends for them during such training. They have purchased propaganda vans, and are proposing to have film projectors to give popular Adult Education and to aid the produ-

ction of the necessary, simple, popular and cheap Adult Education literature. The Madras Government have placed an effective Public Library Act on the statute book and have provided in it for the collection of a library cess. The Adult Education drive is being intensified more and more, from day to day. The Hon'ble Minister for Education, Sri K. Madhava Menon, is taking keen interest in it, and has been watching over it with paternal care and interest. He lent his powerful aid for the successful celebration of the First Adult Education Week all over our State from 3rd February to 7th February last. Committees consisting of officials and non-officials have been formed in all the Districts to promote the cause of Adult Education. They have to be placed on a permanent footing and made to function effectively. The Director of Public Instruction, the Deputy Director in charge of Elementary Education and Adult Education, and the Educational officers in the Districts have taken to the promotion of the cause efficiently and in a spirit of missionary zeal. Now is the day and now is the hour to achieve the total liquidation of illiteracy in our motherland.

War Against Ignorance

It is hardly necessary at this time of the day to emphasise the importance of Conferences, especially of a Conference such as this. These Conferences, so to say, form the blood-stream of the national movements. Without them, the life-force—elan vital—cannot circulate in the body politic and keep it in a state of healthy, happy and efficient functioning. They help rally all the supporters and workers; they function as a clearing house of ideas; and they give a powerful impetus for work to the soldiers in their war against the demon of illiteracy. No movement can become a widespread mass movement without such Conferences; nor can it enlist active, adequate and efficient State aid without such an agency. Tanjore has not only organised efficiently this Adult Education Conference, but it has organised also an excellent Adult Education Exhibition. I hope that this Conference of workers all over our State will duly

note and appreciate and applaud the energy and the enthusiasm which have motivated and actuated the Adult Education activities at Tanjore.

Mr. E. A. Corbett says well: The term 'Adult Education' has only come into common usage in recent years, but the practice is as old as civilization. "In our country through Puranic recitations and Harikathas and lectures a fair measure of Adult culture was attained so as to make human beings good citizens and moral personalities. What is sought to be done to-day is to make Adult Education an organised movement on a nation-wide scale.

What we widely realise to-day is that if we are to have freedom from want, we must have freedom from ignorance. Now, as pointed out above, after the advent of adult suffrage in India under Section 326 of the Indian Constitution Act of 1950, the political level of the country, nay, the social and economic levels also, will be low unless there be adult literacy and Adult Education. We must remember also that S. 45 of the Indian Constitution Act of 1950 says:

"The State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years."

But, it is well-known that the children of illiterate adults often lapse into illiteracy. It is hence the part of wisdom to attend to Elementary Education and Adult Education with equally zealous and equally comprehensive attention and secure cent per cent juvenile literacy as well as adult literacy within a period of ten years. Let us remember also what S. 46 says: "The State shall promote with special care the educational and economic interests of the weaker sections of the people." After the grant of adult suffrage the adult citizens will be the makers of our laws. If the literate and educated sections do not make the others literate and educated they will have to submit to be ruled by the illiterate and uneducated majority.

Experiences of other Countries

Mr. S. J. Curtis says in his "History of Education in Great Britain:" "Adult Education in the modern meaning of the term did not exist before the closing years of the 18th century." He points out how in Great Britain it had only a religious-philanthropic inspiration before 1850 and that after 1850 the changing social and economic conditions altered the whole outlook. University extension movements came into existence along with the movement for free and compulsory and universal primary education. Along with them came other forms of Adult Education work: Workers' Education Associations (known as the W. E. A.) came into existence. The learned author says: "The agencies for the promotion of Adult Education are at the present day so numerous that space only allows the naming of some of the more prominent Associations which place education more or less among their principal aims." He says further: "During the last war, the importance of a high standard of technical education, beginning with the evening institutes and extending to senior technical colleges and the Universities was brought home to everybody." Similar endeavours have taken place in U.S.A. and U.S.S.R. with the result that the abovesaid three countries, followed at some distance by various countries in Western Europe, have not only liquidated illiteracy but have given sound, scientific and technical education to the masses, so that those countries have an active and educated population which lead in industrial production and commercial activity and dominate the life of the world. We in India have to achieve similar results as quickly as possible. It is well to recall to mind the situation in Tsarist Russia because we see something like it in some quarters in India even to-day. K. P. Pobdonostsey said: "Give the people the barest minimum of education, just so much that they shall not ask for a way out from the position they are in. Give them as little education as possible, for education may be harmful both for them and for the whole system. Keep the peasant working in the fields. You may teach him now to

read and write, should he or his elders ask you to do so; but teach him only during those hours when he has nothing else to do. Do not give secondary education to children who cannot afford to pay for it." The educational policy of the British Government in India for two hundred years was just the abovesaid policy and nothing more. After the Revolution of November 1917 in Russia, Lenin's wife said: "We must develop into skilled, competent and steadfast workers. The autocracy has left us a miserable inheritance; the masses are semi-illiterate; they do not know themselves, do not know how to work in a planned and organised fashion, and without needless expenditure of energy." The Soviet Revolution created a new attitude towards labour, namely, a realisation of its dignity and honour. To-day all the adults and children are attending the Soviet educational establishments. There are now no illiterate or unemployed persons in Soviet Russia. The method adopted there was called the Culture Campaign. It consisted in the mobilisation of all the educational forces such as employees, students and literate workers. The 'Culture Army' numbered no less than a million in the beginning.

Madras Government's Programme

I have this background in mind. I rejoiced to read in The Hindu on 21st June 1950 the following note:—

"A comprehensive scheme of Adult Education in the Madras State is now under the consideration of the Government, it is understood. The Government of India, it is learnt, have granted Rs. 6.86 lakhs towards the scheme on condition that the State Government agrees to spend an equal amount on the scheme within a period of three years of its inauguration."

Under the scheme, it is anticipated to make at least three lakhs of adults literate before the end of 1952. At present there are about 800 Adult Education centres and these will be worked with greater vigour and efficiency. Provision is made under the contemplated scheme for opening about 2,000 more centres and train 2,500 Adult

Education teachers, both men and women. College students volunteering to teach adults will be given a short term training course in the three University centres of Madras, Chidambaram and Waltair. The scheme has also provided for the starting of College Students' Settlements of social Adult Education during the summer vacation for every Arts and Professional College in Madras State. The appointment of Honorary District Organisers, the formation of District Social Adult Education Councils, the publication of booklets, and the organisation of mobile squads to propagate adult literacy in villages are some of the other features of the scheme. Films and Radios will also be pressed into service. A suggestion has also been made under the scheme for granting to the Social Adult Education Committees eight annas for every adult made literate by the members of the Committee. Remembering how I struggled hard in vain in the various University bodies to get the undergraduates and graduates to do some literacy work before getting eligibility to get the University degrees and to encourage University extension work and University settlements during vacations, I rubbed my eyes when I read the above note, to find out if I was asleep or awake.

This is not all. A proposal to organise training centres for adult school teachers as shown below is under the consideration of the Government:

Tamilnad

Men—2 Centres of 7 courses each
Women—1 Centre of 7 courses.

Andhra Areas

Men—2 Centres of 7 courses each.
Women—1 Centre of 7 courses.

Malayalam Areas

Men—1 Centre of 3 courses
Women—1 Centre of 7 courses

Kannada Area

Men—1 centre of 3 courses
Women—1 centre of 7 courses.

Each of the courses will be for a duration of six weeks at a time. The training centres would also be worked as a literacy settle-

ment making the local area entirely literate with the help of successive batches of trainees.

Thus, the over-all aim is not the achievement of mere adult literacy but is the promotion of Adult Education and adult culture which will enrich the human personality and increase social unity and industrial productiveness and political efficiency. But only if the basis of adult literacy is universal and sound and efficient can we hope to build upon it the beautiful superstructure of our new national life in independent, democratic Federal India. We must first of all teach the illiterate masses the three Rs. and local history and geography and hygiene and sanitation. The next step will be to impart to them some knowledge of science and make them skilled workers in all branches of industry and agriculture. Then only will the call for more production materialise. Adult literacy centres form the base and rural colleges and Universities form the apex of the structure. Only then the standards of living will improve and the culture level of the people as a whole will rise.

Work in other States

It is a matter for gratification and emulation that elsewhere also in India the Adult Education movement is thriving. In the Madhya Pradesh the Adult Education drive is in full swing. The Indian Express newspaper, in its issue of 1st May 1950, says that in Madhya Pradesh the Adult Education scheme is now in the third year of its operation and over 150,000 adults will receive social education in 484 summer camps from 1st May 1950. The scheme was sponsored in 1948 by Pandit D.P. Mishra, Chief Minister of Madhya Pradesh. Already 5 lakhs of persons have been benefited by the scheme and have been qualified to hold Adult Education certificates. In response to Pandit Mishra's appeal for teachers and volunteers, over 8,000 persons including 1,700 women have come forward this summer to run the camps in 19 out of the 22 districts of the State. Among the volunteers are 500 college students who have resolved to devote their vacation to the cause of Social Education.

It is equally encouraging to note that the Hyderabad State Government's scheme for adult literacy, which was launched in 1948, has produced good results. There were 20,692 adults including 1,228 women under instruction in the State in 1948 and 1949, and the scheme was responsible for making 8,561 adults including 616 women literate during this period. Hyderabad has a total population of 16½ millions out of whom the estimated number of illiterate adults below the age of 40 is about 7 millions. Sri B. Srinivasa Rao, Inspector of Adult Education in Hyderabad State, estimates the number at 56 lakhs. The estimated expenditure to make them literate is about Rs. 3.60 lakhs at the rate of about Rs. 6-7-0 per Adult. A comprehensive report has been submitted to the State Government containing proposals to make 23,38,000 illiterate adults literate under a five-year plan. In August 1947 the State Government sanctioned Rs. 50,000 recurring and Rs. 75,000 non-recurring to enable the Education Department to commence their programme of Adult Education. Soon 200 adult literacy centres were opened. In 1949 there were 11,397 adults on the rolls out of whom 4,296 persons successfully completed the prescribed course. In the following year the number of adults under instruction was 9,295 of whom 4,265 passed the literacy test.

I wish to advert to a few special aspects relating to Adult Education. The workers in the field of Adult Education should be taught about Adult Psychology. Dr. Laubach says that the ordinary teacher who is accustomed to deal only with children is not fit for an Adult Education class. The adult comes to the class as a tired man after a day's hard trial. He would like to be treated kindly and in a fraternal way. He would resent dictatorial ways. He has, unlike children, much practical worldly wisdom and shrewdness, very often in a larger measure than his would-be teacher. The teacher must therefore never forget that he is dealing with an overworked and fatigued but shrewd and capable man. He must arouse the self-respect of the illiterate adult and make him eager to learn. Dr. Laubach says well: "If we supply a newly

literate man with the type of reading matter that will improve his health, increase his earning capacity, enhance his social usefulness, enlarge his world-vision, we are doing for him more than though we offered him a gold mine. He enters upon the more abundant life. He can glean wisdom from all the world and from the wise ages of the past." (Towards A Literate World, p. 5).

The teacher must use all the means in his power to enlarge and enrich the individual personality of the adult student. In fact, unless we achieve the basic freedom from ignorance, the people cannot attain the far-famed four freedoms of the Atlantic Charter.

The most urgent need of the day in our land is not so much a revision of technique and methodology as a revision of our basic mentality and ideology. We of the present generation groan even now under the weight of exploded theories and outmoded ideologies, and are prone to carry on our aching backs, like the pilgrim in Pilgrim's Progress, our heavy load of the sins and heresies and shibboleths of our generation. It will be alien to my purpose to speak of any topic but education, and even there to speak of higher education, though I have pronounced and well-settled views of my own on those matters. I wish only to affirm here that if in our generation we concentrate on cent per cent literacy and expand Elementary Education and Adult Education for such a consummation, other good things will come of their own accord. "Take care of the pence, the pounds will take care of themselves" is a true proverb. Let us remember Dr. Laubach's three great slogans: "Mobilise the literate to teach the illiterates," "Each one, teach one" and "India shall be literate."

After the President had concluded his Address, a Subjects Committee of the Conference was formed to examine the draft resolutions prepared by the Executive Committee of the Association and other draft resolutions that had been received by the Reception Committee or might be announced at the meeting of the Subjects Committee itself. The Subjects Com-

mittee held two sessions, one in the afternoon of the 29th and the other in the forenoon of 30th July 1950 and discussed and gave suitable shape to every one of the resolutions after discussing them thread-bare.

RESOLUTIONS

The second day's general session of the Conference was held in two parts, one in the forenoon and the other in the afternoon of 30th July 1950.

The following resolutions were duly proposed, seconded and supported, or proposed from the chair, and finally adopted:—

1. (a) This Conference is of opinion that Adult Education catering to the needs of the adult population requires effective and sustained, and mainly non-official effort, and therefore urges that the Government of Madras immediately undertake legislation to set up a broad-based, thoroughly representative and mostly non-official Adult Education Council which shall organise and guide, control and manage the Adult Education activities in Madras State.

(b) This Conference is of opinion that Adult Education is psychologically different from other phases and types of education, and hence calls for the exclusive attention of, and direction by, a separate agency with wide discretionary and almost autonomous powers, although under the general control of the Director of Public Instruction; and it urges the Government of Madras to effect the necessary changes in the aforesaid direction, pending legislation for giving a statutory basis and scope for the Adult Education movement.

2. This Conference places on record its heartfelt thanks to the Government of Madras, more especially to the Hon'ble Minister for Education and the Director of Public Instruction, the Collectors of Districts, the D. E. Os., and other officials, and non-officials, and Local Bodies who did their best to assist the South Indian Adult Education Association in the successful celebration of the South Indian Adult Education Week in February last and

earnestly requests them to do their utmost to make the coming South Indian Adult Education Week a greater and more intensive success.

3. This Conference places on record its high appreciation of the work done by Mr. H. S. Paul, Collector of South Arcot in particular and his helpers in the District, during the South Indian Adult Education Week in February last, and in guiding and assisting Adult Education work in the District whole-heartedly.

4. This Conference places on record its thanks to Sri M. K. Krishnamurthy, Proprietor of "Thiagi" picture, for placing the picture at the disposal of the South Indian Adult Education Association for the purpose of raising funds there through for its work in District centres.

5. This Conference appreciates the services rendered in the cause of Adult Education by Telugu journals *Grandhalaya Sarvaswan* and *Vayojana Viaya* and the Malayalam journal *Vayojana Vidya* of all Malabar Adult Education Workers' Association, and urges the South Indian Adult Education Association to run a similar journal in Tamil.

6. While thanking such of them as have helped the South Indian Adult Education Association in Adult Education work this Conference appeals to all Local Bodies-District Boards, Municipal Councils and Panchayat Boards -to contribute liberally to the funds of the Association as suggested by the Government of Madras in a G. O.

7. This Conference is of opinion that the teaching and contingency grants that are now being given, Rs. 8 and Rs. 4 respectively, are very meagre and not calculated to attract teachers of the right type; hence it requests the Government of Madras to increase the rate, to start with, by at least at fifty per cent.

8. This Conference places on record its warm appreciation of the efforts made by the Government of Madras in passing and implementing the Madras Public Libraries Act.

9. This Conference appeals to all those intending to stand as candidates for election to the Provincial and Central legislatures, as well as to parties and organisations

which will be setting up candidates to include in their manifestos a pledge to liquidate adult illiteracy from our motherland quickly.

10. This Conference urges on the Andhra, Madras, Annamalai, Travancore and Mysore, Universities the need to establish Adult Education Departments and train students for Adult Education work.

11. This Conference endorses the recommendation made by the Mysore Adult Education Seminar that Regional Adult Education Seminars be held, and requests the South Indian Adult Education Association to organise such Seminars and the Government of Madras and the Government of India to give to the Association all the assistance that may be found necessary.

12. This Conference requests that the contingency amounts for all Adult Education teachers be fixed up at Rs. 4 per mensem.

13. This Conference requests the Government of India to exempt contributions made for the advancement of Adult Education from income-tax.

14. This Conference requests the South Indian Adult Education Association to mobilise the youth to spread the Adult Education movement in a more intensified form.

15. This Conference requests that Hindi or Urdu also be made a subject of study in addition to the Regional language in Rural Colleges.

16. This Conference urges on the Government and heads of Religious Endowments that a portion of the surplus from these endowments be utilized for the spread of Adult Education.

17. This Conference urges the Government to introduce immediately legislation to compel employers, especially factory and plantation owners, to allot an hour for the education of their employees and meet the expenses of such education.

18. This Conference requests the Government of Madras State to re-consider their scheme of training for teachers of adults and to examine how far the training given by other agencies can be recognised and to evolve a method to give inducement and encouragement to undertake such work.

19. This Conference requests the Government of Madras to help Local Bodies, financing them adequately, for the spread of Adult Education among illiterates within their areas.

20. This Conference requests the Registrar of Co-operative Societies, Madras, to make provision in the syllabus of the Co-operative Training for the Supervisors for theoretical and practical training in Adult Education so as to enable the Supervisors to guide and direct the Societies in the organisation and efficient running of Adult Education centres.

21. This Conference requests the Registrar of Co-operative Societies, Madras, to issue a circular to all rural Societies requesting them to take more active interest in the cause of Adult Education by helping the organisers and other workers of District and other Adult Education Committees to organise Adult Education centres in their areas, and to contribute out of their Common Good Fund and funds collected by way of subscriptions and donations towards the maintenance of such centres.

22. This Conference requests the Government of Madras to investigate and decide as quickly as possible the feasibility of recognising the diploma to be awarded by the Commissioner of Government Examinations on the completion of the course at the Rural Colleges, so as to admit the holder thereof to higher academic courses or Government service.

23. This Conference resolves that the Municipalities and Local Boards be consulted about amending Rule 47 of the Finance Rules Part II of Schedule IV of the Madras District Municipalities Act in order to make expenditure on Adult Education obligatory.

24. This Conference requests the Government of Madras to take steps to promote Adult Education through the All-India Radio and the Broadcasting Stations in Madras State, similar to those adopted for teaching Hindi.

25. This Conference requests Film producers and Cinema Stars to produce films in the interests and for the furtherance of Adult Education.

26. This Conference requests all Local Bodies to subscribe for copies of the "Adult Education Review" and place the same in the Public Reading Rooms in their charge; it also requests the Government of Madras to so advise the Local Bodies.

27. This Conference requests the Government of Madras to supply free of cost their publications சென்னைச் செய்தி and மெழிக் செல்வம் to all Adult Education Centres in the State.

28. This Conference requests the authorities concerned to arrange where available for supply of electric lights free of cost to all Adult Schools in view of the fact that they function generally only in the nights and strong light is an elementary necessity.

29. This Conference places on record its grateful appreciation of the work done in the cause of Adult Education by Sri G. Harisarvathama Rao as President, the Hon'ble Mr. J. L. P. Roche-Victoria as General Secretary and Sri T.J.R. Gopal as Organising Secretary of the South Indian Adult Education Association.

30. This Conference expresses its thanks to the Reception Committee for its excellent arrangements for the boarding and lodging, entertainment and transport of the Delegates.

MESSAGES

The following messages were read out at the Conference:—

Governor of Madras State

I am glad to learn that the Seventh South Indian Adult Education Conference is to be held at Tanjore on the 29th and 30th July 1950.

The real strength of a country is not to be measured merely by its millions. It is to be measured according to the number of educated citizens among those millions. For it is only through the medium of education that they can turn out good and useful members of the community. Judged by this standard our country has still a long way to travel to our ideal. The Adult Education movement is doing its bit towards this ideal and I hope every one will whole-heartedly co-operate with this laudable scheme.

Maulana Abul Kalam Azad

Maulana Abul Kalam Azad, Education Minister, Government of India, sent the following telegraphic message:

Spread of Adult Education, which has been properly called Social Education, is the greatest need of the moment. It is my sincere wish that the Conference may have more and more success in its noble endeavour.

The Hon'ble Sri N. Gopalasamy Ayyangar

The Seventh South Indian Adult Education Conference is being held at a very significant time in the history of free India—on the eve, so to speak, of the first elections under the new Constitution. The education of the average citizen in the exercise of his franchise in a responsible and discerning manner is of paramount importance if self-government is to have any real meaning. This can be achieved only through Adult Education imparted on sound and proper lines. I have no doubt that the deliberations of the Conference will yield tangible results in this direction. I wish the Conference all success.

Sri K. Santhanam

The Hon'ble Sri K. Santhanam thanks the South Indian Adult Education Association for their kind invitation to the Seventh South Indian Adult Education Conference to be held at Tanjore on the 29th and 30th July and wishes the Conference all success.

Sir C. P. Ramaswamy Aiyar

I am in receipt of the invitation to the Seventh South Indian Adult Education Conference and wish the function all success.

The Chief Justice of Madras

I am in receipt of your kind invitation to the Seventh South Indian Adult Education Conference to be held at Tanjore on the 29th and 30th July 1950. I regret however I shall not be able to attend it.

It will be a unique session as the first to be held in the Madras State after the inauguration of the Indian Republic. I am sure that the Conference will deal with the several problems relating to Adult Education which is of paramount importance for the future well being of the country.

Sri P. S. Kumarasamy Raja,
Chief Minister.

I am glad that the Seventh South Indian Adult Education Conference is to be held at Tanjore on the 29th and 30th of this month. It is our objective to liquidate

illiteracy expeditiously. Our Constitution gives ample scope for the assertion of individual right and liberty on democratic basis. But the individual right and liberty, if not exercised properly and intelligently, will lead more to misery than the happiness of the community. The happiness and well-being of the society are dependent on the literacy and enlightenment of the masses. The masses are to be educated in order that the benefits envisaged by our Constitution are reaped by them fully. But to make them all educated through the process of schooling will be impracticable and impossible too. Schooling is unsuitable to adults and elderly persons. For them, the problem can be solved through the Adult Education Scheme alone.

I am glad that the South Indian Adult Education Association is making great effort in the spread of Adult Education. I am sure that this Conference, held under the auspices of that Association, will prove eventful in every respect. I wish the Conference all success.

Sri K. Madhava Menon,
Education Minister.

I am very glad that the Seventh South Indian Adult Education Conference is to be held at Tanjore on the 29th & 30th instant. I wish the Conference all success.

Sri M. Bhaktavatsalam

The Hon'ble Sri M. Bhaktavatsalam, Minister for Public Works, thanks the Organising Secretary of the South Indian Adult Education Association for his kind letter dated the 21st instant, and for the programme of the Seventh South Indian Adult Education Conference, 1950, on the 29th and 30th July 1950, and wishes the Conference all success.

Sri H. Sitarama Reddy,
Revenue Minister.

Dear Mr Gopal thank you for your kind invitation for the Seventh Session of the South Indian Adult Education Conference.

I am glad to learn that the 'Adult Education Campaign' is not only receiving the attention of the Government but also the moral and material help of non-official organisations.

I wish every success to the function.

Sri C. Perumalaamy Reddiar,
Industries Minister.

Your invitation. Wish Adult Education Conference all success.—(By wire.)

Sri N. Sanjiva Reddi,
Minister for Prohibition.

DEAR MR. GOPAL,

Thank you for your letter dated 21-7-50. I am glad to note that the Seventh South Indian Adult Education Conference, Tanjore, will be enunciating big co-ordinating policies and formulating a programme of action in the field of Adult Education. Your Association has been doing good work in the cause of Adult Education. I wish the activities of your Association and the Tanjore Conference all success.

The Archbishop of Madras

I wish the conference and all those who will take part in it God's choicest blessings.

From the Mahasannithanam of Thiruvaduthurai Adhinam

The following wire was received: "President Seventh South Indian Adult Education Conference Tanjore: Pray God successful termination conference heartiest blessings Mahasannithanam of Thiruvaduthurai Adhinam."

Sri G. D. Naidu

Sri J. K. Krishnaswami Chettiar sent the following message from Sri G. D. Naidu.

I thank you very much for your very kind invitation for The Seventh South Indian Adult Education Conference to be inaugurated by the Hon'ble Sri J. L. P. Roche-Victoria on Saturday the 29th instant and I have great pleasure in wishing the function and enterprise a very grand success.

Sri C. Jinarajadasa,
President, Theosophical Society

DEAR FRIENDS,

I thank you for the programme of the Conference. Naturally, owing to the distance I cannot be present, but I send all good wishes for the success of your joint activities.

Mrs. E. W. Wilder and Mrs. R. Manuel
In a letter to Sri T. J. R. Gopal dated 23-7-1950 Nelson Square, Nagpur, Mrs. E. W. Wilder and Mrs. R. Manuel of the Roman Tamil Treasure Chest, wrote:

Thank you for the announcements and the final program of the Seventh Conference of our Association. I am glad you are so enthusiastically keeping up this work, as I see now and then in the Mail.

Mrs. Manuel and I wish you success in promoting the great cause of literacy for

South India. Only if you promote some revolutionary method and script, which will be tremendously more successful than the traditional scripts, can you hope for any great result of all these Weeks and Conferences and your isolated efforts in this and that town.

But you know all about this. When India really wants literacy, her educators know right where to get it. We are just waiting until the day of sincere struggle for literacy arrives.

Mrs. Roche-Victoria

I send my best wishes for the success of the Conference.

Rukmani Devi

Please accept my very best wishes for a successful Conference.

The Bishop of Quilon

I have perused, with profound interest, the circular issued by Hon'ble Sri J. L. P. Roche-Victoria, Minister for Food, as the General Secretary of the above Association and I wish to record my genuine appreciation of the ideals it embodies and the plans of action it visualizes with a view to promoting the worthy cause of the Adult Education Movement in South India. I sincerely wish and pray that your earnest endeavours in this field may meet with thorough success. Assuring you of my whole-hearted support and co-operation.

Other Messages

Messages were received also from the President, South India Teachers' Union, Madras; the Provincial Secretary, the Hindustan Scout Association, Madras Presidency; the South Kanara Teachers' Guild; the Union High School, Coimbatore; Sri T. P. Santanakrishna Naidu, Deputy Director of Public Instruction; the President, Adult Education Association, Karaikudi; Sri A. Padmanabham Naidu, B.A., Chief Inspector of Physical Education, Madras; Sri B. Jogappa, M.A., District Collector, Nellore; Professor Sri E. N. Subramanyam, M.A., B.L., President, Madanapalle Adult Education Committee and Vice-President, South Indian Teachers' Union; Procurator, Bangalore Bishop's House; Sri K. N. Ranga Rathna Sastri, M.A., L.T., District Educational Officer, Chittoor; Sri S. Kanakaraju Pantulu, Mudunur, West Godavari District; Sri A. Sreenivasa Rao, Honorary Secretary Saraswate Niketanam, Vetapalem; and Proprietor, All-India Publishing Company, Vellore.

Plea for Indirect Enforcement of Adult Education

Organising Secretary's Ten-year Progress Report

Presenting to the Seventh South Indian Adult Education Conference his Ten-year Progress Report, as Organising Secretary of the South Indian Adult Education Association, Sri T. J. R. Gopal stressed the urgency of the solution for adult illiteracy and pleaded for a radical treatment of the problem, a revolutionary outlook and a measure of indirect compulsion. He said:

MR. PRESIDENT, DELEGATES AND FRIENDS,

As Organising Secretary of the South Indian Adult Education Association, it is my duty as well as proud privilege to give a brief and connected account of our movement up-to-date. I really feel elated when I see this gathering which is a measure of the progress we have made. It is true the progress has been more marked since we became a free and Independent country, and since the State came to recognise and encourage our work, but we cannot look and think ahead to-day had it not been for the spade work done during the dark pre-Independence days.

Our early struggles

The First South Indian Adult Education Conference was held in 1939, in the "University Examination Hall," Madras; and the South Indian Adult Education Association was formed at the Conference. The Association did attract some real sympathy from a few far-sighted persons like the late Dr. G. S. Arundale and Christian Missionary friends; all the same, it had to face and fight against a large volume of general indifference. We had in those days just what is called a Police State, and the bureaucracy of foreigners did not bother about Adult Education. In the administrative personnel of those days we had, like oases in a desert, a few estimable persons who as individuals watched the activities of the Association with some genuine interest.

We did not expect real help from a bureaucracy which was counting its days. It had enough of law and order to maintain. At its hands even Elementary, Secondary and University education did not receive justice: Education was the Cindrella of its household; how then, could it be expected to think of Adult Education? In those days, even educationists in general did not realise the need for Adult Education.

They said: "We have enough to do with children in Elementary schools, boys in Secondary and High schools and students of advanced age in Colleges. We have neither energy nor time for Adult Education, and what is the encouragement we can expect from the Government? Even otherwise, Adult Education is impractical because adults are ever busy working for bread and cannot be expected to take to education late in the day." The mentality I have described was characteristic of the era of political slavery.

Mental Revolution

Mahatma Gandhi came on the scene with a message to the nation, and broke the spell of defeatism and despondency. He told us how we with our soul force could face and fight and vanquish the mightiest Empire the world has ever seen. Then and quickly, we became conscious of our strength. We started looking far, to see for ourselves how a tiny country like Japan was able to make itself powerful like Britain, how the United States of America had attained to prosperity beyond the dreams of avarice and how the United Socialist Soviet Republic had solved complicated economic and social problems. We started thinking for ourselves recalling the past to detect our errors and faults and seek rectification, and planning a new India of peace and plenty, of hope and joy; and we came to the conclusion inevitably, that with a huge mass of illiteracy and ignorance handicapping us, we could not move and go ahead.

We the members of the South Indian Adult Education Association, realised from the very start that our objective was bound to be achieved as it had moral sanction and inherent appeal and was the common cause for all communities and castes, creeds and cults, classes and interests. The Adult Education movement was above party, indeed the greatest common measure of

agreement among all public workers. Who could doubt the value of education? Who would question the need for eradicating illiteracy from among adults? Who would turn the blind eye to the blessings of education for adults? And so by every means available to us, we rallied workers and thinkers under our standard. We availed ourselves fully of the general awakening brought about by Mahatma Gandhi's unique methods and dynamic leadership.

Fruitful Propaganda

The Association has to its credit a record of fruitful propaganda covering a period of ten years and more. It organised six Annual Conferences, three Regional Conferences, one Special Conference with Dr. F. C. Laubach, the well-known American Adult Education expert, and a State-wide Adult Education Week. The Conferences and the Week helped to bring to the forum both officials and non-officials. The six Annual Conferences served to take stock and exchange ideas. The second Annual Conference was opened by Sri C. Rajagopalachariar, the then Prime Minister of Madras, and presided over by Sri K. Santhanam, now Minister of State for Railways.

The Regional United Kerala Adult Education Conference held in Trichur in 1948 was a great success; its Reception Chairman was a Retired Chief Secretary of the Cochin State, and its President, a great educationist and President of the Cochin Legislative Council; and it was inaugurated by a Minister of the Cochin State. In his Presidential address, Sri L. M. Pylee, M. A., B. L., L. T., President, Legislative Council, Cochin, paying a tribute to the South Indian Adult Education Association, said:

"In the past, under foreign domination, the problem (Adult Education) received only scanty attention. Governments were not interested in it. But, thanks to the efforts of the South Indian Adult Education Association, and the zeal and enthusiasm of its founders and workers, the question (of Adult Education) has been taken up and worked out as vigorously as possible from 1939. Much useful work has been done by this Association, and there is no doubt that it is the efforts of this Association that woke up the Government and Local Bodies from their lethargy."

The Cochin Conference urged the Cochin State Government to start a centre for

training Adult Education workers, to appoint a special officer to look after and direct Adult Education in the State, and to amend the Factory Act so as to make it obligatory on its owners to provide for an Adult Education half-an-hour during the factory hours.

Dr. Laubach's Visit

The special five-day Conference held in March 1949, to enable Adult Education workers to meet Dr. Frank C. Laubach, was a great success; it was a landmark in the Adult Education movement; to a great extent due to the new atmosphere of freedom in the country. In his reception speech Sri S. Pakirisamy Pillay, the then Deputy Mayor of Madras, acknowledged the part played by our Association workers:

"They have persevered in spite of obstacles and setbacks in their campaign for the spread of literacy, and let me add that the public owes a deep debt of gratitude to them for the sincerity and devotion with which they have worked. They have achieved success in some measure in the city of Madras and they have persuaded the Madras Corporation faced as that body is with a multitude of other problems, to devote a portion of its time and money to the spread of Adult Education in the City, as far back as 1940."

Sri T. S. Avinasilingam Chettiar, the then Education Minister, inaugurating the Conference, emphasised the essentially non-official character of the Adult Education movement. He said:

"Any scheme of Adult Education should imply therefore a training of workers who are well-versed in the technique of Adult Education. In every aspect of education, such as Elementary, Secondary or Collegiate, the Government can undertake the work with the help of paid workers. But Adult Education can be done only with the co-operation of non-official agencies and that co-operation should not merely be in the actual organisation of the schools but also in the creation of an atmosphere which will make adults willing and anxious to attend these classes."

The Archbishop of Madras who presided said the Conference served to stress the need for "greater combined effort to eradicate illiteracy and to mobilise all the forces at their disposal to make India literate.....Until the present system of compulsory school attendance is reinforced by an adult literacy campaign, India will not become literate. I would even say making all the children literate without making their parents literate is bound to be a failure!"

Dr. Laubach gave the lead expected of him. The Adult Education campaign, he said, should proceed in a planned way. It was not necessary that they should proceed simultaneously in the whole Province. They should proceed, stage by stage, and in this work the public should give great help to the organisations interested and engaged in this work. The success of the campaign depended on the way they approached the problem. The first requisite of success in a campaign of Adult Education was to create in the minds of the adults a confidence that you had come to help them in a friendly spirit and not in a spirit of condescension. The teachers should create in the minds of the adults the desire to read—Every Indian should consider it his or her duty to help the adult literacy campaign, for on the success of the campaign depended the future of the country.

Adult Education Organisers.

Sri T. S. Avinasilingam Chettiar, as the first Madras State Minister for Education since the attainment of Independence, did his utmost to give direction to the Adult Education movement. He was ever accessible to Adult Education workers and ever receptive to new ideas for developing Adult Education. It was when he was the Education Minister that the respected President of our Association, Sri G. Harisarvothama Rao, was appointed Honorary Organiser of Adult Education for Andhra Desa. Our respected President, as was but to be expected, has risen to the occasion; and his name is on the lips of every Adult Education enthusiast in Andhra Desa. That a similar Organiser would be appointed for Tamil Nadu was a foregone conclusion. Not a day too soon Sri K. S. Ramaswami Sastriar was invited to take up the post by our present Education Minister, the Hon'ble Sri K. Madhava Menon. Needless to say, the revered Sastriar has brought to bear upon his work as Organiser of Adult Education for Tamil Nadu his vast learning and wide experience and knowledge of men and matters. I do not know, but a bird has been whispering into my ears, that the Government of Madras have not forgotten the Karnataka and Kerala regions of the State and may soon come to appoint for them suitable persons as Organisers of Adult Education.

Suggestions to the State

The Regional Tamil Nadu Adult Education Conference, the second of its kind, held in Kumbakonam in July last year, retired High Court Judge Sri V. Bhashyam Aiyangar (Director for Harijan Welfare to the Government of Madras) presiding, made a number of proposals and suggestions to the Government of Madras. The Conference requested the Government to take 'speedy steps' to secure the promised Central Government's grant for an Adult Literacy campaign and organise a drive without delay utilising for the purpose the services of the South Indian Adult Education Association. The Conference further requested the Government to give suitable facilities and aid to the South Indian Adult Education Association so as to enable it to run district branches all over the State efficiently. If Government appear to be slow, it is because we are not ourselves moving fast. Even against the advice of the Central Government our State Government decided to enforce State-wide Prohibition incurring thereby a huge loss of revenue, because the people through their chosen representatives wanted such a reform to be enforced. Whether or not people living in huts have derived any economic benefit from Prohibition, they are certainly leading now-a-days a more peaceful and less quarrelsome life, their women folk and children look more cheerful and healthy. A moral revolution has thus been effected.

It is up to us who are devoted to the cause of Adult Education to enable the Government to start a great drive against adult illiteracy. The Central Government's grant of six lakhs odd rupees for a period of three years is in the offing, and the Madras Government are coming round to the right decision, and can be expected to allot a like amount for expenditure on a Literacy Drive. The money will be spent necessarily on non-official agencies employed for Adult Education work, propaganda, training of teachers, and running of schools. There is thus immense scope for work for individuals who would dedicate themselves to the cause and for institutions of various kinds. The whole State has to be covered with a net-work of Adult Education schools and Training centres. To see that these schools and centres are kept running in the right spirit and on proper lines every District should have, as suggest-

ed by the Kumbakonam Conference, a branch of the South Indian Adult Education Association functioning.

Adult Education Week

The Adult Education Week which was conducted throughout the State last February was admittedly a remarkable success. The fact that the Government were earnest in the matter was no doubt one of the main reasons for the success of the Week; they gave their support and co-operation in every detail and at every stage having fully recognised the spade work done by the Association. The co-operation of officials, from top to bottom, was pressed into service, and, it must be said to their credit, they did their very best and with patriotic fervour. The Week was celebrated like a festival, because Adult Education is not only a great aim but is the common cause for all. The Hon'ble Sri K. Madhava Menon, Education Minister, was so particular about the Week being conducted as elaborately and comprehensively as possible that he advised us to budget for expenditure on an adequate scale. Surely, a Week conducted with State support in Independent India could not be a petty affair! Every official took the hint from the Ministers and rose to the occasion. In fact, nobody was conscious of the distinction between official and non-official.

Considering the fact that the Week, as a State-wide affair, was the first venture, every district did well. It is my duty to say in this connection that South Arcot played the leading part, thanks to Mr. H. S. Paul, the District Collector. South Arcot has set an example of good work not merely in celebrating the Week and making collections during the period for the Provincial Adult Education Fund, but also in following up the Week with sustained Adult Education activity.

In effect, the Week was the starting-point of the Revolution for Adult Education which is now taking place before our very eyes. The Adult Education movement has gained the speed of a storm which will carry with it everybody and everything. It will compel every official to put his hand to the wheel; he shall have to say good-bye to traditional slowness. It will drag into the current all indifferent people. The Central Committee will soon be distri-

buting the Provincial Fund district-wise on an equitable basis, so that every district will be practically getting back what it collected during the Week. It is open to every district to do as well as South Arcot in connection with the coming, the second State-wide, Adult Education Week. I have no doubt it will. I do think and expect, not merely wish and hope, the coming Week will be ten and even more times as successful as the last Week. Detailed reports of the Week celebrations in Madras City and various other centres in the State, big and small, published in our official "Adult Education Review," will give ample guidance to those who would work to make a glorious success of the coming Week.

Literacy Drives and Training Courses

Our Association has organised and conducted directly and through various public bodies, such as the Corporation of Madras, District Boards, Municipal Councils and Panchayats, a number of literacy drives. The Down With Illiteracy campaign in 1942 conducted as an experiment in the twentyseven villages of Chengam Taluk, North Arcot District, under the direction of the Taluk Advisory Committee on Elementary Education, through the 'Each One Teach One' method, was a great success; it created in the villagers a thirst for education, which is the aim of a Literacy Drive. The announcement of the prize of a radio set for the village which achieved the highest percentage of literacy within a period of six months created healthy competition. The Tuticorin Municipal Council under the Chairmanship of our General Secretary, the Hon'ble Mr. J. L. P. Roche Victoria, was the first of the Local Bodies to run a Literacy Drive. Its lead was followed by a good number of other Local Bodies in the State, in due course.

I may here own my debt to our General Secretary, the Hon'ble Mr. J. L. P. Roche Victoria, but for whose unfailing sympathy and ungrudging support, the Association could not have made much headway. I have gone to him a thousand times for advice and help, and he never said 'no' to me. I have never seen a frown on his face. In giving advice he was always frank, and in giving help ever generous. It has been to me a course of education to have worked for the Association under his

guidance. Even after becoming Minister he has been devoting much of his time to Adult Education work, which is almost a passion with him. I should also acknowledge the help I have received during the past ten years from Christian Missionaries. At every step and in every possible manner they identified themselves with our movement. To every one of them I looked for fraternal guidance, and invariably I succeeded.

The very idea of a training course for teachers of adults was conceived and carried out, for the first time in India, by our Association. We have evolved a technique of training and teaching which best suits adult psychology and which best meets adult requirements. It is simple and capable of good results. The Association has conducted a good number of training courses at various places and put into the field a considerable number of teachers of adults—that is, 2,000 to be precise. Now the Government themselves have taken up the matter of training teachers of adults. A good beginning has been made, and it is only reasonable to expect that we will soon have as many training centres as our State requires. We can expect the Government to do the needful only if we show them that we are capable of helping ourselves. As early as February 1942, a Training Centre was opened in Madras by the Association. It was inaugurated by a distinguished educationist, Dr. G. S. Arundle, and named after the greatest and truest world leader of Adult Education movements, Dr. F. C. Laubach, and over the inaugural function another great man, a champion of the poor, Mr. V. Chakkarai Chettiar, then Mayor of Madras, presided. India in general, and our Association in particular, cannot feel too grateful to Dr. F. C. Laubach for the direction he has given and the impetus he has supplied to the Adult Education movement. The first South Indian Adult Education Conference held in Madras owed its success mostly to his inspiring presence. It was a big compliment—worthy both of the giver and the receiver—that he was invited by Pandit Jawaharlal Nehru to visit India again and give a push to the Adult Education movement; and so, free India gave Dr. Laubach a great welcome when he honoured the invitation.

Gandhi—Laubach Interview.

The greatest of Dr. Laubach's conquests in India was Mahatma Gandhi. The report of the interview between the two Leaders in 1935 is interesting reading. Gandhiji said: "I doubt whether India ought to become literate. . . . Many of the greatest benefactors of the human race have been illiterate—Mohammed, for example." Dr. Laubach's reply was unanswerable. He said: "Mr. Gandhi, you are right. But on the other hand, millions of us admire you, and have read your books with great blessing. If you had not written these books, and if we had not learned to read, we should never have heard of you." Gandhiji was forced to admit that he did believe in literacy for India. "But," he added, "by far the largest question for India is how to feed her hungry multitudes." Dr. Laubach's reply again was conclusive. "This," he observed, "is exactly why India needs to become literate. The right way to lift the masses above hunger is to teach them to lift themselves. Your illiterates have been the victims of educated scoundrels who have kept them in debt all their lives. Literacy is the only road I see to their complete emancipation."

Night High School for Adults

The Association found in workmen concentrated in cities a rich field for exploratory and experimental work. With the examples of Folk Schools in Denmark and Night Schools in Bombay to guide it, the Association started a Night High School for adults in Perambur. The first High School of the kind in India, it was opened by the present Transport Minister of India, the Hon'ble Sri N. Gopalswamy Ayyangar who has maintained his interest in the progress of the institution by regular donations. Sir Bomanji Wadia, then Vice-Chancellor of the Bombay University, and Mr. B. P. Wadia, the pioneer of Trade Union activity in Madras, have made generous contributions regularly for the upkeep of the Night High School. Our President Sri G. Harisarvothama Rao, as Principal, devoted much time to developing the Night High School. I had the opportunity, as his assistant, to study adult psychology. The Perambur experiment is worth developing and copying in other cities. Provided the right lead is given,

I think, there will be no lack of response from workmen. In view of the approaching Adult franchise Night High Schools for Adults, are bound to become popular. What we require now is a good number of Adult Education enthusiasts to organise and wage a crusade against adult ignorance. The State is ever ready to give its aid, and the adults themselves are eager and willing to learn. As there was an urge from within the people, for total Prohibition, so also there is thirst for knowledge. I venture to think that adult illiteracy and adult ignorance cannot be liquidated by tinkering with the question. A bold step is needed, I mean, a piece of legislation by which the literates shall be employed to eradicate illiteracy at once and factory managements shall do the needful to make their employees fully literate. Nothing is impossible for our State which has the support of the people. An illiterate and ignorant India cannot help promote world peace and world prosperity. As our movement develops, the need for publications suited to adult learners is felt more and more. To meet this need in a more systematic way, the South Indian Adult Education Co-operative Society, Limited was formed, and has been functioning. Its only purpose is to produce Adult Education literature; it is not motivated by profit-making. It is receiving nominal Government support. It is to be hoped the Government will soon see their way to give substantial subsidy to the Society which, after all, is doing what Government themselves should be doing. The Society has a tremendous amount of work to do in the coming days, and flood the Adult Education world with publications.

Need for Publications:

Our Association did not start with a bank balance. It was sustained entirely by its faith in the greatness of the Adult Education objective. It banked only on the goodwill of the people. It had to face and fight through acute financial difficulties. In the early days of its struggle it received substantial help from Christian Missionary friends, especially from His Grace the Archbishop of Madras and that unfailing patron of the Association, the Bishop of Kumbakonam. Our General Secretary, The Hon'ble Mr. J. L. P. Roche Victoria,

does not know how much he has given to the Association and how he has kept it going all these years. I should make special mention of two princely donors, who gave life to the Association's activities. When he was approached by the two Ministers interested in promoting Adult Education—I mean the Hon'ble Sri K. Madhava Menon and the Hon'ble Mr. J. L. P. Roche-Victoria—His Holiness Mahasannidhanam of Tiruvaduthurai Mutt responded promptly with a munificent contribution of Rs. 3,000 to the Association for publication work. This generous donation which was quite worthy of a great representative of Hindu culture placed the Association on its feet. The other princely donor is Sri T. S. Rajam, Managing Director of Messrs. T. V. S. & Sons, Limited, Madurai, whose timely help facilitated the publication of Tamil Padi I.

My thanks are due in ample measure to every one of the Adult Education enthusiasts, who has been spreading the message in all parts of the State. I have been receiving most useful guidance and valuable co-operation, for many years now, from Sri A. G. Vilva Roy whose knowledge of the subject and enthusiasm for the cause are equally balanced. The work he has been doing as Adult Education Officer is bound to yield rich fruit in due course. The Government have chosen the right man for pioneering.

Our official monthly journal—the 'Adult Education Review' in the conduct of which we have secured the assistance of a veteran journalist, my esteemed friend Sri S. Airavatham, who has been with us since the inception of our Association—has done its part and will continue to do its best in our Adult Education effort.

In conclusion I may emphasise that it is our duty to strengthen the Association in all possible ways. It has done good work in launching the campaign against adult illiteracy and in sowing the seeds of Adult Education; and it has more good work to do in the coming days, in reaping the harvest. It calls for a large membership. An Association with an individual membership of 3,000 and institutional membership of 1,000—very modest figures for a four crore odd population—will be a very authoritative and powerful organisation which the cause demands and deserves.

Adult Literacy Drive in South Arcot.

Mr. L. C. Richard's Report.

Mr. L. C. Richard, M.A., Municipal Commissioner, Cuddalore, and Joint Secretary, South Arcot District Adult Education Association, Cuddalore, read the following report at the Seventh South Indian Adult Education Conference held at Tanjore, on 30th July 1950 :—

MR. PRESIDENT AND FRIENDS:—

I have great pleasure in placing before this Conference, on behalf of the South Arcot District Adult Education Association, a brief report on the Adult Literacy Drive which has succeeded phenomenally under the enthusiastic guidance of the Collector of the District, Sri H.S. Paul, B.A. Before he took charge some ten months ago, i.e., in 1949, there were only 27 Adult Literacy Schools in South Arcot. Not all of them were recognised schools receiving subsidy from Government and Adult Literacy as an idea was not much in the thoughts of the people of the district. But with the shaping of the new Constitution board-based as it is on people's right and adult franchise the idea of literacy gained ground, and the popular Collector of our district was the first to realise its significance. The first big opportunity to break a lance for this wonderful cause came along with the inauguration of the First South Indian Adult Education Week Celebration early this year.

Adult Education Week.

A public meeting was called for by the Collector on 7-1-'50 to form a District Committee. A District Committee of 36 members consisting of the important members of the public and officials was formed, and also three Sub-Committees for (1) Finance, (2) Organisation and Propaganda, and (3) Ladies.

The reports of the various Committees were ready by 1-2-50 and communicated to the Taluk Committees which were constituted in every one of the eight taluks. Thirty-seven Firka Committees and thirty Village Committees were formed. The celebration of the Week was on an unprecedented scale throughout the district. Public meetings were held in seventy-eight

places. Adult Literacy Schools were opened and collections by way of donations and by way of sale of flags were also made. Besides the twenty-seven Adult Literacy Schools that were functioning before the Week, thirty were started during the Week, and thirty-six were started immediately after the Week. A sum of Rs. 202 was received by way of donations and Rs. 10,865 by way of sale of flags.

There was literally an awakening of the masses and the persistency with which the idea of literacy was tossed about in every nook and corner of the district and the eagerness with which Adult Literacy Schools were being opened indicated that the whole of South Arcot with its population of twenty-six lakhs was in warm support of the movement. There was a gleam of hope that the entire adult population of 14,21,765 borne on the voter's list of the district was in a fair way to acquire literacy and put up the percentage of literacy in the district by a sharp rise from its present level of 8 per cent approximately.

District Committee.

After conducting the Week, the District Committee met twice and then it constituted itself as a Standing Committee of forty-five members to fortify the movement and place it on a sound basis. The District Collector is the President, the District Educational Officer is the Secretary, the Municipal Commissioner, Cuddalore, is the Convenor and Joint Secretary, and Sri S. Gnanadesigam Pillai, B. A., President, I Class Bench Court, is its Treasurer. The Executive Committee also admits an European Missionary, a Doctor, the District Board Educational Officer, the District Welfare Officer, the Headmaster, Government Basic Training School Cuddalore,

and the Chairman, Municipal Council, Cuddalore. The District Standing Committee met twice and the Executive Committee on five occasions. We are proud to mention here that the first meeting of the District Standing Committee was presided over by the Hon'ble Minister for Food, Sri J. L. P. Roche-Victoria, than whom, perhaps, there is no greater Knight-Errant for the cause of literacy in India to-day.

Accommodation.

There are altogether 138 Adult Literacy Schools in the district. The largest number of schools is found in Cuddalore taluk numbering thirty and the lowest number in Gingee taluk numbering five. Most of the schools have been located in school buildings owned by Local Bodies, Missionaries, the Labour Department and to some extent, in buildings owned by private managements. In this way, the problems of furniture, blackboard, etc., have been solved at the outset. Even chalk etc. have also been incidentally found, but as the schools nearly always work after dusk, lighting continues to be a serious problem. While philanthropists have come forward to help with petromax lights, the District Association has offered Indian-made hurricane lights whenever absolutely necessary. Till now forty-four Jothi lights have been supplied and arrangements are being made to supply twenty-four more. Kerosene is being found locally. Wherever possible arrangements are being made for the provision of electric lights. Three Municipal Elementary School buildings in Cuddalore where Adult Literacy Schools are located have been fitted with electric lights; and Government have been addressed for the lighting up of private buildings also where Adult Literacy Schools flourish within the town.

Strength, Attendance and Efficiency.

The strength of each Adult Literacy School ranges from 10 to 90 and the average attendance ranges from 7 to 45. The number of teachers in each Adult Literacy School rises from 1 to 4 and nearly all of them are trained. Volunteers are not wanting in assisting the teachers and in some places volunteers are running these schools.

The total number of adults attending the Adult Literacy Schools in the district is 3,377 and the average attendance is 1,424. Till now we can lay claim to have made 1,000 literates. For the last four months the progress made is deemed to be satisfactory. We began with Laubach charts and the primers of Gopal and Daniel. Now there is a demand for continuation literature from most of the schools. The recent releases by the South Indian Adult Education Association, No. 99 Godown Street, Madras, have been favourably received and the District Committee has sanctioned the supply of such literature to 30 Adult Literacy Schools. The Executive Committee has decided to adopt the standards for literacy tests prescribed by the Director of Public Instruction, Madras, in his Proceedings No. 174 S. E. S. E. 2/40 dated 11-5-50 for Government recognised Adult Literacy Schools.

Recognition.

Recognition has not been received for any of the schools, started in the district after the celebration of the Adult Education Week. As the Government have restricted the grant of recognition to only 18 schools, 4 for women and 14 for men the question could not be pursued. Very recently we were also authoritatively informed that recognition did not bring with it Government aid.

Special School.

There are eight Adult Literacy Schools for women only of which six are within the Cuddalore Municipal area and two are in Chidambaram taluk. Three of the schools are run by the Municipal Elementary School women teachers specially trained in the methods of adult teaching at the Big Kancheepuram Government Training School, and two other schools are run for women scavengers and sweepers. Only two of the schools are run after dusk. It is worthy of mention that St. Anne's Convent is running an Adult Literacy class for the servants who bring midday food for children studying in their school. Women more than men are more eager to acquire literacy. It is a byword that a whole family becomes

literate if one woman acquires literacy. Unfortunately workers are very few in this field. The Women's Welfare Department is practically closed down in our district.

Equipment.

The District Association has been the sole agency which has supplied slates, primers, pencils, hurricane lights, Laubach charts, big and small, and to some extent, continuation books. The Association is confident of meeting the entire demand in this respect. Till now 1,262 slates, 1,262 pencils, charts 200 (big) and 1,500 (small) and 44 lights have been distributed to the Adult Literacy Schools in this district. Continuation literature has till now been supplied from the books collected on 5-2-50 (Book Collection Day of the Adult Education Celebration Week). These were mostly advanced primers and school readers. To facilitate the periodical submission of reports from the various schools by teachers and inspecting officers two report forms were prescribed by the Collector and President, South Arcot District Adult Education Association. In addition to these, four other forms prescribed by the Education Department were also adopted. These forms have been printed at the cost of the Association and are being supplied to the various schools. Now reports are being received more or less systematically.

Supervision

The Collector and President of the District Committee has called upon all officers to inspect these Literacy Schools in the course of their tours and has specially appealed to the Education Department to extend their co-operation. In his circular he has said: "It is likely that some of the officers who are used only to the old order of things may consider Adult Education work as an extra work imposed upon them with which they are not concerned. I would like to impress upon all the officers that in the new setup of things this is really an important duty which they owe to the country and the Government they serve." The District Educational Officer, South Arcot, is the Secretary of the Association. A register is maintained in which the names of all Adult Literacy Schools in the district have been entered taluk-wise and all relevant particulars have

also been recorded. The progress of the schools can thus be watched from time to time. Individual files for each Adult Literacy School in the district are being maintained and all correspondence relating to each school goes into the respective files. It is felt that paid clerical assistance is absolutely necessary not only to maintain these records but also to carry out the disbursements of the allowance of Rs. 5 to each teacher running an Adult Literacy School of over ten pupils and to keep account of the purchase and distribution of adult literacy materials. A sum of Rs. 5 has since been sanctioned as additional emolument to a Municipal clerk. A retired Secondary Grade teacher has been appointed as Supervisor of the Adult Literacy Schools on Rs. 50 per mensem with a fixed travelling allowance of Rs. 30 per mensem. He is expected to visit one Adult Literacy School working in the night per day, and be out on tour for 25 days in a month. This appointment has greatly contributed to the efficient supervision of the Adult Literacy Schools in this district. But as it will be at least four months before he goes the entire round of the existing Adult Literacy Schools, it is felt that the appointment of an additional Supervisor would be called for in the near future.

Taluk Committees

It is now felt that owing to the rapid strides that the movement has made in the district, centralisation of the entire responsibility on the District Association has cast on it much too heavy a burden. Hence at the last District Committee meeting, when all the Revenue Divisional Officers and Tahsildars were also present, the President gave instructions that in all the Taluks the Taluk Committees which were formed during the Adult Education Week should also be made to function as efficiently as the District Committee, and that the Taluk Committees should take up responsibilities of the formation of new schools, supervision and financing of the schools in each taluk. Though on previous instructions issued, the adhoc Taluk Committees formed for the celebration of the Adult Education Week were formally constituted into permanent committees, they have not begun to take up responsibilities. The President has therefore instructed that these Taluk Committees should be slightly reconstituted uniformly, with Revenue Divisional Officers as ex-officio

Presidents of the Committees of all the Taluk Committees in the division with the Tahsildars as ex-officio Secretaries, having a non-official as Treasurer. Within a month's time, we expect these Taluk Committees to start work, and help the District Association in every respect down to the matter of even paying the monthly allowances to the teachers, not to speak of effectively supervising the work in these schools and opening new schools.

Training

It was felt that in order to be able to teach adults in the proper way, a course of training in Adult Literacy methods should be organised at Cuddalore itself. Therefore with the co-operation of the South Indian Adult Education Association, Madras, a short-term course was conducted from 12-6-50 to 18-6-50 in the premises of the Government Basic Training School, Cuddalore. The scheme was inaugurated by the Collector and President. The subjects taught were: 1. Adult Literacy Methods, 2. Adult Psychology and 3. Organization. Sri T.J.R. Gopal, and Sri G. Harisarvatham Rao, M.A., Organizing Secretary and President respectively of the South Indian Adult Education Association, Madras, Sri A. G. Vilva Roy, Adult Education Officer, and the Municipal Commissioner, Cuddalore, took part in the teaching. In all, 172 teachers attended the course. Fieldwork was done in the Municipal Adult Literacy Schools within the Cuddalore Municipal town and four educational sound films supplied by the courtesy of the United States Information Service, No. 162, Mount Road, Madras, were exhibited in a local cinema theatre on 17-6-50. After the conclusion of the training, the Hon'ble Minister for Education, Sri Madhava Menon, delivered the valedictory address on 18-6-50. A pledge was taken by the trainees that each one would teach ten. Srimati Kuttiammalu Amma, M.L.A., distributed the charts, and other adult literacy materials to the trainees supplied free of cost by the District Association. Certificates were also issued to the trainees. The entire cost of the expenditure on the training inclusive of boarding of the staff and trainees was met by the District Association.

Allowances

It was the hope of the Association that the grant of recognition by Government to

the Adult Literacy Schools will be followed by financial aid of Rs. 8 per mensem for teachers untrained in Adult Literacy methods and Rs. 12 per mensem for teachers so qualified. Owing to restricted finances, Government have not been able to extend this help. But the Association felt it would be unfair to expect the poorly-paid Elementary School teachers to do this work gratis and, to a great extent, it also realised that the success of the movement depended on such village teachers. The Association has come forward to allow Rs. 5 per month to every teacher doing the work sincerely with a class of not less than 10 pupils. The gesture has been welcomed and monthly disbursements are now made based on monthly returns and the inspection report of the Supervisor and other touring officers. The Association is unable to raise the allowance at the moment, much as it would like to.

District Library

On the Book Collection Day of the Celebration Week the teachers of Elementary Schools went round and collected books for establishing a central library of books at Cuddalore to serve the needs of adults who are newly literate and also accumulate reference books on Adult Education. The library was declared open by Sri P. Ramakrishnan, I.C.S., District Judge, on 5-2-50. Works by Dr. Laubach have been added to the library and an attempt is being made to procure available books from the list recommended by the Adult Education Officer. Many of the books collected by the teachers have been returned to the Adult Literacy centres to serve as continuation literature the need for which is beginning to be felt on a fairly large scale. It is our ambition to build up this library as a Fountain-Head of authority on Adult Education in the State.

Visual Education

The Association has felt the importance of visual aid in any scheme of education for adults. During the celebration of the Week an exhibition was organised on an unprecedented scale at the Y. M. C. A. Buildings, Cuddalore and exhibitions were also arranged in 7 different places in this district. Exhibits were obtained from local High Schools, cottage industries and from some departments of Government. Adult Literacy charts and materials formed a

prominent feature. The exhibition was open for the whole Week and was immensely popular.

Audio-visual aid has tremendous value in Adult Literacy and education methods. We have no 16 m.m. sound projector or even a film projector but in the absence of these we made arrangements to obtain films on 35 m.m. free of cost from the United States Information Service, No. 162 Mount Road, Madras, and to exhibit them to the adult pupils, particularly. The films were specially chosen and included subjects such as Malaria (Winged Scourge), Library Movement (Library of Congress), Soil erosion (Trees to tame the winds) etc. In order to provide audio visual education more or less regularly for adult literacy pupils an attempt is being made with the owners of cinemas to permit 20 to 80 adults who are regular pupils in our Adult Literacy schools to attend one show, free of cost every month. With the co-operation of the Commercial Tax Department and the distributors perhaps we could even arrange special monthly shows free of cost for adults consisting of news reels and information films with contributions from the United States Information Service, Madras. The need for at least one 16 m.m. sound projector for every district, has become urgent and necessary.

Propaganda

Every opportunity is taken to place before the public of the district the urgency of the problem of illiteracy and its early solution. The speed with which literacy

can be achieved with the help of charts such as Dr. Laubach's is also demonstrated. During the Brahmotsavam festival of Sri Padaleswarar Devasthanam, Tirupapuliyur, in May '50 Adult Literacy propaganda was carried on on a modest scale by two college students who ran a Summer School of Adult Literacy in the Vilvaroyanatham slums of the town. We are looking forward to such assistance from young men who have left Secondary Schools and are unable to get admission in colleges.

Finances

We have depended till now on donations from the public, a lion's share from the sale proceeds of flags (so graciously made over to us by the South Indian Adult Education Association, Madras) and the realisation from the film "Thiagi" to be exhibited in the rural parts of the district. We have approached district organisations like the Rotary Club for aid on a recurring basis. We hope to benefit from the dramatic performances of the Madras Secretariat party which is about to visit our town. There has never been a time when we have been apprehensive of the future of the good work that has begun in South Arcot District. We are aware that every literate made in the district is another vote won for the cause of the movement and we shall not fail, because officials and non-officials, one and all alike, are behind the sponsors of the Adult Literacy Campaign in our State to attain complete literacy within ten years, if not earlier, in South Arcot District.



Scouts who helped the Conference.



Volunteers of the Conference.

The Role of Co-operative Societies in Adult Education.*

BY SRI C. MADHAVA NAIDU,

(Superintendent, Hood Co-operative Institute, Tanjore)

Illiteracy and ignorance are the two great evils that prevent men from coming up in life. They are also the evils that keep a nation depressed preventing every good cause from succeeding quickly. These evils were not very dangerous in a country ruled by foreigners and which had no Responsible Government.

We are having today a Democratic Constitution made by our own representatives. According to the Constitution, every person, man and woman, above 18 years of age, will have the right to vote and determine the policy and administration of this country's Government. The first General Election under this Constitution is likely to be held next year and surely before the end of the year after. The question arises whether our people will understand the issues aright and vote properly. Politicians can educate the people by lectures only to a limited extent and that too intermittently. If voters are however made quickly literate, they can be educated steadily around, through the means of the Press and the library. This, in short, is the best reason for the urgency of Adult Education in our country at the present time.

Adult Education, always desirable, is now specially urgent, and it has to be of three kinds:

1. Education for literacy, through Adult Education classes.
2. Education for culture through the Library Movement.
3. Education for efficiency and national safety through aids such as cinemas and lanterns. All these three kinds of education have to be carried out among our adults between ages 21 to 40. Men above that age, though not negligible, may prove relatively difficult to tackle.

It is gratifying to note that the sponsors of the Adult Education movement

* This paper was read at the Seventh South Indian Adult Education Conference at Tanjore on Sunday 30th July 1950.

who have assembled here have realised the importance and urgency of all these three forms of Adult Education. I now propose to interest you as to how far Co-operative Societies can help in promoting Adult Education, so that the enthusiasts for Adult Education will begin to take lively interest in the working of the Co-operative Societies in their area; for, only good working Co-operative Societies can help in promoting Adult Education.

A Co-operative Society is essentially an association of adults. Men and women over 18 only are admitted as members. Members of the Society are actuated by a common purpose, namely, to improve their economic condition. Therefore the General Body of the Co-operative Society naturally provides a suitable platform for all schemes promoting agriculture and village craft. But villagers are men of commonsense and it is necessary that the schemes should be practical enough to interest them. Secondly, a Society serves as a school of education for citizenship. It brings home daily to members the utility of the motto that each should be for all and not entirely for himself which is the case with the majority of us now. Thirdly, the procedure adopted by Societies in General Body meetings and meetings of Directors help to teach members methods of proper discussion and proper management of material affairs. These, in themselves, are valuable contributions to Adult Education.

Good Co-operative Societies with decent business and earning some profit can easily go beyond that and actually promote Adult Education. It will be in the interest of the Societies to do so. Promotion of education will directly promote the earning and well-being of members

and thereby the business of the Society. The object of by-law No. 2 of every Rural Credit Society now provides for promoting education, culture and recreation of members. Rules under by-law 65 provide the machinery for collecting subscriptions or donations, and conducting the work. The fact that this is provided as an integral activity of the Society subject to State audit is sufficient guarantee that it will be properly done. Every good Society will have an office premises and so it will be able to provide space for an Adult School in villages where there are no public Elementary Schools. It can also lend the use of its desk and a few mats. In many places Adult Schools suffer without proper light. The Co-operative Societies can help to overcome the difficulty by giving the class the petromax light used by it for holding General Body meetings. In that case, only oil charges will have to be borne by the school. The by-laws of Co-operative Societies provide for expending seven and a half per cent of the net profit each year on objects of Common Good such as education and sanitation. Out of this sum, many good Societies are already maintaining Reading Rooms for the use of the public. A few even maintain libraries. If these are linked with Adult Schools, it will greatly help to maintain a library among those who have passed out of the Elementary Schools and Adult Literacy Schools and to improve the culture and economic knowledge of the people. It will be good if the Central Banks of districts take steps to collect at least 50 per cent of the Common Good Fund of affiliated Societies and pool it with their Common Good Fund and utilise it in helping such Societies as are not able to build up a Common Good Fund for the purpose of running an Adult Education centre in their areas. Co-operative Societies convene General Body meetings often, at least three times in a year. The by-laws require Societies to con-

duct such meetings frequently. The Adult Education Centre and the Society Directors can together help make these meetings frequent, popular and effective. For this purpose they can arrange to hire and exhibit educational films periodically. Education through games is a modern idea. Games among adults is non-existent in village parts. The Society and the Adult Education Centre can jointly devise the way to make games popular. They can organise Sports Clubs, and arrange for tournaments. Tournament meetings can be easily made attractive and educative as adult refresher course centres.

Co-operative training institutes are already emphasising the value of literacy among adults for the development of Co-operation in villages. With a little modification of the syllabus training in Adult Education, both theoretical and practical, can be imparted to the students, so as to equip them with necessary knowledge for organising and running Adult Education centres in villages, during their visit as Supervisors.

Gentlemen, the above are, in my opinion, some of the ways in which Co-operative Societies can help the enthusiasts of Adult Education. It is up to those assembled here to make use of the Co-operative Societies in their areas in the manner they think best. But many might ask naturally, Will the Societies help us? The Co-operative Department may do a little by writing to Societies to help Adult Education. So my suggestion to lovers of Adult Education will be that they should forthwith join Co-operative Societies as members and serve them well and improve them. Then in turn Societies will naturally come forward to help them promote Adult Education. Self help through mutual help is the motto of Co-operation just as much as Each for All and All for Each.

Adult Education Among the Co-operators.*

(BY SRI N. LAKSHMANAN, Editor, "Kutturavu," Coimbatore).

The Co-operative movement is international in aim and scope. Its flag is the rainbow flag, and it signifies the united aim and work of all the free and democratic countries. All over the world, every year, the Co-operators celebrating the International Co-operators' Day, dedicate themselves to the cause of One World and Peace.

Dr. Kagawa, the Japanese Social Worker, has happily termed Co-operation as Brotherhood Economics. "Each for All and All for Each". Co-operation has therefore been called the "Capitalisation of Honesty". Mahatma Gandhi always laid stress on the Moral Basis of Co-operation. And Mahakavi Rabindranath Tagore studied the various aspects of the movement in all his world-tours and adopted Co-operation as the key to rural reconstruction in Sri Niketan, the well known centre of Adult Education in Santiniketan. The Linlithgow Agricultural Commission summed up the situation in 1927 by saying: "If Co-operation fails, there will fail the best hope of rural India". That Commission laid great store by the Adult Education values of the Co-operative movement. At the beginning of this year, at Madras itself, Babu Rajendra Prasad blessed the Co-operative movement as the best medium of social service without any distinction of race, religion, caste or creed.

It is true that the Co-operative movement has, so far, touched only a fringe of the vast population of our great country. It is equally noteworthy that Co-operation acts like a leaven which leaveneth the whole mass. One can easily verify the truth of this statement by observing the difference of leadership in a Co-operative village, and other places which have not got this advantage of a Co-operative Society. The corporate life of ancient India was dormant during British rule, and a successful Co-operative Credit Society bids fair to convert dormant villages into dynamic villages. The proper and healthy growth of multi-purpose Co-operative Societies is likely

to stimulate interest in the varied aspects of village life, along with the new Village Panchayats. They are the two recognised channels of rural reconstruction or village guidance.

Co-operative Education in Tamil Nadu.

The Co-operators of Tamil Nadu are keen on liquidating illiteracy among the Co-operatives. With this object in view, the Tamil Nadu Co-operative Federation was started at Coimbatore about 22 years ago. The two main functions are: (a) editing and publishing the Tamil Fortnightly Journal 'Co operation' (கூட்டுப்போக்கு) (b) holding of a Co-operative Conference in one of the Tamil Districts.

The present writer has been conducting the Tamil Journal during the past 17 years, and the Seventh Annual Conference is going on even now at Rameswaram. (28th and 29th July 1950).

Poona and Trivandram have already opened Colleges of Co-operation. Coimbatore and Tanjore are content, for the present, with conducting Co-operative Training Institutes. It is of happy augury that the chief promoters of the Hood Institute at Tanjore are taking an active part as organisers of this Adult Education Conference at Tanjore. I am very glad about it, and it speaks volumes about the vital relationship between Co-operation and Adult Education. Similarly, the Co-operative Printing Press at Tanjore and at Coimbatore prove the service motive of the Co-operators, and the unlimited possibilities of promoting the cause of Adult Education.

It is evident that a well-conducted Co-operative Society is a live centre of Adult Education. The reading room, the meeting hall, and the radio-set are powerful means of promoting Adult Education even in remote villages.

The Punjab Co-operators tried the method of organising Adult Education Co-operative Societies. This propaganda stunt is not suited to our conditions of life, we should aim at irrigating the people's mind, and not at inundating it. Flood water is welcome, but it has got to be

* Paper sent to be read at the Seventh South Indian Adult Education Conference at Tanjore on 30th July 1950.

canalised for irrigation purposes. So also with the spread of general culture.

"Culture and Agriculture" was the method of the Folk High Schools of Den-

mark. Bishop Grundtwig aimed at *civilising* the people. This method suits Tamil Nad amidst the marvellous revival of interest in Bharata Natya, Folk Song and Co-operation.

Thanks

Sri T. J. R. Gopal, Provincial Organising Secretary South Indian Adult Education Association, writes :—

It is my duty to place on record the gratitude felt by workers in the cause of Adult Education to those members of the Reception Committee and others who helped make the Seventh South Indian Adult Education Conference held at Tanjore towards the end of July 1950 the great success it was :—

To Their Holinesses the Mahasannidhanams of the three Mutts located in Tanjore district, who as acknowledged repositories of ancient Hindu culture rose to the occasion by giving to their social duties a connotation befitting the spirit of the present age; to His Grace the Archbishop of Madras, who is in every sense of the term the torch-bearer of Truth; to Sri T. S. Rajam of Messrs T. V. S. & Sons, Ltd., Mathurai, whose liberality is equalled only by his love of culture; to the District Board, Tanjore; to Sri V. Nadi-muthu Pillai, Member of Parliament, who is a person to reckon with in Tanjore District and whose unavoidable absence from the Conference was ably and amply made good by his enthusiastic co-worker and substitute for the occasion, Sri O. A. Narayanaswamy; to Sri Sarangapani Naidu, Joint Secretary of the Reception Committee, who literally lost himself in Conference work; to Sri A. G. Vilva Roy, Adult Education Officer, who was ever ready to throw light on Government's policy both in the Subjects Committee and in the open session of the Conference; to Sri G. Harisarvothama Rao, the outgoing President, who is the acknowledged authority on Adult Education activity in Andhra Desa; to Sri K. S. Ramaswamy Sastriar who is eternally young where work for a good and great cause like Adult Education is concerned; to the Rev. Bishop of Kumbakonam who regards Adult Education as truly human regeneration work; and lastly to the Hon'ble Mr. J. L. P. Roche-Victoria who sojourned in

Tanjore for two days to see the Conference through, both as the General Secretary of the Association and as the representative of the Government of Madras State for the occasion, notwithstanding his anxious and continuous pre-occupation with the food crisis in the country.

The Conference was a success because it was most representative: delegates had come from all parts of Madras State, representing various Adult Education centres and organisations, Firka Development centres, Co-operative organisations, Christian Missionary bodies who have evinced keen and increasing interest in Adult Education activity ever since the Association was started, District Boards and Municipal Councils. The fact that the Chairmen of three big and important Municipal Councils in Tamil Nadu, Sri T. K. Rama of Madhurai, Sri P. S. Subramania Pillai of Palamcottah, and Sri P. K. S. A. Arumuga Nadar of Sivakasi, and the Chairman of Elore Municipal Council came over personally to attend the Conference, as delegates from their respective Councils, was a measure of the value they attach to Adult Education work and of their eager preparedness to shoulder responsibility. They fought a battle royal in the Subjects Committee for securing adequate funds from the Government for Adult Education work in Municipal areas. The Travancore-Cochin Union Government did well to send two of their best workers in the cause of Adult Education, Professor Joseph Mundasseri, a stalwart educationist and a legislator of great ability, and Sri N. V. K. Warriar of Kerala Varma College, Trichur. The percentage of the educated had always been highest in Travancore-Cochin, compared to other States; so also that of adult literacy. Hence Travancore-Cochin Union is qualified to give a lead to Adult Education activity in future, and it is quite in the fitness of things that the eighth South Indian Adult Education Conference

should have been invited to be held in Kerala. Need I say that the Travancore-Cochin Union Government will give the session most effective backing and Professor Mundasseri and his band of workers will make it epoch-making? Women delegates were no less enthusiastic than their men compeers. Miss Chinnappa's address to the Women's Section was a call to most strenuous and untiring work among women adult illiterates. Mrs. S. Janaki Ammal, President, Women's Welfare Association, Tanjore, who welcomed the women delegates, rightly pleaded for training of a large number of women teachers of women adults.

I am deeply indebted to Sri S. Airavatham, a veteran journalist, for the silent and most valuable work he has been doing for the Association practically ever since its inception in 1939. I have gone to him many a time for advice and guidance and on no occasion did I return disappointed. He has been ever ready to spare time for Adult Education work. For the past three months, at my request, he has been doing more systematic and sustained work especially in bringing out

our official monthly journal, the "Adult Education Review". I have no doubt he will be able in course of time to give the 'Review' a good shape and make it useful in the development of Adult Education activity in our State. As a delegate from the Headquarters of the Association he was present at the Tanjore Conference and was most helpful, as Sri K. S. Ramaswamy Sastriar, the President, publicly testified at the Conference, in drafting resolutions in apt and accurate language. He has agreed, at my request, to dedicate himself to the work in the Headquarters of the Association. His experience and knowledge will stand the Association in good stead. With him to direct and guide the Headquarters work, I can do my field work, as Organising Secretary, with a more easy mind and greater attention and concentration than has been possible for me hitherto. Association work is growing rapidly in range and volume, so that it cannot be done by a single person, however energetic and efficient he may be. It is therefore a great pleasure to me, as well as my good fortune, to share the burden of responsibility with my friend and co-worker, Sri S. Airavatham.

List of Delegates who attended the Seventh South Indian Adult Education Conference held at Tanjore.

- 1 Sri T. R. Raghavan, General Secretary, Madhurai District A. E. Conference, 13 Jadamuni Koil Street, Madhurai.
- 2 Rev. Fr. Joseph Koilparampil, S. J., Cochin Diocese, Leo XIII E. H. School, Alleppey.
- 3 Sri P. S. Subbiah, Secretary, Taluk A. E. Committee, Pollachi.
- 4 Mr. L. C. Richard, Joint Secretary, S. Arcot District A. E. Association, Cuddalore, N. T.
- 5 Sri Sethuraman, Secretary Gramasevasangam, Gingee, S. Arcot.
- 6 Mr. N. Isac, Andhra Christian College, Guntur.
- 7 Sri P. S. Malaichami Thevar, Melayur, Congress Committee, Ramnad District.
- 8 Sri V. Sundararama Dutt, Secretary and Treasurer, District A. E. Committee, Nellore.
- 9 Rev. John G. P. Naumann, Convener, M. R. C. C. Adult Literacy Committee for Tamilnad, Barugur, Jolarpet, R. M. S.
- 10 Sri John Samuel, M. R. C., Adult Literacy Organiser for South Tamilnad, Edward & Co., Line, Palamcottah.
- 11 Sri P. M. Gopalakrishnan, M. R. C. C., Adult Literacy Organiser for North Tamilnad, Katpadi, N. Arcot.
- 12 Rev. M. J. Prakasam, Director for Adult Education, Andhra Christian Council, Guntur.
- 13 Sri V. Venkatasubbiah, Secretary, District A. E. Association, National College, Trichinopoly.
- 14 " T. Neelakantan, Secretary, Asoka Society, 160 Thambu Chetty Street, Madras 1.
- 15 " D. T. Devasigamani, District A. E. Committee, Municipal High School, Vellore, N. Arcot.
- 16 Mr. E. David, Librarian, and Staff Adviser for Adult Literacy, Christian Medical College, Vellore, North Arcot.
- 17 Miss K. S. Packianathan, } Students, Christian Medical College, Vellore, North Arcot.
- 18 " Ruth Devasagayam, }
- 19 Sri V. Nagaratnam, Secretary, Chinnappanpalayam A. E. Association, Kumrapalayam Post, Via Bavani, (Salem.)
- 20 Very Rev. Father Motha Vaz, Mylapore Diocese, Tanjore.
- 21 Sri M. Sundaram, Social Welfare Officer, Lakshmi Mills, Koilpatti.
- 22 " P. Ramanujulu Naidu, District A. E. Association, Kurnool.
- 23 " A. Kankanan, Secretary, A. E. Centre, Puthukalam-Punnamgulum, Chellaiamman Post, Madura District.
- 24 Mr. J. N. P. Francis, District A. E. Association, Tirunelveli.

- 25 Mr. P. J. Louis, Secretary, Chennengulam A. E. Committee, Trichinopoly.
- 26 Sri P. S. Krishnaswami, Arundale Adult Education Centre, Adyar, Madras.
- 27 „ M. G. Guruswami Iyer, District A. E. Association, Sivaganga, Ramnad District.
- 28 Mr. Susai Mary, Assistant Personal Officer, S. I. Ry., Trichinopoly.
- 29 Sri Kalyanam, Welfare Inspector, S. I. Ry., Trichinopoly.
- 30 „ K. S. Krishnamurthi, Social Worker, Kothangudi, Peralam, Tanjore District.
- 31 Mr. J. S. Rajaratnam, Little Flower High School, Kumbakonam.
- 32 Sri T. S. Panchabikesan, S. R. High School, Tiruvadi.
- 33 „ D. Devasigamani, Nilagiri Village, Tanjore Post. (Teacher Adult School)
- 34 „ S. T. Krishnaswami, President, Adult Education Teachers' Association, Aroor, Tanjore Dt.
- 35 „ A. Ayyanar, President, Kunnur Panchayat Board, Periakulam Taluk, Madura District.
- 36 „ J. G. Koilpillai, Vice-President, Taluk A. E. Association, Tanjore.
- 37 „ P. Nageswara Rao, Deputy Inspector of Schools, Udayagiri, Nellore District.
- 38 „ J. Rajanayagam, Secretary, Rural College, Perianayakanpalayam, Coimbatore and Regional Secretary for Tamilnad, S. I. A. E. A., Madras.
- 39 Sri S. K. Kuppuswami, Headmaster, Sowrashtta High School, Madhurai.
- 40 Mr. A. James David, Headmaster, N. V. Sala, South Gate, Madhurai.
- 41 Sri T. S. Sankaran, Headmaster, Hindu High School, Ambur, N. Arcot District.
- 42 Miss Chinnappa, Headmistress, Girls' High School, Tanjore.
- 43 „ B. R. Kanta, Assistant Women's Welfare Officer, Tanjore.
- 44 Srimathi S. Janaki, President, Women's Welfare Association, Tanjore.

S. I. A. E. Delegates.

- 45 Sri G. Harisarvathama Rao, Hon. Organiser for Adult Education, Andhra Desa, Madras.
- 46 „ K. S. Ramaswami Sastriar, Hon. Organiser, Adult Education, Tamilnad, Madras 1.
- 47 Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food, General Secretary, S. I. A. E. Association, Madras.
- 48 Sri T. J. R. Gopal, Provincial Organising Secretary, S. I. A. E. Association, Madras.
- 49 „ V. Veeraraghavan, Member, S. I. A. E. A., Madras.
- 50 „ M. I. Jeganath, Member, S. I. A. E. A., Madras.
- 51 „ S. Airavatham, Member, S. I. A. E. A., Madras.
- 52 Miss P. K. Bhuvaneshwari, Member S. I. A. E. A., Madras.
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- 54-a Mr. J. P. Rodrigues, Member, S.I.A.E.A.

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- 56 „ A. G. Vilva Roy, Adult Education Officer, Madras 6.
- 57 „ T. V. Raghava Rao, Regional Firka Development Officer, North Madras.
- 58 „ S. L. Bharathi, Firka Development Officer, South Madras.

Travancore-Cochin Union Government Delegate

- 59 Prof. Joseph Mundassari, Member, Adult Education Board, St. Thomas College, Trichur.
- 59-a Sri N. V. K. Warriar, Kerala Varma College, Trichur.

Mysore State Adult Education Council.

- 60 Sri S. V. Srinivasa Rao, Acting Chief Executive Officer, Krishnamurtipuram, Mysore.
- 61 „ P. V. Sathianarayana, Divisional Inspector of Adult Schools, Mysore.

District Boards and Municipal Councils.

- 62 Sri J. A. Mathuram, District Board Education Officer, Tanjore.
- 63 „ H. Krishnamurti, Headmaster, Raja Free Mahratta School, District Board, Tanjore.
- 64 „ R. Lakshmi Narasimham, District Board Educational Officer, Madhurai.
- 65 „ M. Rajaram Pandian, Headmaster, Board High School, Periakulam, Madhurai District.
- 66 „ T. K. Rama, Chairman, Municipal Council, Madhurai.
- 67 „ P. S. Subramania Pillai, Chairman, Municipal Council, Palamcottah.
- 68 „ P. K. S. A. Arumugha Nadar, Chairman, Municipal Council, Sivakasi.
- 69 Sri C. S. Samuel, The Vice-Chairman, Municipal Council, Vellore.
- 70 Sri V. M. Ramanujam, Municipal Councillor, Vellore.
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- 91 Janab K. S. Abdul Razak, Municipal Councillor, Walajapet.
- 92 Sri W. V. Veeraraghava Mudaliar, Chairman, Municipal Council, Udumalaipet, Coimbatore District.
- 93 „ V. Nataraja Iyer, Municipal Council, Trichinopoly.
- 94 Mr. J. Israel, Supervisor of Schools, Municipal Council, Guntur.
- 95 Sri P. M. Ratnasabapathi Rao, Municipal Councillor, Guntur.
- 96 „ M. Naghiah, Municipal Councillor, Guntur.
- 97 Srimathi S. V. S. Seshamma Garu, Municipal Councillor, Nellore.
- 98 Sri R. Venkata Reddi, Supervisor of Schools, Municipal Council, Bhimapuram.
- 99 „ B. Baskara Rao, Municipal Councillor, Amalapuram.
- 100 Sri K. Venkataratnam, Municipal Councillor, Kozhikode.
- 101 „ P. Choyunni, Adult Education Teacher, Municipal Council, Madhurai.
- 102 „ K. S. Swaminathan, Headmaster, Union Christian High School, Madhurai.
- 103 „ M. Marimuthu, Member, Legislative Assembly, Pattukottai.
- 104 The Chairman, Municipal Council, Ellore.
- 105 Municipal Council, Dharmapuram.
- 106 Municipal Council, Tirunelveli.

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„ Baby Talkies, Nagapattinam.
„ Star Talkies,
„ Shenbagha Talkies, Mannarkudi.
„ Kalki Talkies,
„ Neela Talkies, Pattukottai.

a certificates and prizes distribution function and his wife Rani Laxmidevi distributed the prizes and certificates. These classes are a unique experiment in the field of social education being carried on under the Committee's supervision and guidance. Not only there are employer's classes run by the management of the Corn Products (India) Ltd., but they are classes conducted within the working hours of the factory, and hence the adults receive their full wages for the day even though they work for one hour less. The attendance at these classes was practically full as against less attendance in employer's classes conducted outside the working hours. Hence the experiment was quite successful and Shri Nimbalker advised the industrialists of Bombay to emulate the example of Corn Products (India) Ltd., and start social education classes within the mill hours, so as to give an incentive to the workers to attend daily. Three fresh classes were also started for Marathi, Gujarati and Konkani speaking adults. Mr. Philip H. Brown, the Managing Director, stated on the occasion that the management had a complete scheme of educating all the 250 workers of the factory at the company's expenses, which was also willing to sacrifice 50 production hours daily for two or three years to come till all the workers were educated.

The State Transport Service also started two classes of their own under the Com-

mittee's supervision—one for Hindi and the other for Marathi speaking adults. It is happy to note that big employers of labour are organising social education classes in their own premises.

Besides this, 27 cultural programmes were arranged. The Social Education Vans showed 34 cinema shows during the month. Early rains and the examination prevented us from using the vans oftener. The films shown were: 1. Marata 2. Dirty Habits, 3. Community Manners, 4. Planned Parenthood, 5. People's Talent, 6. Bali, 7. Wrestling Thrills.

A fully detailed syllabus for the classes arranged according to fortnights, was also now prepared in Hindi and distributed to the classes. Amongst other activities mention may be made of a Short Term Training course in Hindi and Marathi for a hundred teachers of Parel area. Two more booklets "Rukhini Badha" (Gujarati) and "Paissa Kasa Karch Karava" (Marathi) were also published. The first book gives an idea of the changed conditions in India after 1947, the second one deals with spending money economically. The Committee also arranged stalls at the Greater Bombay Exhibition showing social education posters, charts and activities.

B. M. KAPADIA,
Social Education Officer.

Government's Attitude Towards Adult Education.

Sri Pamarthy Venkataramana Rao, Secretary of the Tanuku Taluk Aided Teacher Managers Association and Manager, Vayojana Vidya Ramana Asram (Adult Education Centre) writes:

Nothing worth mentioning can be done in the field of Adult Education unless and until the India and the Madras State Governments come forward and render substantial help in keeping with their professed sympathy for the course. Shedding crocodile tears will not do. Adult Education is entitled to full State aid and encouragement as any other type of education.

The Madras Government gave recognition to some Adult Education Centres and Schools in 1949. Following the Adult

Education Week in February 1950, which gave a fillip to the movement, a number of Adult Education Centres were started, but these have not yet been recognised. 'To live or not to live' is the question before them. They cannot be expected to carry on for months together at their own expense. Their applications for recognition have been lodged in the Office of the Deputy Inspector of Schools. The District Educational Officers are turning deaf ears to representations.

The centres are being run for six months now by fully qualified trained teachers at their cost. They are entitled to expect, and it is but fair that they be given, grants from the Government with retrospective effect. The matter has been

neglected for too long a period, and great dissatisfaction prevails among the teachers. It is not desirable that the Government should allow such dissatisfaction to grow and spread. Some people do, and others are apt to, think that Adult Education Centres are mere election stunts. It is incumbent upon Government Officers to counter such a wrong notion. Let the centres be visited and examined and facts honestly faced and reckoned with.

Adult Education is a vast subject. It calls for comprehensive and systematic treatment. Every Taluk should have a non-official Board, with a predominant element of teachers of adults, to spread Adult Education. The Government should appoint Special Adult Educational Development Officers and a Special District Educational Officer for Adult Education, as they have done as regards

Basic Education. Propagandists should be appointed to spread the message and create the atmosphere necessary. Through legislation if necessary, all cinemas should be made to devote a half hour daily to films propagating the cause.

Taking part in and promoting Adult Education activity is patriotic service no less in quality than that rendered by patriots who are being rewarded with gifts of five acres of land. Teachers of adults deserve to be encouraged. Their children should be given free education. They should be enabled to study privately and appear for University Examinations.

Local Bodies can do a lot. They should give due representation to teachers of adults. They should start and run more and more Adult Education Centres and Reading Rooms and Libraries for the benefit of adults emerging from illiteracy and ignorance.

News & Notes

Professor Hsu-Hsi Ling to visit Madras

Professor Hsu-Hsi Ling of the Provincial College of Arts and Sciences, Canton, China, is visiting Madras City during the first week of September 1950. His tentative programme is a visit to the office of the Director of Public Instruction, Madras, between 11 a.m. and 1 p.m. on Sunday, 3rd September 1950, during which time there will be a discussion on the Social Education programme of the Madras Government. He will visit the same day at 4 p.m. the Asok Vihar of the Corporation of Madras.

The South Indian Adult Education Association will give at its premises, 99, Godown Street, George Town, at 5-30 p.m., a Reception to Professor Hsu-Hsi Ling. Sri K. S. Ramaswamy Sastriar, President, will preside. The Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary, will also be present.

* * *

The Asoka Society

The Asoka Society is an organisation of young men of all castes and creeds. Started in the year 1948, through the efforts of Sri T. Neelakantan, the founder Secretary, this Society has been doing good social service.

Adult Education is an activity in which the members of the Society are deeply interested. They are running an Adult Night School at the Corporation Boys' School, Salai Vinayagar Koil St., George Town, Madras. This Night School was declared open by Sri N. D. Sundaravadevelu, Educational Officer of the Corporation of Madras, on 6th August 1949 and it has been functioning well from that date.

As the Night School is located in an area the inhabitants of which are mostly labourers, attendance at the classes is fairly good. Apart from the three R's the pupils are being given general education. The Society hopes to be able to run some more Adult Night Schools in suitable localities."

Hospet Adult Education Committee

At a public meeting held on 15-7-1950 at Hospet Sri N. Bhagavandas, I. A. S., Sub-Collector, presiding, an Adult Education Committee was formed with a President, a Vice-President, a Secretary, a Treasurer and 32 members. A resolution was adopted affiliating the Committee to the South Indian Adult Education Association.

It was resolved that each member of the Committee shall be made responsible to make at least one adult to read and write a

letter within a period of one year, failing which he should pay a contribution of Rs. 5 a year to the Adult Education Fund.

By another resolution the Committee requested the Municipal Council to introduce compulsory Elementary Education within the Municipal limits at an early date.

South Canara District Adult Education Committee

The first meeting of the South Canara District Adult Education Committee was held in the Canara High School, Urva branch, on 8th July 1950. This Committee is, so to say, an elaboration of a Committee that had been functioning.

A Sub-Committee was constituted at the meeting and empowered to frame by-laws for meetings. The Secretary was authorised to do the needful to get local Adult Education Committees to affiliate themselves to the District Association. The District Educational Officer was requested to send all circulars issued by him in connection with Adult Education activity in the district, to the Secretary of the Association.

The Sub-Committee, to which Miss S. Britts, Headmistress Government High School for Girls, Sri H. Panduranga Rau, Sri Mukunda Rau and Janab U. Hassan Saheb were added as members, was authorised to co-opt members to the District Adult Education Committee to enrol members for the Association from urban and mufasil areas and explore and report to the Committee the possibilities of building up a Reference Library.

The Sub-Committee was also asked to report to the District Committee on the question of appointment of an Expert Committee to advise on the ways and means to developing Adult Education activity in the district, and on the ways to co-ordinate the work of the expert Committee with that of the District Committee.

The following persons were present and took part in the discussions at the meeting: Sri H. Rama Rao, Vice President, Sri U. Keshava Rau, Sri U. Srinivasa Keni, Sri M. Venkatesh Pai, Sri B. Manjaya Hegde, President, District Board, Miss S. Britts, Headmistress, Government High School for Girls, and Janab U. Hassan Saheb.

Adult Education Centre, Sengulam.

Mr. P. Joseph Louis, Secretary of the Adult Education Committee, Sengulam in Trichy District, reports that Adult Education activity in Sengulam has been gathering force since the beginning of December 1949. He addressed a series of meetings of adult scavengers and appealed to them to become literates.

On 14th December 1949, Sri Dr. P. A. S. Raghavan, Z. M. R. E. (Vienna), Secretary of the Trichinopoly District Red Cross Society, inaugurated the Adult Education Centre at Sengulam. Sri Subbiah Naidu, Scout Master, took part in the inaugural function Mr. P. J. Louis undertook the responsibility of teaching at the centre.

There are now 25 adult pupils on rolls. The average attendance is 21. Five of them have learnt enough to be able to read newspapers while the others are now able to go through small books.

A Committee was formed on 18th March 1950 comprising Sri Dr. R. Sambasiva Aiyar, M.B. B.S., President, Sri T.M., Gnanaprakasa Swamikal, Vice President, Mr. P. J. Louis, Secretary, Sri S. T. Acharya, Sri T. Venkatachallam, Sri S. M. Perumalswamy, Mr. Joseph Javaraj, Janab S. A. Wadulte Saheb and Janab T. A. Abdul Whab Saheb. On 11th April 1950, Sri S. T. Acharya presiding, the Senior Inspector of Schools, Sri N. Sadasivam, delivered an instructive address on "The work of the Adult Education Committee."

The work done at the centre was inspected and appreciated by Sri Venkoba Rao, Health Officer, Trichinopoly, when he visited the centre on 14th May 1950; Mr. Gabriel Thomas, teacher, St. Anthony School, on 27th May 1950; Sri U. S. Sivaprakasam, Member of Parliament, on 1st July 1950; Rev. Anthonyswamy on 1st March 1950; Sri G. Muthusamy Pillay, Additional Magistrate, Trichinopoly, on 2nd July 1950; Sri V. S. Sankaran, Deputy Collector, on 2nd July 1950; and members of the Committee on various occasions.

The centre played its part in the South Indian Adult Education Week in February 1950. It participated also in the Vanamahotsavam when Sri S. Sivaprakasam, M. P., planted a margosa tree.

The Tanjore District Adult Education Association.

Towards the close of the second day's session of the Seventh South Indian Adult Education Conference, on 30th July 1950, the Hon'ble Mr. J. L. P. Roche Victoria inaugurated the Tanjore District Adult Education Association. In doing so, he said that the Adult Education programme was so vast that it could no longer be worked out by a central organisation; the time had come when every district should rely on its own effort and carry on the work in accordance with local requirements and by means of local personnel; a district Association had thus become essential for organisational and supervisory work. It was only to be expected that Tanjore district would anticipate and provide for future requirements.

Sri O. A. Narayanaswami read out the constitution of the Association. The object of the Association is to foster and develop Adult Education by forming Taluk or Regional Associations, by co-ordinating the activities of various official and non-official agencies, by carrying on effective propaganda and by rendering all possible help for spreading the movement.

The office of the Association is to be at Tanjore.

The General Body of the Association shall consist of ex-officio members, institution members paying an annual subscription of Rs. 2 and individual members of three categories, Patrons paying Rs. 100, Life members paying Rs. 50 and ordinary members paying Rs. 5 per annum.

The Committee of Management shall consist of the District Collector as ex-officio President, three Vice-Presidents, two Joint Secretaries, one Treasurer, the M.L.As, M.L.Cs and M.Ps of the district, the President and Vice-President of the District Board, the Chairmen and Vice Chairmen of Municipal Councils, the Presidents and Vice-Presidents of the Central Co-operative Banks, two representatives of each Taluk, two representatives of the District Scout Association, the District Educational Officers at Tanjore and Negapattam, the Deputy Registrars of Co-operative Societies at Tanjore and Kumbakonam, and five individual members of whom one shall be a patron, one shall be a life member if any and one shall be the Organising Secretary of the South Indian Adult Education Association.

The Executive Committee shall consist of the President, the three Vice-Presidents, the two Joint Secretaries, the Treasurer, the two District Educational Officers, the Deputy Registrar of Co-operative Societies at Tanjore and four other members to be elected by the Committee of Management.

The members of the Committee of Management and the members of the Executive Committee shall hold office for a period of three years. The Association shall be affiliated to the South Indian Adult Education Association. The General Body shall meet at least once a year, the Committee of Management once in six months, and the Executive Committee once in two months.

The Executive Committee elected for the ensuing year consists of the District Collector as ex-officio President, Sri V. Nadimuthu Pillai, Member of Parliament and President, Tanjore District Board, Sri V. S. Thiagaraja Mudaliar, and Sri A. Y. Arulanandaswami Nadar, as Vice-Presidents, Sri S. V. Krishnaswami Bhagavathar as the Treasurer, Sri O. A. Narayanaswami and Sri V. Sarangapani Naidu as Joint Secretaries, and Sri A. M. Swaminathan Chettiar, Miss S. Chinnappa, Sri R. Subramaniam, Member of Parliament, the District Educational Officer, Tanjore, and the Deputy Registrar of Co-operative Societies.

University Students and Adult Education

On the suggestion of Sri M. Upendra Sarma, M.A., Head of the Department of Oriental Languages, Hindu College, Guntur, and Treasurer of the Students Union of the College, at its meeting held in the first week of August, the Students Union resolved to spend Rs. 100 on Adult Education propaganda in the villages.

On 15th August, 1950, the Indian Independence Day, a public meeting was held in the Vivekananda Library, Kovitepadu, Guntur District, Sri M. Upendra Sarma, M.A., presiding, to impress upon the villagers who had assembled in large numbers the importance and value of Adult Education and their responsibility as voters. Sri S. Lakshminarayana, B.A., B.L., Sri J. Parabrahmam and Sri Sitaramayya who addressed the gathering said that those who had helped establish an Adult Education Centre at Kovitepadu and were conducting it had done something creditable

and praiseworthy and that it was up to the adult illiterates of the place to take full advantage of the centre.

Under the auspices of the Andhra Sevamuti, Pedanindrakolam, West Godavari District, Adult Education Training Classes were inaugurated by Sri P. Ramaswamy, M.A., Principal, W. G. B. College, Bhimavaram. Dr. P. Satyanarayana opened the proceedings. The need for adults becoming literate and getting to understand what was going on in the world, so that they could exercise their franchise properly and in the best interests of the country, was emphasised by Sri V. Bhima Raju, Sri M. Upendra Sarma, Sri Suryanarayana Rao and others who spoke on the occasion.

* * *

Pollachi Taluk Adult Education Committee

Sri A. J. S. Mariadoss presiding, a meeting was held on 9-8-50 under the auspices of the Pollachi Taluk Adult Education Committee in the Pollachi Municipal Boys High School.

Addressing the meeting, Sri P. S. Subbia Mudaliar, Secretary of the Committee, gave a lucid account of the proceedings, and ex-

plained in detail the resolutions adopted by the Seventh South Indian Adult Education Conference held recently at Tanjore.

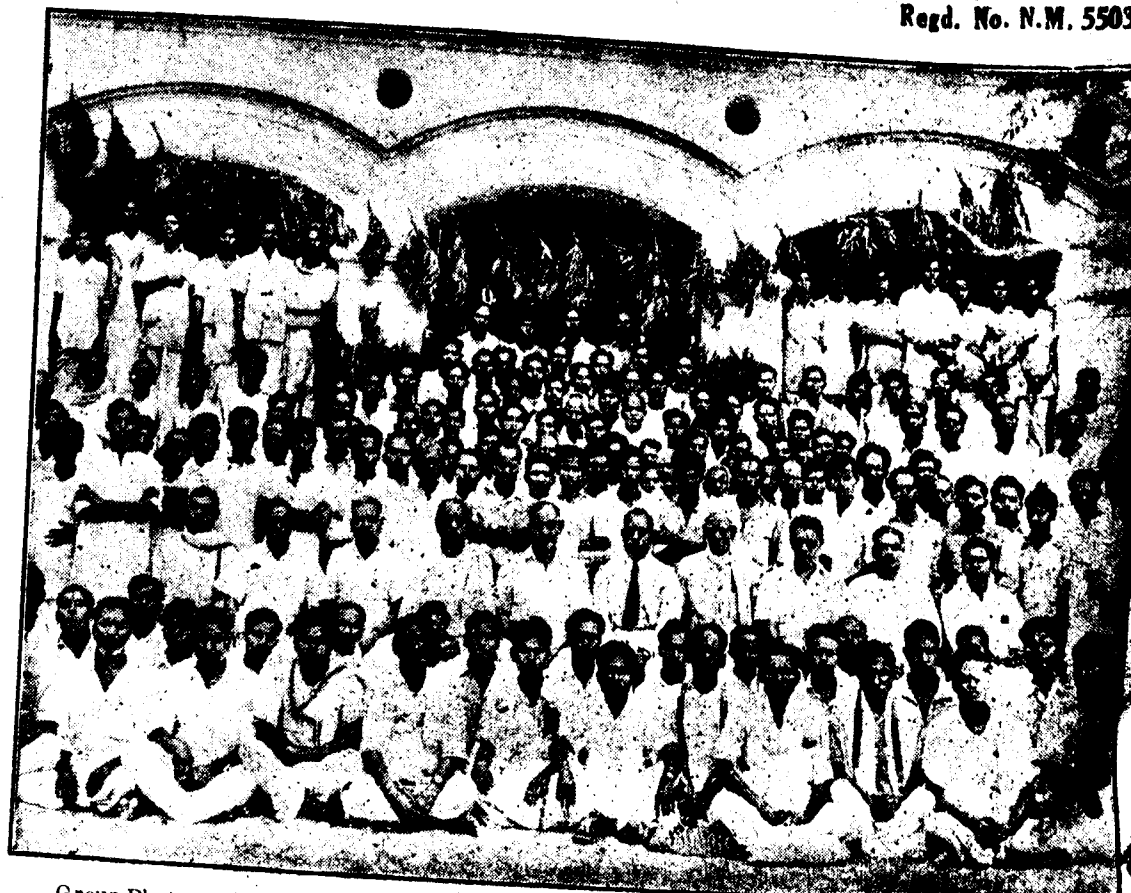
Teachers who spoke dwelt on the difficulties and hardships they were experiencing.

Sri V. T. Titus, M.A., M.LITT., B. T., District Educational Officer, Coimbatore and Nilgiris the main speaker, said that teachers were playing a great role and should not feel discouraged. He appealed to the educated youth to come forward in large numbers to join the Adult Education Training School and do their bit of service in uplifting the country.

Sri C. E. Rangavadivel, B.A., B.L., Municipal Commissioner, Pollachi, took an effective part in the informal discussion that took place.

The meeting adopted a resolution requesting the Government to open a new Adult Education Training School at Pollachi at an early date.

In his concluding remarks, Sri A. J. S. Mariadoss appealed to Local Bodies and the public to help the cause, and congratulated the Secretary of the Committee on the good work he was doing.



Group Photo taken of the Trainees, of the Short-term course, conducted under the joint auspices of the S.I.A.E. and the South Arcot District Adult Education Committee with the Hon'ble Sri K. Madhavan Menon, Minister for Education, and Mr. H. S. Paul, Collector South Arcot and others.



Group Photograph of Conference Officials.

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Adult Education alone can Insure Evolution of a Model Democracy

Democracy based on Adult Franchise would mean the triumph of Demogogy, if the Adult Voters have not acquired a fair measure of Functional Literacy which is essential for an adult to obtain direct knowledge of current events and the problems that affect him.

Inaugurating the Indian Constituent Assembly proceedings President Rajendra Prasad said that the aim of the Assembly was to frame a Model Constitution. No constitution would be worthy of the description, much less of a model, if it is not based on the will of the people.

Effective expression and exercise of the will of the people on crucial occasions, so essential for enduring peace and ordered progress and for steering clear of the Scylla of ravenous Capitalism and the Charybdis of reckless communism, is possible only if the people were functionally literate and sufficiently informed.

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Subscription for the Journal is Rs. Five (Rs. 5) Per annum including the Membership of the South Indian Adult Education Association, (Rs. 2.) All subscriptions is payable in advance.

To Contributors.

All friends interested in Adult Education of all types are requested to send short articles of interest. The articles should be typed or written legibly on one side of the paper only. Institutions and Adult Education Associations are particularly requested to send news of their activities from time to time for publication.

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G. T. MADRAS-1.

ADULT EDUCATION REVIEW

MONTHLY ORGAN OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary)

Vol. I

SEPTEMBER, 1950.

No. II

Editorial.

Perversity of 'The Mail'

It is a great pity that *The Mail* which has for years supported the cause of Adult Education in the Madras State should have turned round and flung brickbats at it in its editorial columns. Under an apparently harmless caption "An Educational Priority" published on the 28th of August 1950. *The Mail* assumes a hostile attitude towards Adult Education as a whole in India. It naively tries to make it appear that its remarks are addressed only against the Madras scheme and raises a big cloud against the scheme by talking of its being worked with sweated labour and things of that type. It presumes to tell the Central Government that they are unaware of the essential needs of this Province and so their generosity was misplaced. Why *The Mail* should have made reference to the essential needs of this Province we cannot understand, for it concludes that at present the provision of educational facilities in India falls short of the pace at which the population is growing and it is necessary that all the funds available

should only be applied to Elementary Education. *The Mail* further avers that to try to educate adults, while allowing children to grow up illiterate is a perverse way of dealing with the problem of an uneducated populace. All this proves that *The Mail* has assumed a perverse attitude towards Adult Education in this country as a whole. The rock-bottom conception on which this perversity is based is revealed in one sentence. We are told that if all children receive instruction within a generation all will be literate. This is an old shibboleth trotted out for a thousandth time and its death-knell has long been rung. The so-called education of the child undertaken by the British Government while it existed and continued under the present Independent regime has had very definite limitations, and if it has not actually failed it has proved very difficult of attainment in the face of the ignorance of the mass of the parents and of the inadequacy of the resources of the State. If 32 lakhs out of 72 lakhs of children remain uneducated today, it is not because priority was not given to children's

education. It is the other way about. It is because all the funds available were entirely spent over children's education without giving thought to the education of the parent; it is because the State has found itself too poor to maintain even the midday meal which was at one time given to the school-going children; it is because the glorious Governments which *The Mail* had always upheld had allowed economic conditions under which the Indian child had to sweat to earn its food and the Elementary School teacher had to sweat as much in the field of Elementary Education as in the field of Adult Education. Adult Education which has just been accepted by the State as essential to the development of the educational sense in the parent and as conducive to the social, cultural and economic betterment of the individual concerned has come none too soon to bring all children to school, a consumation which will remain far far away without the adult being educated. *The Mail* is wrong in presuming that priority is not given to the education of children, if it is *priority* that it is sincerely thinking of. The children of school-going age (which is 6-12) are only about 15 per cent of the population. The adults coming under the Adult Education scheme form about 40 per cent of the population. Some crores are budgetted for under Elementary Education for children. A paltry sum of Rs. 1,92,600 is all that the Madras Government has set apart for Adult Education including the education of boys and girls between 13 and 18. The Government of India having come in with its grant, if the Government of Madras make up their minds to sanction an equal amount as their contribution, the whole amount will be Rs. 14 lakhs spread over

three years. If *The Mail* should consider *this* "priority" over Elementary Education and make a counter-claim we have no words to describe the perversity of the argument.

The Mail has directed certain criticism against the working of the Adult Education Scheme of the Madras Government now in operation. It says, "We are not told anything about the success of these schools (meaning evidently Literacy Schools), how many illiterates are made literate and whether they acquire permanent literacy. It gives the approximate figure of these schools at 900. We are not in a position to answer the points raised without minute enquiry through the department concerned, but we should be failing in our duty if we do not point out broadly that all these points can only be satisfactorily answered after you allow some breathing time for the experiment to develop especially under the present overburdened and defective administrative system. Most of the 900 Literacy Schools have come into existence probably only in 1950 or about the end of 1949 and all of them are not under trained teachers. They are all at several stages of grant-in aid (1) permission (2) recognition and (3) aid. Where recognition has been given it is temporary, and grants have not reached teachers without break. Moreover, conditions of attendance at Adult Literacy classes require special and careful handling. Adherence to Elementary School precedents, which was inevitable at the start, has resulted in certain difficulties which must be corrected. *The Mail* may very well study the scheme and make helpful suggestions for its improvement. In the absence of a helpful attitude, it is probably not easy to bring conviction home. We desire also to deal with a statement made by *The Mail* about

Rural Colleges. It says that the Rural Colleges are under Higher Elementary grade teachers paid at the rate of Rs. 30-50 a month. This is an attempt to discredit the whole of the Rural College movement. Taking a minor point in the scheme, attaching to it an importance that it really has not, and educating the scheme to an absurdity is the trick that is here employed. The Higher Elementary School teacher does not undertake any of the teaching work at the institution nor does he appoint the teachers. Teachers attached to High Schools or Professors in Colleges or men of equal attainments are chosen by the managements and they do the teaching work. The Higher Elementary School Master (that is the minimum attainment required—not the maximum) is the clerk or Manager, if you so choose, who consults the convenience of the teachers, arranges the time-table for probably one week in advance, keeps the registers required and is responsible to the management for small administrative details. We need not say that to exaggerate the position of this office-bearer and indirectly poo-poo the scheme is not a

dignified way of dealing with the question much less fair-minded journalism.

We are afraid that *The Mail* has discovered too late in the day that consistently with its policy of supporting a full-fledged capitalist world it cannot advocate widespread education amongst the masses who have today become the political masters in the land and who may, if properly educated, dictate tomorrow economic policies not palatable to its supporters and has taken up the new and perverse attitude towards Adult Education. We are sure that the Madras Government and the Madras public will not be misled by it. We earnestly beseech *The Mail* not to mislead itself and play a role which it did not play heretofore. We have always held *The Mail* in high esteem as a supporter of Adult Education, though, at times we have felt that its advocacy of the Roman Script for all Indian languages as unsuited under the present conditions in our country. It is for that reason that we make this special appeal to *The Mail* to desist from doing harm to a cause which it has so far supported.

Misconceptions About Adult Education

(DEWAN BAHADUR K. S. RAMASWAMI SASTRI,
President, South Indian Adult Education Association)

Even at this time of the day, and in Free India, we have among us a few persons who disbelieve and decry the need for Adult Education. Quite recently, a daily newspaper in Madras took such an attitude in its leaderettes and showed a lamentable lack of grasp of the vital issues involved in the matter. It was only in 1948 that the Madras Government began to move in the matter, especially after the coming of a directive from the Central Cabinet, followed by a financial budgetary provision for the purpose. The Madras Government had to give, and gave, an equal amount as a grant. In 1949-50 the Government grant was Rs. 1,92,600 both from the Central Government and the State Government. In 1950-51 the grant is Rs. 6,86,000 both from the Central Government and the State Government.

It is easy to see why the Government is so alive to the imperative-ness of Adult Education. Even in the pre-Independence days the importance of the expansion of Adult Education, side by side with the expansion of Elementary Education, was recognised. But, the proposed pace of the total liquidation of illiteracy was very slow, and even Gokhale's efforts for universal free compulsory Elementary Education were defeated. Under the Sargent scheme a period of 45 years was visualised for the liquidation of illiteracy. Government funds were forthcoming in a niggardly manner for the expansion of Elementary Education while Adult Education was left in the hands of sporadic non-official Social Service agencies. But with the advent of

Independence, the outlook and the pace and the financial provision have naturally and necessarily undergone a revolutionary change. We have to organise a real Welfare State in India which is now a Sovereign Democratic Republic bent on securing to all its citizens justice, liberty, equality and fraternity. Under Section 45 of the Constitution of India the State should provide in ten years for free and compulsory education for all children until they complete the age of fourteen years. Under Section 126 of the Constitution the elections have to be held on the basis of adult suffrage, i.e. every person who is a citizen of India and is not less than 21 years of age is entitled to vote. India's political destiny as well as India's prestige in the eyes of her compeers thus depend on the quick expansion of literacy (juvenile as well as adult) till we reach the target of the total liquidation of illiteracy. We must therefore attack Indian illiteracy quickly and effectively on the adult front, as well as on the juvenile front, especially as India has become a Sovereign Democratic Republic and as we must establish on a secure basis a Welfare State and not a mere Police State.

As stated above, formerly the pace of Elementary Education was slow and Adult Education was hardly in being. Even among the boys and girls made literate, a large number lapsed into illiteracy, especially because the adults at home were illiterate, and thus they swelled the ranks of the illiterates. Even among the children, nearly 40 per cent of them are outside the schools, and in course of time they

will swell the ranks of the illiterates. At present there are not school-buildings enough for housing them, and hence compulsion cannot be resorted to, to make them go to school. Further, if compulsion is to be resorted to, is the Government going to send to gaol or fine the parents who are unwilling to send their children to school? Has the Government gaols enough for that purpose? Is it not the wiser course to make the parents literate so that they might be easily persuaded to send their children to school? Further in the case of very poor classes who need the aid of the children as earning members at a time when the Government desires to compel them to be in school, should not the Government devise a schooling programme which would not hinder their helping their parents in some earning capacity or other? Mr. C. Rajagopalachariar, one of the greatest and wisest of our statesmen, on 8th August 1949, as the Governor-General of India, at Bombay, asked "the Crusaders of compulsory primary education" not to force all children away from family apprenticeship in trades of their parents and compel them to spend all their time in schools. He suggested a three-day school and a four-day apprenticeship in a week. Others suggested morning apprenticeship and evening schooling or *vice versa*. Further, the ordinary Elementary Schools are also being converted into Basic Education Elementary Schools. Thus we have to push Elementary Education and Adult Education quickly and wisely and well so as to ensure cent per cent literacy and prosperity-creating education in the shortest possible time.

It is hence quite wrong, suicidal, to condemn the Adult Education

expansion efforts of the Government as ill-advised, misplaced and perverse. The Government is not pursuing its scheme of Adult Education while starving or bye-passing its scheme of Elementary Education. It is wrong to say that the Government is trying to educate adults while allowing children to grow up illiterate. I have shown how, as matters stand now, many children made literate are lapsing into illiteracy and children who are standing out of the schools now will soon become illiterate adults. In the Adult Education scheme only persons between 14 and 40 years of age are taken for teaching. Even there I find from my experience that a large percentage of them is between 14 and 20 years of age. It is wrong to say that the Municipalities are im providently spending on Adult Education out of the Elementary Education fund. They are spending only small sums which could be legitimately spared after expenditure on Elementary Education. The Adult Literacy Centres are in the process of developing into Social Education Centres and Community Centres and Adult Clubs. In the civilised West such activities receive the patronage of Governments and Local Bodies but 'The Mail' (of Madras) seems to be bent on condemning such activities in India. It is equally wrong to say that the scheme is worked with sweated labour. The Adult Education teacher is given Rs. 8 plus Rs. 4 per month for work for an hour and a half between 7-30 and 9 p.m. which he does in a spirit of *tyaga* as a patriotic soldier in the National Campaign against illiteracy.

'The Mail's' affirmation that the Roman Script should be used betrays a lack of realism. The Roman Script

Even at this time of the day, and in Free India, we have among us a few persons who disbelieve and decry the need for Adult Education. Quite recently, a daily newspaper in Madras took such an attitude in its leaderettes and showed a lamentable lack of grasp of the vital issues involved in the matter. It was only in 1948 that the Madras Government began to move in the matter, especially after the coming of a directive from the Central Cabinet, followed by a financial budgetary provision for the purpose. The Madras Government had to give, and gave, an equal amount as a grant. In 1949-50 the Government grant was Rs. 1,92,600 both from the Central Government and the State Government. In 1950-51 the grant is Rs. 6,86,000 both from the Central Government and the State Government.

It is easy to see why the Government is so alive to the imperative-ness of Adult Education. Even in the pre-Independence days the importance of the expansion of Adult Education, side by side with the expansion of Elementary Education, was recognised. But, the proposed pace of the total liquidation of illiteracy was very slow, and even Gokhale's efforts for universal free compulsory Elementary Education were defeated. Under the Sargent scheme a period of 45 years was visualised for the liquidation of illiteracy. Government funds were forthcoming in a niggardly manner for the expansion of Elementary Education while Adult Education was left in the hands of sporadic non-official Social Service agencies. But with the advent of

Independence, the outlook and the pace and the financial provision have naturally and necessarily undergone a revolutionary change. We have to organise a real Welfare State in India which is now a Sovereign Democratic Republic bent on securing to all its citizens justice, liberty, equality and fraternity. Under Section 45 of the Constitution of India the State should provide in ten years for free and compulsory education for all children until they complete the age of fourteen years. Under Section 126 of the Constitution the elections have to be held on the basis of adult suffrage, i.e. every person who is a citizen of India and is not less than 21 years of age is entitled to vote. India's political destiny as well as India's prestige in the eyes of her compeers thus depend on the quick expansion of literacy (juvenile as well as adult) till we reach the target of the total liquidation of illiteracy. We must therefore attack Indian illiteracy quickly and effectively on the adult front, as well as on the juvenile front, especially as India has become a Sovereign Democratic Republic and as we must establish on a secure basis a Welfare State and not a mere Police State.

can never displace the regional script, whatever its advantages may be. It has many defects of its own. It is strange to hear 'The Mail' say that "Roman Tamil is pure Tamil." The Tamilians cannot and will not accept this affirmation. The proper scripts is at least as much a matter of sentiment and emotion as it is a matter of logic and reason. We are also suffering as much to-day from mutually disagreeing enthusiasts for Tamil script reform as from the Roman script enthusiasts.

It is refreshing to turn from all these bandying of words to what His Excellency the Governor of Madras stated at Anantapur on 23rd July 1950. He said:

"Our Government, as you know, inaugurated early this year an Adult Education Week and this has been followed by a drive for Adult Literacy throughout the State. Many devoted helpers have taken part in this drive and it has already made great progress. Local Bodies like yours, as well as the literate public, have a great responsibility in this regard.

Our Constitution is based on adult suffrage and in this State alone the number of voters is over 26 millions. As a contrast to this

figure, the literacy percentage for this State is only 8.1 per cent, that is to say, a great mass of our voters do not even know how to read and write. Our democracy, our Constitution, can achieve but little unless these voters are taught to exercise their rights with due discrimination and understanding. Education is the key to such understanding. Education starts of course from the Primary School stage, but there are vast numbers in this country who have long past the school-going age and who have to rely not merely on Government but on various other organisations and other fellow-citizens to bring to them the simplest fruits of literacy ————

Municipalities, District Boards and such Local Bodies can do a great deal not only in their schools but also through the influence of their Councillors in their various wards and other constituencies ———— Your reward will not only be the foundation of our Democratic Republic on firm and lasting ground, your reward will also be the gratitude of thousands of your fellow-citizens to whom you would have afforded new opportunities of economic and social improvement and within whose reach you will be bringing all the rich treasures of our literature and of the world's knowledge."

How to Improve Attendance in Adult Literacy Schools.

(BY SRI A. G. VILVA ROY, *Adult Education Officer.*)

Attendance in Adult Literacy Schools had for long been an unsolved problem. It is now being solved successfully by tackling the reasons why adults refrain from attending.

First of all the adults need correct information about the new effort in the line. Most of them do not know that the new literacy effort is (1) easy, (2) short, (3) quick, (4) non-embarrassing, and (5) suited to the adults' leisure.

*Substance of a speech made before the Seventh South Indian Adult Education Conference at Tanjore on 30th July 1950.

They do not know that in the Adult Literacy School today regularity and punctuality are not required; that the reading material used would be of high appeal to them; that they would be treated as adults and not as children; and that the Adult Literacy School is in fact not a school, but an Adults Club.

The activities of the Adult Literacy Schools run as Adults Clubs should be recreational, informational and instructional. As for recreational activity begatella boards and metallic puzzles may easily be provided for. Chorus singing and common village games are other easy recreational adjuncts.

Wallnewspapers, Dailies, Weeklies, illustrated magazines, pictures, diagrams, and statistical illustrations and the like would be valuable informational equipment.

Instruction could be imparted through talks, discourses, lantern lectures, film strip projectors, film shows, dramas, discussion groups, common community projects, and demonstrations by advanced artisans, physical educationists, body builders and agricultural demonstrators. A bright light, either paraffin or electric, would be conducive to good attendance. Attendance in Adult Literacy Schools is also governed by a major factor, namely, public opinion. An atmosphere favourable to the learning of the alphabet by the grownups has got to be worked up vigorously in all nooks and corners of the State.

Public opinion should rapidly shape itself in such a way that both the literates and the illiterates would be compelled to join the drive, the former to teach and the latter to learn. The literate should feel it anti-social to keep his literacy to himself and the illiterate that it is anti-national to continue to be illiterate.

To work up society to such a pitch popular organisations should spring up in every village, firka, taluk and district.

Village Adult Education Association.

Adult Education Associations must be formed in villages and towns and run on efficient lines. There should be a Village Adult Education Association for every centre to supervise its activity. All local literates should be mobilised into the Village Adult Education Association. The executive of the Association will be the Village Adult Education Council of eleven members, the President of the Village Panchayat, the President or the Secretary of the local Co-operative Society, the President or the Secretary of the local Library Committee, the Village Munsiff, the Headmaster of the local Elementary School, a learned man of the village, two

members of the women's branch of the Association, the chief man of the Harijans in the locality, a member of the youths' branch of the Association and the Adult Education Trained Worker.

The Council shall have power to co-opt one or two members for special reasons. The Chairman shall be elected by the members of the Council. The Village Munsiff will ordinarily be the Treasurer and the Trained Adult Education Worker, the Secretary.

If for any reasons it is not possible to form a Council on the above lines it may be formed in any other better way, consisting of the most influential men of the village.

The duties of the Adult Education Council will be ordinarily to maintain a correct census register of adults up-to-date; successfully organise the spread of Adult Literacy in co-operation with the Trained Adult Education Worker; make the members take a pledge that they would each make at least one literate every year; assist the Trained Adult Education Worker to run the local Adults Club efficiently; and promote the formation and growth of a Youths' Branch of the Association for all literate youths in the age range 18 to 25, a Young Friends' branch made up of school boys and school girls aged 8 and above, and a Women's Branch of the Association made up of women enthusiasts of the village.

The members of the three branches should do their best individually and collectively to render the Make Your Home Literate drive successful, actively co-operating with the Trained Adult Education Worker in all his efforts to spread literacy such as registering illiterates, teaching illiterates and semi-illiterates in their houses and elsewhere; in the working of the stationary and travelling libraries; in doing local propaganda through processions, bajanais, posters, wall newspapers, name boards, meetings etc; in administering the library, framing the necessary rules and regulations therefor where there is not already a Library Committee or a Library Authority; in administering the funds of the Association in the best interest of Adult Education work and Adult Literacy work.

The Council will present new literates to the Deputy Inspector of Schools (men and women) when the officer visits the

village. The Officer will pass the new literates and make an appropriate entry in the census register maintained by the Council. A common platform for post-war reconstruction will be provided by the Council. The Council will organise Adult Literacy propaganda during fairs and festivals.

The Council will maintain a register of outsiders that go and work under its auspices. The Secretary will maintain minutes of all meetings of the Council and also summaries of speeches delivered by the outsiders under the auspices of the Council. The Council will make suggestions regarding the ways in which the Adult Literacy plan could be rendered more effective.

The Council shall raise and administer the Village Adult Education Fund. The Fund shall be spent on the following items.

- (1) Subscriptions to newspapers and periodicals in the local language;
- (2) Supply, on loan, of quick literacy charts, Readers and other educational appliances to individual houses in the village;
- (3) Purchase of approved books in the local language for the Village Adult Education Library;
- (4) Provision for extra lights in the local Adults Clubs;
- (5) Purchase of articles of stationery for use by the Council or Club;
- (6) Celebration of Literacy days in the village;
- (7) Provision and up-keep of a travelling library go-cart;
- (8) Provision for glass almirah for the library;
- (9) Book prizes to the head of a house made wholly literate;
- (10) Book prizes to local workers for meritorious Adult literacy service rendered;
- (11) Incidental expenditure in receiving and forwarding exhibition plants;
- (12) Expenditure on the reception and payment of honoraria to non-official lecturers invited by the Council;
- (13) Donations to approved non-official organisations for satisfactory work done in effectively spreading literacy;

- (14) Any other item connected with the promotion of Adult Literacy with special sanction.

This Council will maintain a Post Office Savings Bank account in the name of the Treasurer who may keep a permanent advance of Rs. 5 only on hand. Any sum exceeding this amount should forthwith be remitted into the Post-Office without delay.

The Treasurer will maintain a Cash Book.

This constitution may be introduced by easy steps in villages to suit local conditions.

A Taluk Literacy Council with about 12 most active members of the Village Adult Education Councils may be formed to co-ordinate the work of the Village Adult Education Councils and to inspire them with a growing zeal to see their village made completely literate.

Town Social Adult Education Council

An influential Town Social Adult Education Council may be formed in Towns and Cities with the following members:—

1. The Chairman of the Municipal Council, ex-officio President
2. All members of the Adult Education Standing Committee (to be created if not existing) ex-officio.
3. The Department Supervising authority (Usually the local Deputy Inspector of Schools) ex-officio.
4. The Executive Officer of the Municipality, Ex-officio Secretary & Treasurer
5. Heads of Colleges and High Schools in the Municipality, ex-officio.
6. One representative of the Merchants' Association if any, nominated
7. One representative from each of the Industrial Workers' Organisations if any, nominated
8. One representative of the Factory Owners, nominated
9. One representative of the Child Welfare Organisation if any, nominated
10. Two representatives of the Women's Organisations if any, nominated
11. One representative of the Aided Elementary School Managers' Association, nominated

12. Three other non-officials of influence nominated

13. One representative for each of the non-official agencies working in the field in the area, if any, nominated

14. One representative of the Rate-payers Association if any, nominated

A Vice-President may be elected by the Council from among the non-official members.

The office-bearers will form the Executive Committee along with three non-official members elected by the Council and an Officer of the Education Department.

Down with Illiteracy Society.

A Down with Illiteracy Society consisting of the following members may be formed for every ward of the Municipality:—

1. The Municipal Councillor of the ward, ex-officio
2. The heads of all recognised educational institutions in the ward (one to be Treasurer), ex-officio.
3. An Officer of the Education Department, ex-officio
4. A representative of the Men Students' Organisation if any, nominated
5. A representative of the Women Students' Organisation if any, nominated.
6. Three non-official men of influence in the ward, nominated
7. Three non-official women of influence in the ward, nominated
8. One representative for each of the non-official Adult Education Associations in the town if any, nominated.

Note:—A Leader and a Deputy Leader as also an active non-official member as Secretary may be elected by the D. W. I. Society.

The Town Adult Education Council will administer a Town Adult Education Fund in the same way as the Village Adult Education Fund.

The duties of the Town Adult Education Council will be first to help the D. W. I. Societies succeed in stamping out illiteracy in their wards in all possible ways. It will raise funds for the entire drive and spend the money in the best interests of the drive in the wards, promoting a spirit of healthy rivalry in producing results in the wards.

Members of the Town Adult Education Council will actively assist in meeting literates in their homes and enlisting their sympathy and active co-operation either to teach in their homes, teach in the local Adults Club or other Adult Literacy Centres or pay a Mother India Homage of any sum not less than rupee one per year. Thus every literate, whatever his or her calling or status, will either teach or pay by persuasion. Such of the literates as are willing to teach may learn the job by observing the Trained Adult Education Worker do the teaching in the Adults' Club and then begin their teaching service under the guidance of the person in charge of the Club.

The D. W. I. Societies will first take a correct census of the adults in the ward with the help of the local revenue authorities and launch upon an all-out drive against illiteracy.

To begin with, school buildings may be used for the activities of the Town Adults Clubs from, say 6 p.m. to 8 p.m.; but a separate accommodation in an atmosphere of its own is desirable. Child Welfare Homes and Ladies Clubs may be chosen for women's centres working from 3 to 5 p.m. or later. Girls School buildings may be fixed up for women's centres from, say 4 to 5-30 p.m.

An Epidioscope may be supplied or arranged to be lent to town centres. This item will be in addition to the equipment for the Village Adults Club.

Men and women who volunteer will, after selection and training, be placed in charge of a centre on an aided basis.

A Volunteers Workers' Register may be maintained at every Adult Education Centre showing date, serial number, name, age, calling, address, time spent in teaching, signature of the worker and remarks.

The ward that makes the highest number of literates in a year will be awarded a rolling Flag of Honour; and the individual Champion workers in a year awarded Distinguished Service Certificates at a special meeting of the Municipality.

Factories and Industrial Workers' Associations may be encouraged by the Council to run their own Adult Education classes specially to fit workers better for jobs of their own. These classes will first remove illiteracy on approved lines and would merit grant-in-aid. Factories may be

persuaded by the Council to provide for a literacy corner in their premises and also a literacy hour during the day, the entire cost of the necessary staff and equipment being borne by the factory owners.

A list of voluntary lecturers on topics approved by the Town Adult Education Council may be drawn up with a time schedule: and these lectures with or without demonstrations may be delivered on holidays and Sundays at 5 p.m. in the Club premises for an hour followed by a discussion for 15 minutes.

Where there is a specific demand instructional classes may be arranged for in the forenoons on Sundays on one or more subjects demanded.

Members of the College and High School Social Service Leagues will be exhorted to visit the Town Adults Clubs during their leisure and help in teaching adults there. The members will keep records of such visits of theirs and submit them to the heads of their institutions who will have them verified from the D. W. I. Leader concerned and use it for the necessary Red Entry of Social Service in their Conduct Certificates.

Literacy Tests.

By MR. L. C. RICHARD, *Municipal Commissioner, Cuddalore.*

In South Arcot District there has been phenomenal response to the clarion call for a literacy drive among the adult population. Ever since the celebration of the Adult Education Week in February last, Adult Literacy Schools have been continuously opened and a great majority of them are functioning satisfactorily. The average attendance is 10, and commendable progress has been made in the matter of learning the alphabets with the help of Primers prepared by Sri T. J. R. Gopal or Mr. Daniel. Dr. Laubach's charts in Tamil have been distributed to these centres and Home Charts have been supplied to every one of the pupils. During the past six months 5000 adults have been taught to read and write.

It is a matter for consideration now how far these adults have progressed on their journey towards complete literacy. The need for a test of the progress made would

Other Agencies

Rovers, men and women students of Training Colleges and Schools, members of the Widows Homes and Widows Associations, Ladies Club, Men of the India Army and others—officials and non-officials—will be exhorted by the Council to do their bit of service under this national scheme for the illiterate men and women in towns.

The expenditure on equipment will ordinarily be met in its entirety from the Town Adult Education Fund.

In the City of Madras the Town Social Adult Education Council will discharge the functions of the District Social Adult Education Council also to the extent applicable to the City. There will be no separate District Social Adult Educational Council for the City of Madras.

It may be in point here to mention that attendance in Adult Literacy Schools is good and sustained when it is sponsored by local people. With the Adult Education workers trained by the department and backed by popular Adult Education Societies functioning on the lines set forth above, attendance in Adult Literacy Schools would be definitely better.

appear to be immediate. The teachers in charge of such schools have been reporting in their monthly reports to the District Adult Education Association—rather over enthusiastically—that they have converted many illiterates into literates in a few months. One wonders whether these literates are good in parts, like the Curate's egg. What does complete literacy mean? According to the instructions issued for the Census Operations that have been commenced, the ability to read a written Post Card would suffice to call an adult literate. The Director of Public Instruction, Madras, in his Proceedings No. 174-2E 50, dated 11-5-'50, has issued the draft of the standard of literacy test that may be prescribed for adults in the new Literacy Schools. It is, of course, cautioned therein that these tests would not be rigorous and that the Deputy Inspector of Schools is expected to conduct the tests according to the conditions

prevailing in the various localities. Within limits, it therefore appears possible to prescribe the standard of literacy test to be conducted. The teachers in charge of Adult Literacy Schools may be supplied with these standards to enable them to make a correct and reliable report of the literates made by them in their various schools.

From another aspect, the need for fixing of the standards would appear to be very urgent. Very recently, I had an opportunity of hearing a discussion between an Educational Authority and a teacher in charge of an Adult Literacy School. While the teacher claimed that she had made 5 out of the 16 pupils she had in her school completely literate, during the short period of six months, the Educational Authority found himself unable to believe his own ears and eyes and stoutly maintained that these 5 adults must have been to school earlier in their lives. Such scepticism throws cold water on the enthusiasm of teachers who are inspired with the noble spirit of service for its own sake. The literacy tests prescribed should be conducted in Adult Literacy Schools, as far as it is practicable, soon after the adults join the institution to avoid this de-valuation of progress. And most important of all, the subsidy of annas eight or probably rupee one which, the State Government has assured, will be distributed to the teachers per capita of adult literate produced by them, will be

considerably reduced if these tests of literacy are delayed unconscionably.

While on the subject of fixing the standard of literacy tests in the new Adult Literacy Schools of our State I should like to draw attention to the progress made in the Mysore State. There, before declaring an adult as completely literate, marks are awarded in the following manner:—

20 marks are awarded for ability to read a lesson from the prescribed text book, and 10 marks for grasp of the matter thus read. Then 20 marks are awarded for ability to read a local vernacular daily, and another 10 marks for grasp of the matter printed in such dailies. 15 marks are awarded for simple arithmetic and another 15 marks for dictation, and 10 marks are awarded for regular attendance. All told it comes to 100. 40 per cent is considered sufficient for a pass and to certify that the adult is a complete literate. The test of literacy is conducted after five months and I consider this arrangement in Mysore State well suited for practical work. It will be seen that it is really a test of sound literacy rather than of the cursory ability to read a manuscript Post Card. It is to be hoped that before the Director of Public Instruction, Madras, finalises the standards of literacy for the new Adult Literacy Schools in the Madras State, he will consider the practice in vogue in the Mysore State on the lines indicated above.

The Adult Education Campaign in Brazil

BY M. B. LOURENCO FILHO

Since 1947 Brazil has been carrying out a large-scale campaign for Adult Education. What brought this movement to birth was primarily the high illiteracy rate revealed by the 1940 National Census, when it became apparent that, despite optimistic estimates, the proportion of the Brazilian population fifteen years of age or over and still unable to read or write was over 55 per cent.

In fact, however, the Campaign in its present form is less concerned with this aspect than with the state of Fundamental Education as a whole in Brazil, where the position is somewhat similar to that in many other countries on the American continent: slow development

of the Elementary School system; irregular school attendance; and an insufficient total schooling of children, the average duration being no more than eighteen months.

The shortcomings of the present Elementary School system may be set

down, in great part, to the country's traditional administrative policies. Under the Empire the administration of Elementary Education in Brazil was entrusted to the Provinces, while under the Republic it has been in the hands of the States, and the latter's inadequate share of the national revenue has prevented the needed improvement of educational system. However, such symptoms as irregular school attendance and abbreviated schooling reveal more serious social evils, amounting to what might be called atrophied cultural aspirations in large sections of the population. Such problems were bound to become urgent following the introduction, during the last fifteen years, of advanced 'Labour' policy, when a major discrepancy became apparent between the ideals aimed at by the law and the cultural and social—including consuming—capacity of a high percentage of the workers.

To deal with both aspects of this serious problem, Brazil established in 1942 the National Fund for Elementary Education, with a view not only to improving regional systems of Elementary Education for children, but also—as to 25 per cent of the Fund's income—to start educating the great masses of adolescent and adult illiterates. As far as children's education is concerned, Federal funds have been used since 1946 for building schools throughout the country; up to the end of last year 4,000 small rural schools had been constructed, and for this year over 2,000 are planned. The inclusion of Elementary Education for adolescent and adult illiterates within the scope of the Fund made possible the campaign for Adult Education which has been under way since 1947, and which should accordingly be included in the total of the work financed by the Fund.

General Scheme of the Campaign

As the author of the present article had co-operated in the investigations which led to the formation of the National Fund for Elementary Education and defined its terms of reference, the Minister of Education, Dr. Clemente Mariani, decided to invite him to plan and execute the Campaign. Its basic principles are very simple and the whole emphasis is on realism.

It consists essentially in a system of administrative co-operation between the Federal Government on the one hand and

the State, Territorial and Federal District administrations on the other. The central Government supplies the money from the Fund and undertakes the general technical direction and the general supervision of the work; it plans, publishes and distributes teaching materials and prescribes terms of engagement and regulations for the teaching staff. The regional authorities, for their part, contribute to the Campaign by permitting the use of school premises in their respective jurisdictions, by immediate supervision through their school inspectors; and by participation as agreed in the remainder of the work, for which purpose bilateral agreements are negotiated yearly as required under the general programme adopted.

In its general lines, the plan provides for two procedures:—firstly direct action by the authorities, and secondly work in co-operation with private bodies and individuals. The work is planned in two phases; first action on the widest scale necessarily confined to the surface; and a second phase of greater intensity, though confined on occasion to those localities or regions where lines of least resistance can be exploited.

The plan (duly executed) was for all Government effort in the first two years to be directed to general action on the broadest scale covering the entire country, with the intention of mobilizing the public spirit of all classes and of serving as 'shock' treatment. Practical measures were to consist of the opening of 10,000 evening schools for adolescent and adult illiterates, distributed in the cities, towns and rural districts of all Brazilian administrations, with a sustained dramatized appeal for the co-operation of private persons, churches, associations and commercial, industrial and agricultural concerns.

As this initial programme was gradually achieved, additional and more far-reaching educational activities were to be introduced with the aid of modern techniques of cultural dissemination, such as the Press, the cinema, radio, the theatre, cultural missions, travelling libraries and community centres. This more intensive phase was really begun in 1949 and the work will be pushed forward in the coming year.

Organization

Organization was based on two further very simple principles, *maximum centrali-*

zation of planning and technical policy-making in matters fundamental to the movement's basic objects and procedures, and *maximum executive decentralization*, with complete flexibility as regards regional needs and peculiarities.

On the approval of the plan in January 1947, a National Adult Education Service was set up under the National Department of Education of the Ministry, organized in four divisions:—(1) planning and control, (2) educational policy, (3) public relations, and (4) general administration.

Similar services correspondingly organized were set up in the Federal District and in each State and territory for work in those areas, with local commissions in each administrative sub-area linked to them.

At the inception of the Campaign two specialists from each regional service attended a meeting in Rio de Janeiro lasting two weeks, for the closer consideration of the objectives in view and the procedures to be followed. These meetings have been repeated annually to analyse the results of the work done in the previous year, and to discuss further stages in execution. In addition there are periodical visits by regional chiefs to the National Service, while specialists from the Ministry are detailed to carry out inspections in different parts of the country.

This form of general organization has proved to be satisfactory, though still in large measure dependent on the administrative resources of individual States and territories. From 1948 onward, the Ministry of Education began making further small grants-in-aid for the expansion of the inspectorates of the various Federal units.

In the early days of the Campaign the emphasis was on *doing something*, regardless of imperfections or *lacunae*, and improving by degrees. The requests and demands of the public would result in improvements in the scheme itself, while the actual teaching would be improved through the experience gained by the instructors.

Further, as far as the instructors were concerned, it was recommended that, in addition to directives in writing, regional courses and discussion groups be held for their benefit. Various States have held such courses, and the National Service itself organized one, the lessons and

lectures given at which are being printed for distribution throughout the country.

Material Used

The preparation, production and distribution of teaching material was a big matter, because of the numbers of copies needed and the technical standards to be met.

The Government was embarking, not on a mere anti-illiteracy drive, but on a campaign for 'Adult Education'. Reading and writing were a means to the end and not the end itself, which was far wider in scope. The object to be kept in view was the raising of the cultural level of a large section of the population by dissemination of knowledge and techniques calculated to contribute to their better adjustment to their environment and age; and to teach men and women to live fuller lives.

Even though this overriding goal might be achievable only when the full plan was in operation, there could be no question but that the material for distribution must from the first indicate the objectives—especially as regards health education, civic education and vocational training. However, in a country such as Brazil with a high proportion of illiteracy, the question of teaching reading had to be tackled decisively, the more so because it would be by the results achieved in this respect that the general public would assess the Campaign's success.

Two problems arose for immediate solution: that of preparing reading matter which would be extremely simple but so made up and presented as to be attractive to night school pupils after the day's work; and that of arranging the material in such a way as to induce instructors (to a great extent without special training) and volunteers to use it methodically.

The fact that Portuguese, which is spoken by the entire population of Brazil, is of regular syllabic construction and written almost completely phonetically greatly simplified the task. The Portuguese alphabet consists of 23 consonants and five vowels, each having one phonetic value save only for the very slight modifications introduced by the fall of the tonic accent. The method indicated was clearly the 'Basic'. A board of specialist teachers was able to compile the first Reader in less than 30 days, with the help of investiga-

tions carried out at an earlier date into the 'maximum vocabulary of the average adult in Brazil'. Research by Dr. Frank Laubach was also of great help.

The first text was entitled *A First Guide to Reading*, not *Primer*, to avoid aggravating the adult illiterates' sense of inferiority, a *Primer* being normally a schoolbook for children. Graduated lessons enable the pupil to grasp the mechanism of the regular syllabic construction of Portuguese, and make it possible for many adolescents and adults to teach themselves with the aid of illustrated keys after the first five lessons have been explained.

An interesting feature of this guide, from the point of view of reader-incentive, lies in the initial use of a small number of consonants only, so chosen as to allow the beginner to read some dozens of words and numerous useful sentences. After ten lessons a brief story can be read, even though the student still does not know all the signs and consonantal groups used in Portuguese. After 20 lessons, which the normal adolescent or adult masters in from six to eight weeks, he can read anything.

This is followed by *Knowledge, a Second Reading Guide*, a connected story whose characters are drawn from everyday life and face everyday problems of health, and work and of spiritual, civic and economic life. The text is given variety by the inclusion of anecdotes, popular rhymes and short poems; and lessons are again graduated in ascending order of difficulty from the point of view of vocabulary, syntax and intellectual content. Normally this second guide takes four months to work through, and so accounts for the rest of the year. However, in the case of a small proportion of pupils a *Third Guide, Living*, dealing with problems of citizenship, may also be utilized in the first year of studies.

Other pamphlets were also prepared dealing, in the main, with the reading of children, food and health education; the first year of the Campaign also saw the distribution of striking coloured posters on health education and rural hygiene.

The following year a beginning was made on the preparation of a visual teaching programme utilizing slide projectors, practical work being started in 1942. A total of 1,500 projectors was distributed, of which 500 were kerosene-operated for use in rural areas, the remain-

der using electricity. During 1949 the Adult Education Service published a fortnightly wall-newspaper entitled *Everybody Newspaper*, and also began the organization of popular circulating libraries. In addition to book purchases, it published the first volume of a popular collection called *A Start in Life*, the true story of a man who only learnt to read when 17 years old, but who, at 28, is now the editor of an important newspaper in the Brazilian capital.

There are at present other pamphlets in preparation on rural home industries and technical training (workers' handbooks) and publications on soil protection and conservation.

Up to the end of 1949 the National Adult Education service had printed and distributed more than 40,000,000 instructional publications.

General Results Obtained

Three years of the Adult Education Campaign cost the Brazilian Government about 100 million cruzeiros or the equivalent of \$5,000,000.

Will the results justify this expense?

In undertakings of this nature results must be examined from two points of view, the educational (in the narrower sense), where they are expressed in terms of the numbers of pupils entering and those completing the course successfully—i.e. new literates—and are thus accurately measurable; and that of the general effect on the public, more particularly as regards the cultural aspirations of the great mass of adolescent and adult illiterates for themselves, their children and their families; this can only be inferred from indirect evidence.

From the first of these points of view, the figures speak for themselves. In 1947, there were 10,416 'Campaign' schools in operation; in the following year there were 14,300; and in 1949 the number reached 15,300. In the first three years about 2,000,000 adolescents and adults enrolled (of both sexes, though with a heavy preponderance of males), and more than 1,000,000 people were taught to read and write. Even in the first year of the Campaign, when there were fewer schools, 609,296 pupils were enrolled, of whom 213,799 successfully passed formal examinations. These figures do not include those

pupils who did not sit for examination but had attained the necessary standard, nor over 100,000 pupils who were taught to read and write by individual volunteers.

The initial cost per enrolment was about 60 cruzeiros, or \$3, and the total cost per pupil successfully completing the course about 150 cruzeiros, or one third of the total cost per pupil completing the course in children's public Elementary Schools. This is understandable in view of the fact that the extension schools use the premises of the Elementary School and benefit from the administrative service already in existence for the latter.

From the purely educational point of view there is no doubt that the results obtained are worth the expense; this is even clearer when they are examined from the point of view of their general effect in stimulating a desire for culture among large numbers of the very sections of the population most in need of it. Directors of education in the various States and territories are practically unanimous in testifying to an enhanced degree of interest in the public Elementary School wherever schools for adolescents and adults have been opened.

The Director of Education of the State of Sergipe has said: 'The greater degree of interest in the schools and the improved attendance of the children are proved facts which can only be attributed to the influence of the schools for adults'. According to the Director of Education of the State of Alagoas, 'the school extension movement has resulted in demands from many quarters for more schools for children'. 'As a result of the Campaign', says the Secretary of Education of the state of Sao Paulo, 'we are having to build over 2,000 Elementary Schools'.

In some States of north-eastern Brazil where the school systems are poorer, the education authorities are using improvised premises for evening classes and running children's schools in them by day; this expedient has resulted in the engagement of teachers by a number of States which previously had no schools of any kind. In addition, many local authorities which formerly paid little attention to public Elementary Education are now being led to open schools in increasing numbers.

The publicity for popular education was intensive, and items published in 1947 and 1948 in the papers of Brazil's two largest cities, Rio de Janeiro and Sao Paulo, alone were equivalent to more than 3,000 pages of a full-sized newspaper. The result was that institutions, industrial and commercial organizations and other bodies which had never concerned themselves directly or indirectly with questions of popular education, began to take a heartening amount of interest in them.

Private Co-operation

Another outcome of the Campaign is the interest taken in popular education by private bodies. For historical and social reasons (one of which was the retention of slavery until 1888), education in Brazil was long regarded as the prerogative of the privileged classes; and later—when this attitude began to change—merely as the exclusive responsibility of the Government. The atmosphere of informed interest produced by the Campaign is a powerful influence in securing the active and direct co-operation of private bodies in the work of Fundamental Education.

The approximate number of school classes conducted by cultural and religious bodies, under the Campaign, was 2,000 in 1947 and this figure has been maintained in subsequent years. The Manufacturers Social Service finances 300 classes in Sao Paulo; the Catholic Social Action's contribution consists of 150 classes in the capital and dozens more in various States; the Federation of Evangelical Churches maintains numerous anti illiteracy field offices in different localities; and other organizations carry on similar work. Moreover private co-operation has not been confined to running schools: premises have been made available; publicity has been afforded; and material has been donated. Many private schools lend their own premises for extension classes; the Press and radio have given the fullest co-operation without financial reward; and various industrial and commercial enterprises have paid for the printing of teaching material. Furthermore, in some localities such as Cachoeira do Itapemirim (Espírito Santo), special Associations have been formed for the maintenance of schools, and in Sao Paulo another Association was founded with the special object of publishing books of popular

appeal, under the title of the 'Neo-Literates' Library'.

Increased co-operation must be secured in the future from individual volunteers, i.e. those willing to teach from one to several illiterates in their own homes; the National and Regional Service supply the necessary material on receipt of a simple written request. More than 200,000 copies have already thus been issued; and during the three years of the Campaign more than half a million letters and circulars have already been sent out to induce people to volunteer.

The Adult Education Campaign thus in progress in Brazil since 1947 was discussed in detail by the experts who met in August 1949 at the Inter-American Seminar on Adolescent and Adult Education, and high

praise was given to the authorities and the people of Brazil for their efforts. The Brazilian Government, for its part, indicated its willingness to accept the principles laid down at that Seminar for the future conduct of the work, and also the techniques recommended by the Unesco. The programme for 1950 does, in fact, already include many of the measures recommended by the Seminar.

The National Adult Education Service (Ministry of Education, Rio de Janeiro) has published a series of pamphlets describing the progress of the Campaign and its results. Copies of these and specimens of teaching and publicity material will be gladly sent to educators of any country on request to this Service.—*Fundamental Education Bulletin*, January 1950.

A Study on Functional Literacy for Citizenship in the Philippines

BY GERARDO FLORES

This report summarizes a lengthy piece of research carried out under Government auspices. In due course it is hoped that the full document will be made available.

That effective citizenship depends much upon literacy is a basic assumption, particularly in a democratic country like the Philippines, where the political power and responsibility ultimately reside in the people. Intelligent exercise of such power and responsibility is assured only when those who assume the duties and wield the prerogatives of sovereignty are at least functionally literate, nay enlightened.

Fundamental education the world over cannot ignore the problem of illiteracy. While it is possible for an illiterate person to acquire good character, it is found that criminality, low economic productivity and other forms of social and economic backwardness are often associated with illiteracy. Ignorance also provides a fertile ground for unrest in peasant and industrial areas, which leads to loss of production and sometimes destruction of human life and property. The adults who make the vital decisions of the present must become at least literate to ensure good citizenship.

How literate must be a person to be able to discharge efficiently his obligations and exercise wisely his rights as a good citizen? More specifically this question may be stated thus:

Is the four-year compulsory and free Primary Education in the Philippines as provided by law enough? It is generally accepted that the primary educational concern of the State is to make its citizens functionally literate for useful citizenship. In brief, the target for compulsory education must be functional literacy. It is the irreducible minimum standard below which no civilized country can descend without committing cultural suicide.

If four years of free and compulsory primary education are not enough, how much common and basic education should be required?

Procedure and Materials

A comparative study of the free and compulsory education standards of the world

would doubtless yield data helpful in arriving at a solution of the problem. Yet only objective data obtained from a valid and reliable evaluation can give a satisfactory answer.

It was for this reason that in December 1948, this study was conducted. For the purpose of the study, functional literacy consists of: first, ability to read and interpret satisfactorily reading matter such as ordinary letters, newspapers, notices and signs, advertisements, and tax receipts; second, ability to write an ordinary letter; and third, ability to make computations involving the four fundamental operations and solve problems of day-to-day living. This concept of literacy considers literacy in relation to its use in making the person useful as a citizen. Literacy *per se* is not a desirable thing until it is put to work by the individual in making himself socially efficient.

Test materials to gauge the abilities mentioned above were originally prepared in English. The equivalents in the first five major Philippine languages were subsequently made and used in the appropriate regions in the country. In the reading test, six representative reading abilities were included, namely: understanding a news item, reading a letter, interpreting signs and notices, getting specific information from an advertisement, checking a tax receipt, and reading a commercial label. Ten simple common arithmetic problems which the ordinary citizen is expected to be able to solve made up the arithmetic test. For writing and language the test consisted of writing a simple letter inviting a friend to a party.

Before the tests were used in the nationwide survey, they were first refined on the basis of observations gathered in two trial testings.

An accounting of the cases scattered in 31 out of 50 school divisions of the Philippines showed that 6,974 pupils in Grades III, IV, V, VI, and the First Year of the High School and 6,052 adults who had completed Grades II, III, IV, V, VI, and VII were included in the survey. Approximately one-half of each group,

according to grade, took the English version of the tests while the other half used the vernacular version. A sampling procedure which eliminated extreme cases ensured that the groups in each grade were equated. Only adults and pupils of average ability were included. On the average the adults had left school from fifteen to seventeen years previous to the testing.

Results

What results were obtained from the survey? Indicated below are simplified tabulations taken from a detailed report of the survey which discussed the means used to ensure that the tests used were valid and reliable enough for the purpose.

Table I. Results of the Functional Literacy Tests given to adults of average ability, 25 to 35 years of age, who had left school on or before June 1938.

Highest Grade completed before leaving school	Reading		Arithmetic		Writing		Language	
	% of cases scoring 73% or higher on the test	% of cases scoring 83% or higher on the test	% of cases scoring 70% or higher on the test	% of cases scoring 80% or higher on the test	% rated Good or Fair	% rated Good or Fair	% rated Good or Fair	% rated Good or Fair
English Version	II	12.8	6.7	13.5	5.6	39.6	20.9	
	III	33.1	18.9	23.4	15.0	59.7	35.0	
	IV	46.1	31.2	36.3	24.7	71.7	52.0	
	V	62.1	42.4	47.4	33.9	76.8	64.2	
	VI	78.0	62.2	67.2	51.0	89.0	80.6	
	VII	87.1	70.2	75.5	68.9	89.8	85.7	
Vernacular Version	II	27.5	21.6	17.7	12.9	47.0	34.8	
	III	39.9	24.5	33.7	22.0	61.0	47.8	
	IV	57.3	35.1	38.2	20.9	72.6	65.8	
	V	63.8	40.4	50.1	33.3	80.5	74.9	
	VI	74.8	56.0	65.5	45.3	85.6	80.6	
	VII	89.6	74.6	77.8	62.2	91.2	89.3	

Table I. Reads as follows: 12.8% of the adults who finished Grade II and left school more than fifteen years on the average were able to answer correctly at least 73% of the questions in the reading test. The other entries of the table may be read similarly.

Table II. Results of the Functional Literacy Tests given to school pupils of average ability whose previous year's general average ranged from 77% to 82%

and who are of normal age or not more than two years over age.

Highest Grade completed before leaving school	Reading		Arithmetic		Writing		Language
	% of cases scoring 75% or higher on the test	% of cases scoring 85% or higher on the test	% of cases scoring 70% or higher on the test	% of cases scoring 80% or higher on the test	% rated Good or Fair	% rated Good or Fair	
English Version	2.6	2.4	0.1	1.9	0.9	50.0	16.6
	3.6	23.3	8.9	8.7	4.6	69.2	37.4
	4.6	57.0	34.0	30.2	17.1	83.5	64.2
	5.6	79.5	66.2	59.0	39.8	87.2	76.4
	6.6	91.8	76.0	68.9	51.4	88.0	83.4
Vernacular Version	2.6	12.4	6.5	3.4	2.3	39.4	18.5
	3.6	35.8	21.4	10.0	4.2	62.3	44.9
	4.6	60.4	39.2	25.5	13.0	75.0	61.3
	5.6	81.4	61.2	51.9	31.1	81.0	83.5
	6.6	85.0	69.7	61.7	44.6	89.7	87.0

At the time of the test the pupils were completing the sixth month of the 10-month school year. Table II therefore is to be read as follows: Only 2.4% of the pupils who completed Grade II and six months were able to answer at least 73% of the questions in the reading test. The other entries of the table may be read similarly.

Conclusions

Before the conclusions derived from the study are given, it is necessary to make a summarized statement on the limitations of the survey. No previously developed forms could be used as a basis of comparison. Only a written language test could be used. In evaluating the performance of the pupils one should consider the fact that they have been schooled under the two single session plan in the primary grades which provides a shorter time than the primary programme attended by the adults in 1936 and years back. A possible factor that may offset this disadvantage of the pupils is that their teachers today have higher qualifications than the teachers of the adults who left school some fifteen years ago. Bearing in mind the limitations one may make the following conclusions:

1. Functional literacy being a complex ability is not obtained at any one grade level. In written English about three-fourths of the pupils reach a fairly satisfactory standard after finishing the fourth

grade. Adults out of school for about sixteen years would retain the same writing skill in more than seven cases of ten, if they previously completed at least the fourth grade. If they stayed one half year longer the proportion would more likely be eight out of ten.

For more than three-fourths (76.4%) of the pupils, functional literacy in the English language skills involved in letter writing may be attained at the middle of the sixth grade. However, to make the letter writing ability permanent for adults an additional over learning period of about half a year would perhaps be necessary. Mastery of letter writing in the vernacular would most likely require less time. The actual time needed may be determined by the experiment in the use of the vernacular now going on in Iloilo. Considering that there are language skills, written and oral, that are more difficult than those involved in writing a simple letter of invitation it is obvious that language training up to the end of the sixth grade would still be inadequate to ensure functional literacy.

In reading, 73 per cent efficiency is reached by about four-fifths of the pupils half-way through Grade VI, where the language of instruction is English. Permanent retention of the same ability among adults, who have been out of school for about fifteen years, would require extension of the training to the end of the sixth grade for a little less than four-fifths of them. For three-fourths of the pupils to attain at least 83 per cent efficiency they should be in school until about the middle of the seventh grade. Expected loss due to leaving school would require, perhaps, an over-learning period of half a school year so that at least seven out of every ten leaving school would achieve the 83 per cent standard.

Completion of the seventh grade for about three out of every four pupils would be needed to enable a learner to attain functional literacy in solving arithmetical problems and retain it even after the lapse of fifteen years. This would be so if 70 per cent efficiency is accepted as satisfactory. When this standard is raised to 80 per cent efficiency only a little more than six out of every eleven Grade VII graduates would qualify.

On the basis of the above observations it may be concluded that, with the present system of Elementary Education, about seven years are necessary to make a learner functionally literate for useful citizenship. This is longer than is considered necessary in the United States. The American standard is completion of Grade V. If the quality of instruction is improved by the employment of more capable and better trained teachers who would teach the pupils under a longer daily schedule, it might be possible to shorten the period needed by the learner to attain functional literacy.

2. It is evident that the present Constitutional guarantee of free public primary education of the Philippines does not provide sufficient basic education for functional literacy, much less for effective citizenship. Furthermore, functional literacy, even of the most efficient kind, must not be made the goal of basic education. It should be a means towards achieving good citizenship. The content of such literacy instruction is of supreme importance. Does it promote the kind of character needed by free men in a democracy? Does it develop good health? Does it contribute to the observance of human relationship so sorely needed today to maintain peace not only on a family, neighbourhood, and regional basis but also on a national and world basis? Let it not be forgotten that more literacy has in the past been no guarantee against war-mindedness.

3. Facts gathered in this study do not confirm entirely the conclusion of the Monroe Survey Commission that for 'those who had but three years of schooling, command of English has practically faded out'. The evidence tends to show that the pupils do not in fact learn enough during the first three years to make them functionally literate, hence there is not much of real value to be lost through forgetting. As a matter of fact the adults in the lower-grade levels would excel the pupils of equivalent grades. This can easily be proved if the progress of the two groups is graphically presented. Maturation and richer experience are significant enough to reinforce what little scholastic gains have been made and tilt the balance in favour of adult performance.

The above-mentioned finding emphasizes the need of expanding the scope of work of

the curriculum and evaluation experts. There is a need for creative leadership in planning, executing, and evaluating worthwhile curriculum projects in various types of communities, such as farming, fishing, industrial, urban, semi-urban, and other types. In this work the curriculum and evaluation workers can be of incalculable assistance to teachers, principals, and supervisors. Teachers should be encouraged to develop teaching materials needed by and suited to the homes and communities that they serve. The basic subject-matter needed for citizenship in the Republic and for developing a strong sentiment for world peace should of course be taken care of. The course of study developed in a central office would need to be enriched by field workers sensitive to the needs and aspirations of the communities where they teach.

4. Learning in school to read, write and figure in English, a foreign language, assists the learner in acquiring the ability to do the same thing in the native language even if no formal teaching in the language is undertaken. A large amount of transfer from English to the vernacular can be claimed in the abilities needed in reading, problem solving, and letter writing. By learning English a child in Philippine schools gets the added benefit of being able to translate into the vernacular the English abilities gained in reading, writing and arithmetic.

Nevertheless, objective data obtained by the survey tend to show that functional literacy in the local language could perhaps be more easily attained than in English. The performance of the adults in the lower-grade groups is better in vernacular reading than in English reading even if they had no previous school training in the use of the vernacular. In the case of the pupils who are taught with the vernacular as an auxiliary medium of instruction their performance in vernacular reading is consistently higher except in the group of Grade VI graduates. In letter writing the pupils' achievement in the vernacular is superior to that in English in all grade groups. Vernacular writing starts with a handicap in the primary grades where it is rarely taught, if taught at all, but it catches up with English writing in the seventh year. The pupil's record in arithmetic in the upper

grade groups differs from the results in the other subjects. This may be due to the fact that most of the arithmetic experiences of the child are found in school and are performed in English.

From the standpoint of method the use of the vernacular in the initial stages of school life would be advantageous, but the language problem of the Philippines should not be over-simplified as merely a pedagogical

cal problem. Its political and social implications are too important to be ignored. Will not the use of different native languages be a serious divisive factor in a country composed of 7,000 islands, where more than eighty vernaculars are spoken? Will it not set back the objective of developing a national language? Will not the supplanting of English by the local dialect impoverish the education of the less privileged?

Adult Education Work in the Udayagiri Taluk

Sri G. Harisarvottama Rao, Honorary Adult Education Organiser for Andhra Desa, visited Jandanki in the Kavali taluk on 12th August 1950. Sri P. Nageswara Rao, Deputy Inspector of Schools, Udayagiri, met him along with other friends at that place. From there, they proceeded to Udayagiri. The premises of the A. B. Mission, Kavali, now vacant at Udayagiri, were examined with a view to locating an Adult Training Centre at Udayagiri. The Rev. Mr. E. B. Davis, Manager of the A. B. Mission School and Boarding Home, showed them round and the choice of particular portions of the buildings was discussed. Rev. Mr. Davis promised that he would communicate in about a week's time whether and if so on what terms the portion selected could be placed at the disposal of the Department of Education for the said purpose.

Mr. Harisarvottama Rao and party proceeded to visit Adult Literacy centres in different villages. Two centres at Seetharamapuram were visited and the teachers of the surrounding villages, who had been brought together, received detailed instructions on the teaching in their schools and the conduct thereof. A public meeting was held at the place, over which the Tahsildar of Udayagiri, Janab Md. Hasim Ali, B. A. presided. Most of the members of the Taluk Education Committees were specially present on the occasion.

The next day, 13th August '50, Sakunala-palli was visited, the Adult Literacy Centre was inspected and the people of the locality were addressed. In the evening, Udayagiri was reached and two Literacy Centres were inspected. After that Sri Harisarvottama Rao proceeded to the Rural College

in the local High School being conducted under the supervision of the Headmaster of the High School, as Principal. The lesson in Telugu was in progress. Sri Harisarvottama Rao spoke to the teachers. He made a number of suggestions for the betterment of the programme of the work.

On the 15th of August, the Independence Day, at the request of the High School authorities he hoisted the National Flag and addressed the boys and girls present. In the afternoon, the teachers of the several local and other schools were addressed specially on the methods to be followed in teaching adults. In the evening, a public meeting was held in the Taluk Office, over which Sri P. Chenchiah Naidu presided. The Tahsildar, the local officials and students, and the public, were present. Sri Harisarvottama Rao addressed the gathering. He explained how Pandit Jawaharlal Nehru's foreign policy was in keeping with the Gandhian ideology. "Trying to secure peace and amity between nations, we in our internal affairs should do our best to keep the ideals left as a legacy by Mahatma Gandhi." He stressed the importance of constructive work for the nation by enlarging and strengthening the constructive programme that Gandhiji had presented to us. He emphasised the importance of self-sufficiency in the necessities of life and pointed out how all the nations in the world had come to adopt it. He pleaded that Education should receive top priority in the affairs of the State, as that was the fundamental requirement for any progress. He explained the scheme of Adult Education and the absolute need there was for implementing the Literacy endeavour along with the Library effort, for the spread of real knowledge and culture.

Wherever Sri Harisarvottama Rao inspected Literacy Centres, he probed deep into the causes of delays in learning, reading and writing and advised learners as well as teachers to keep attendance without breaks extending beyond a day or two. He felt

generally satisfied that sincere attempt was being made in the Taluk so far as he had seen for the spread of literacy. He is proceeding to other areas in the taluk and a number of members of the Taluk Committee are accompanying him.

Adult Education Activity in Andhra Desa during July—August.

Summary of Work Done by the Honorary Organiser.

From the 1st of July upto the 7th Sri G. Harisarvottama Rao, Honorary Organiser of Adult Education for Andhra Desa, was in Anantapur District visiting Adult Literacy Centres, speaking to the adults under instruction, addressing mass meetings and giving guidance to Adult School Teachers where necessary. Hindupur, Anantapur, and villages Obugana-palle, Enumaladoddi and Timmapuram were visited. At Enumaladoddi a centre which had suspended work for three months on account of local conditions of seasonal occupation was restarted with 22 learners. Obuganapalli and Timmapuram centres are run under the supervision of the Timmapuram Seva Mandir which has a record of years of constructive work with the assistance of Local Committees. At Obuganapalle a building has been constructed with the assistance of the Timmapuram Seva Mandir for Day School for boys and girls and Literacy Classes for Adults. Sri G. Harisarvottama Rao opened the building on the day of his visit. At Hindupur the Municipality is running just one centre. Sri Rao looked up the Chairman and the Commissioner of the Municipality. He found the Commissioner a go-slow man. The Chairman, however, promised that he would start Adult Education Centres in all but a few wards where conditions were such as to make Adult Centres unnecessary. In Anantapur not one centre was running though in the district 31 were reported to be in existence. The District Board had not started even one Centre under its auspices. Not more than 12 out of the 31 could hope to receive Government grant. So, Sri Rao approached the Collector, Sri C. Vivekanandamurti, B.A., and fixed up a conference of these several interests. Between the District Board, Municipalities, Pirka Development, Labour and

Special Development authorities it was arranged that all the existing Centres which do not get Government grant should be supported. The District Educational Officer was present and helped discussions by giving all necessary information. Sri Rao returned to Madras on the 7th and was at the Headquarters till he left on the 27th for the South Indian Adult Education Conference at Tanjore. During his stay in Madras he visited the Government Training School for Adult Education Teachers (Egmore—men) on the 22nd, and spoke to the trainees on a number of issues relating to Adult Education. He visited the three Practising centres at Chetput on the 24th and found that very great local interest was aroused and learners were learning quick. He visited the Ladies Training Centres on the 24th and spoke to the trainees on a number of issues. He found their model follow up leaflets handsomely got up. In both the Training Schools for men and women, he found that about 39 were admitted but a large number withdrew later, only 22 or 23 remaining. He did not find even one Corporation teacher having come in. An examination of the relationship between Adult Education Training policy of the Government of Madras and of the Corporation and scales of emoluments paid appeared to him to be necessary.

Summary of Work Done during August 1950

From the 2nd to the 5th time was taken up with Prof. Humayun Kabir's visit. Sri Rao was with him in his visits to Adult Training Centres in Madras—Men's, Women's and Practising. He presided over the joint valedicting function. The South Indian Adult Education Association

Committee could enable their centre to work effectively by helping it financially, in the matter of erecting a shed to be used as a Community Centre to bring the adults together for their education and recreation. Sri Gopal said that he would consider the matter and move the Central Committee and help them. He also suggested that he would arrange to lend a picture for exhibition in the theatres of Vellore and thereby help make a substantial collection for the purpose.

In the evening in accordance with the previous appointment, Sri Gopal along with Mr. D. T. Devasigamani, a local Adult Education worker and Headmaster, Municipal High School, and Mr. Gomez, met Sri Dorairaj, the Collector of North Arcot. The Collector was cordial and very receptive. The Collector remarked that North Arcot might require two to three lakhs of rupees for the purpose of liquidating adult illiteracy and he was of opinion that the Government should contribute liberally for the purpose. Sri Gopal explained that the South Indian Adult Education Association was purely a non-official body and it could work only within its limited field and with its limited resources. He pointed out how South Arcot was making head-way. Sri Dorairaj paid a tribute to Mr. Paul for the work that he had been able to do. Sri Gopal requested the Collector of North Arcot to take a particular village or a Municipal division and concentrate all activity in the same locality with the allotments of Rs. 800 made for this year from the collections of the Adult Education Week and to make an experiment for an all out literacy drive spread over one year. The Collector agreed to this suggestion and requested Mr. Devasigamani to choose a place nearby for this purpose. The Collector was also earnest to make a good beginning and promised the Organising Secretary the best of success. He said he would also arrange with theatre-owners to exhibit the picture to be made available for securing funds for the experiment on District Adult Education. Sri Gopal thanked the Collector for all the encouragement and help promised.

District Adult Education Committee, Coimbatore and Nilgiris.

A preliminary meeting was held at the Office of the District Education Officer,

Coimbatore and the Nilgiris, on 7-9-50 at 3 p.m. to form a District Adult Education Committee.

The following persons were present:—

Messrs. N. Mahalingam, G. Sanjiva Rao, (Avanashi), B. K. Nallasami (Bhavani), P. K. Sethuramaswami (Pollachi), M. V. Ramaswami (Tirupur), A. J. Mariadoss, A. E. Narayana Iyer, M. J. Sargunam, J. Rajanayakam, P. S. Subbian, V. T. Titus, Jivanna Rao, K. S. Subramanian, K. Arunachalam (Vidyalaya), Municipal Supervisor, and Dr. E. V. H. Rao, and Dr. Subbian.

The District Educational Officer welcomed the gathering. Sri K. S. Ramaswami Sastri, President of the South Indian Adult Education Association and the Hon. Organiser for Adult Education in Tamil Nad, who had come from Madras, then addressed the gathering.

Sri V. T. Titus gave a report of the Adult Education work so far done in the District.

The following members were chosen as members of the Executive Committee:—

President:—Sri C. Subramaniam, M.P.

Vice Presidents:—Mrs. Jeya-Rajan, Sri V. K. Palaniswami Gounder; Sri N. Mahalingam and Sri K. Srinivasan.

Treasurer:—Sri S. N. R. Venkatesalu.

Secretaries:—Sri V. T. Titus; Sri M. J. Sargunam; Sri P. S. Subbian; and Sri J. Rajanayakam.

Committee Members:—Dr. Subbian, Nanjundapuram; Sri Venkatachalam, Erode; Sri G. Sanjiva Rao, Avanashi; Sri B. N. Nallaswami, Bhavani; Sri V. K. Palanisami, Udumalpet; Dr. E. V. H. Rao, Dharapuram; Dr. V. S. Lakshmanan, Gobi; Miss. S. Sudarsanam, Women's Welfare Department; Sri Sethuramaswami, Pollachi; Sri K. V. Ramaswami, Tiruppur; Dr. C. Nanjappa, the District Congress Committee President.

With a vote of thanks proposed by Sri P. S. Subbian, the meeting came to a close.

President's Visit to Rural College.

Sri K. S. Ramaswami Sastriar visited the Adult Rural College and Adult Education Centres at Sri Ramakrishna Mission Vidyalaya, Periyanaickenpalayam, along with Sri V. T. Titus, the D. E. O.

Sri J. Rajanayagam read the year's report of the Rural College, and Sri K. S. Ramaswami Sastriar gave a delightful talk to Rural Collegians and other adults.

Sri J. Rajanayagam requested the President to induce the Government to make the students of the Rural College eligible for the Secondary Grade Basic Education training course after their completion of the Rural College course.

Pollachi Taluk Adult Education Committee.

Under the presidentship of Sri N. Mahalingam, the above Committee met on 27-8-1950 in the Taluk Office premises. Several Committee members, including Sri P. R. Kandaswamy Gounder M.L.A., were present. The following resolutions were carried unanimously:—

(1) It is proposed to open Adult Night Schools in Jaminuttikuli and Angalakuruchi villages, for which the Secretary of the Committee was deputed.

(2) The Committee requests the President, District Board, Coimbatore, to electrify the Board School at Jaminuttikuli where the said school is to be opened.

(3) The Committee requests the Government and the Director of Public Instruction, Madras, to open an "Adult Training Centre"—in the Coimbatore District at an early date.

Sri P. S. Subbian, Secretary, explained at length, the work done at the Tanjore Adult Education Conference. Sri S. Kulandaiswamy Chettiar, Joint-Secretary, proposed a vote of thanks.

Sri K. S. R. Sastri at Pollachi.

Sri K. S. Ramaswami Sastri, Organiser of Adult Education for Tamil Nadu and President of South Indian Adult Education Association, accompanied by Sri V. T. Titus (District Educational Officer, Coimbatore and Nilgiris) paid a visit to Pollachi on 6-9-50.

Under the presidentship of Sri N. Mahalingam, President of the Pollachi Taluk Adult Education Committee, a meeting was held in the local Municipal Boys' High School Hall. Sri Sastriar addressed the gathering and stressed the importance of Adult Education and he appealed to one and all of the people and to the State Government to work in all possible ways

for the success of the Adult Education scheme. He congratulated the Pollachi Taluk Adult Education Committee on the magnificent work that it had done. He advised the workers to continue their work until they reached the goal.

Sri V. T. Titus also spoke.

Sri P. S. Subbian, Secretary of the Committee, proposed a vote of thanks. The party visited three Adult Night Schools.

The Indian Co-operative Union.

The Indian Co-operative Union founded in April 1948 has already achieved a great deal. It has broken new grounds through pioneering experimental projects and by introducing the Co-operative technique in fresh fields of activity.

Co-operative work is itself largely educational work. According to Colombian "Co-operative Societies, simply through their working, and independently of their economic results, have contributed to the intellectual, moral and civic training of their members." The Indian Co-operative Union, however, attaches equal importance to social and cultural factors as to economic. It is therefore not content with mere material provision for the families. It has on its staff a trained social worker to provide social services for the members of the Societies as also to organise educational and cultural programmes such as general lectures on economics, history, geography, health, current events and above all Co-operation, illustrated by lantern slides. These have proved immensely popular in the villages and are attended by 500 to 1000 villagers. A Community Centre for encouraging community activities has been specially constructed at Chattarpur a village about 11 miles from Delhi to serve the rural families round about. Here a radio set has been installed and a library and reading room is also being housed. Besides games and sports, community singing, of folk dramas is encouraged. A cottage has also been constructed to house social workers and students on a visit to the village.

Literacy Drive in Bombay Myaor Distributes Certificates.

Mr. S. K. Patil, Mayor of Bombay, distributed certificates of literacy to over

a thousand neo-literates in Marathi, Hindi and Urdu at a mass gathering at Damodar Hall on August 1, 1950, under the auspices of the Bombay City Social Education Committee.

The Mayor congratulating the neo-literates said that no such functions were held for congratulating the 25,000 Matriculates passing out from schools every year. But it was quite proper that literacy certificates were distributed at big functions. For, he said, 80 per cent. of the people of India were illiterate and the sooner they were educated the better would it be for the future of India. Hence to enthuse the masses, such functions were necessary.

Mr. Patil exhorted the gathering to work for Social Education, so that within a few years, the whole population of Bombay would be literate.

Earlier Mr. B. M. Kapadia, Social Education Officer, paid a tribute to Mr. Patil's work in the field of Social Education as a member of the Committee for the last 12 years and hoped that the annual Municipal grant of Rs 50,000 paid to the Committee would be raised to Rs. 1 Lakh to enable the Committee to fulfil its task of educating the masses of Bombay.

Advisory Board For Visual Education.

An Advisory Board for Visual Education under the Chairmanship of the Educational Adviser Mr. K. G. Suiyidain has been constituted by the Government of Bombay. In the past, there were two separate boards for Visual Education—one advising the Government on all general matters pertaining to Visual Education and the other on the technical production side of Visual Education. The new Board replaces these two boards. The term of the members of the re constituted Board is three years.

The Board will advise the Government generally on the planning and development of Visual Education in all its aspects, and in particular on the production of educational films and other aids to Visual Education on the special requirements for Social Education, including education of labour, and on the co-ordination in the field of Visual Education and propaganda of branches relating to health, agriculture and reconstruction, generally.

The Hon'ble Mr. J. L. P. Roche-Victoria Visits Municipal Centres at Delhi.

The Hon'ble Mr. J. L. P. Roche-Victoria, Minister of Food, Madras State, and General Secretary of the South Indian Adult Education Association, visited the Co-ordinating Centre of the Delhi Municipal Committee on Sunday, the 20th August 1950. He met a number of prominent educationists of the city including Shri Deputy Mal Jain, Vice-Chairman of the Delhi Municipal Adult Education Board, Shree N. L. Kitroo, Director of Adult Education, Shree R. K. Balbir and V.S. Mathur, Secretary, Adult Education Board, and Organising Secretary, Indian Adult Education Association. Mr. Victoria was very pleased with the work of the Board and expressed the hope that other Municipalities in the country would follow the lead given by Delhi.

Adult Education Drive in Khagaria

Inaugurating the Ashok Adult Education scheme, Principal K. Sahay of Khagaria College, Bihar, observed that in comparison to other countries India was extremely backward in education and so it was incumbent upon the educated youths of the country to remove illiteracy prevalent among the people. That would be the greatest service to the nation, he said.

The Khagaria Sub-divisional Pustakalaya Sangh was organised the other day in a meeting held under the presidency of Shri Janki Prashad Singh. An Executive Committee consisting of fifteen members was formed.

Madras State Conference of Social Work

The Annual Madras State Conference of Social Work under the auspices of the Provincial Guild of Service is arranged to be held at Madras on September 29. The Hon'ble Mr. J. L. P. Roche-Victoria General Secretary of the South Indian Adult Education Association, has been invited, and he has agreed, to read a paper on "Adult Literacy." Sri T. J. R. Gopal, Organising Secretary of the Association, has been deputed to attend the Conference on behalf of the Association.

Adult Literacy School for Women, Vilvaroyanatham.

Accompanied by Mr. L. C. Richard, M.A., Municipal Commissioner of Cuddalore, and Joint Secretary of the South Arcot District branch of the South Indian Adult Education Association, Mrs. Richard, and the Health Officer of Cuddalore, Sri T. J. R. Gopal, Provincial Organising Secretary of the South Indian Adult Education Association, visited on 19th September 1950 the Adult Literacy School for Women, Vilvaroyanatham, Manjakuppam, Cuddalore N.T. It was a surprise visit—not of “inspection” but of study.

Shrimati V. Maragadam Ammal, the Trained Adult Education Teacher, who was then conducting a class of fourteen adult women learners, of the average age of fifteen, received the party of visitors and gave them an account of the progress made by the school since it was started a couple of months ago.

The school has become a centre of attraction in the locality, with an average attendance of fourteen which is considered satisfactory. Inspired by the example of Mrs. Richard, who is conducting a school in Cuddalore for adult scavenger women, Shrimati Maragadam Ammal often meets adult women illiterates and persuades them to avail themselves of the opportunity the school provides. Some of the regular learners have made considerable headway in learning to read and write.

Talking informally to the teacher and the taught, Sri Gopal said women who were playing a vital part in nation-building could stand on their own legs and do justice to their role only if they learnt to read and write and acquired thereby the capacity for further education mainly by their own efforts. Indeed one adult woman illiterate turned literate was equal to a whole family being rendered fit for education.

Madura District Adult Education Conference.

Individuals and institutions interested in, and working for the spreading of Adult Education, and other Social workers have arranged to hold a, the first, Madura District Adult Education Conference in Victoria Edward Hall, Madura, on September 30 and October 1.

Sri S. Ramasamy Naidu, a former Mayor of Madras, has agreed to preside over the Conference. With Sri N. M. R. Subbaraman, M.L.A. as Chairman, and with Sri T. R. Raghavan and Sri V. Dakshinamurthy as Honorary Joint Secretaries an influential and representative Reception Committee has been formed. Arrangements have been made for free lodging of representatives hailing from other places.

The aim of the Conference is to take stock, and co-ordinate and devise ways to spread up and systematise Adult Education work in the district.

Also an Adult Education Exhibition has been arranged to be held.

