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ADULT EDUCATION REVIEW

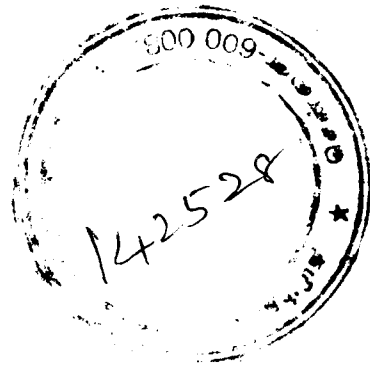
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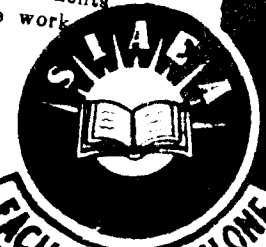
Money spent on Adult
Education is no waste,
But is an Investment.
Mr. Humayun Kabir

In a speech in Thiruchirapalli, Sri T. J. R. Gopal
declared:

Adult Education does not require special pleading.
Adult Education is not merely desirable, but is
necessary to make Elementary Education fruitful.

Instruction imparted to boys and girls in Elementary
Schools is amplified by home study; and home study is
better directed and insured by literate than by illiterate
parents or guardians.

Adult Education is hence doubly valuable: it benefits
the adults, and conserves and preserves the work
Elementary Schools.



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REQUEST TO SUBSCRIBERS

Now that the 'Adult Education Review' enters the second year of its career, Subscribers are requested to make fresh remittances and secure more and more subscriptions for the journal from their circle of friends. The Annual Membership fee of Rupees Five for the Association includes the annual subscription for the Journal.

T. J. R. Gopal,

Organising Secretary,

South Indian Adult Education Association.

99, GODOWN STREET.

G. T. MADRAS-1.

Phone : 3879.

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. II

NOVEMBER, 1950.

No. I

EDITORIAL

OUR FIRST YEAR—A RETROSPECT

With this issue we begin the Second Volume of our Journal, and enter on the second year of its career. From the day the South Indian Adult Education Association started its work, it has issued its own publicity material. At first small brochures were issued at intervals. Later "Adult Education" was a bulletin regularly issued as a Journal. On account of restrictions imposed in the wake of the Second World War, the Journal ceased publication for a long time. It was revived in its present form in November 1949. While announcing our re-birth as a monthly we expressed the hope that we might make it a fortnightly or even a weekly if the conduct of Adult Education took the turn we hoped it would. It was then understood that the Government of India were making a grant of Rs. 17 lakhs per annum to the Madras State Government and that the State Government would carry on, adding a similar sum as its quota. The Library Act which had just then been passed was also expected to cause a big extension of our endeavour for Adult Education.

The world does not move to our setting. The dollar exchange position for India grew very serious, and what the Central Government had intended to do they had to revise. They could not give us more than six to seven lakhs of Rupees as a grant for three years. The Provincial Government also found itself in difficulties. To decide whether they could contribute an amount equal to the Central grant and carry through extended programmes, it took, for our Government, about six months of the present financial year of 1950-1951. Happily, however, the State Government decided that it would contribute its share and start work on an extended scale. The decision is being slowly implemented. The scheme now proposed contemplates (1) the continuance of the existing Literacy Classes started since 1948—there were 773 of them at August 1950—, (2) the training of 1,000 teachers in the four linguistic areas within the next two years, and (3) the starting of 1680 Adult Education Centres anew within the next two years. There are a number of

desirable adjuncts added on, like the training of 100 Graduate teachers, Vacation Settlements for College Students, appointment of Honorary District Adult Education Organisers, setting up of District Social Education Committees, provision of five Propaganda Vans, the establishment of 16 Rural Colleges, and provision for production of Adult Education literature.

The current year is already running out, we are more than half way through November, and what is left is but four months and a half. No work has so far been started, and a certain number of hurdles have already developed. Owing to several causes, for which the trained teacher may not alone be blamed, more especially because of the tardiness of giving permission, recognition and aid, even 50 per cent of the teachers trained in Adult Education methods have not been able to open Literacy Centres. Most of the Centres now running are manned by untrained teachers. We understand that in the Nellore District there are about 165 Centres working of which 51 are in one single Taluk of Udayagiri. Trained men are not in charge of probably 20 schools. Similarly, South Arcot has more than 100 schools to its credit. We are not sure if at least 20 per cent of the teachers are trained. For months on end these schools have been operating, sometimes even beyond a year. Steps should have been taken long ago to get all these teachers trained. Up to date the Districts for local Literacy Centres have had no response. If further delays occur, the funds spent on these schools will have to be considered a waste. We know that one brief Training Course, not approved as a Training Course, was

run with the consent of the Education Department at Cuddalore, and that non-official attempts at giving short courses of training have been made, but these are not even remotely enough. Every untrained teacher now running a Centre must be brought in as quickly as possible and trained, if callous waste of funds should be avoided.

The question of testing whether those admitted into Literacy Classes were illiterate at the time of admission or semi-literate, has to be carefully, tackled, more especially because bonuses are being offered for every literate made both to the teacher and to the school Committee. The Committee may be made competent to certify illiteracy on admission. In that case, it is better no bonuses are offered to the Committee. That Deputy Inspectors should be expected to carry out this part of the work is a mere fantasy. They cannot be omnipresent. They are already overworked. It appears best to entrust the work of supervision also to properly trained High School teachers of the locality, allocating about eight schools to each, giving them a small fee per visit.

There is also the problem of attendance at Literacy Centres which has not been seriously considered. Teachers are carrying on as if the Adult Schools were Elementary Boys or Girls Schools, taking holidays allowed for these schools only and sticking to the rule of 200 working days. Adults have seasons to keep, and the Elementary School holiday programme will never suit them. Six months in the year, the adults in rural areas may not be expected to keep attendance. The problem has to be studied on the spot and continuous periods

of probable attendance should be worked out and intensive effort made during such periods foregoing even the Sunday as an "off" day.

The problem of the second year and third year courses has not been touched, and no guidance appears to have been given to the teachers. Similar is the position in regard to the Rural Colleges. The Deputy Inspectors of Schools who have to carry an unbearable load themselves require training. They may be required to get a Centre to run at their Headquarters and by a little attention make such a Centre a model for others around. In fact, a properly planned course of action is now called for.

In the field of literature, for the benefit of the newly literate individual, it is gratifying to note, the Government have brought out nine publications in Tamil and are bringing out ten in Telugu, through the South Indian Adult Education Co-operative Publishing Society Limited, as the publishers. These may do as follow up Readers, but books to impart general knowledge covered by the syllabus for the three-year course for literacy are yet to appear. Second year courses opened in just a few Centres do some language work and some arithmetic. In some places, the ordinary Elementary School lessons are being attempted to be taught. The whole of this requires to be systematised; otherwise, much effort would have been wasted.

The new scheme envisages the appointment of Honorary District Organisers on a fixed monthly travelling allowance of Rs. 50. What type of men may be got and what they can be expected to achieve with a fixed allowance like this, may have to be examined. This Honorary Orga-

niser must necessarily be a non-official of enthusiasm and influence. We do not know whether the Department intends to consult regional non-official Honorary Organisers in such matters as these. For some reason or other, the Government and the Department have been very slow in organising non-official support for their schemes. Even the two Honorary Organisers appointed for Andhra and Tamil Nadu do not seem to have been consulted in regard to the new scheme and its details. To the extent we know, the new scheme now adumbrated, involving an expenditure of about Rs. 14 lakhs, has not gone before the non-official Sub-committee for Adult Education thus far. The provision of two Gazetted Officers in the new scheme, we understand, is being misapplied to appointment by mere seniority without giving the existing Adult Education Officer a decent place to use his experience and acquired technical skill freely and to the best advantage. We have often contended that non-official agencies should be associated with the Adult Education scheme for it to be efficient or successful. Despairing of Departmental action in this matter, the South Indian Adult Education Conference held recently at Tanjore asked for a statutory body to conduct Adult Education. We do not know whether the Hon'ble Minister for Education has had time to look into the matter. Without large non-official support and action, a mass programme like Adult Education must prove a failure. We do hope that the Department of Education under the guidance of such a smart and energetic Director like Sri D.S. Reddy will rise to the occasion, and constitute a proper Board of Adult Education revising the constitution of the present

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Sub-committee and making the Board autonomous under the control and direct leadership of the Director himself.

While the story from the purely Governmental side is thus not sufficiently enthusing, we are glad that the non-official or rather the combined workmanship for Adult Education has been decidedly encouraging for the one year of our existence. When we started in November 1949 in the present form we announced a princely donation of Rs. 3000 from His Holiness the Mahasannithanam of Thiruvaduthurai Mutt to the South Indian Adult Education Association. The Association felt the need for more popular support for the cause of Adult Education and launched on the Adult Education Week celebrations. Our January issue announced the formation of the Central Committee with the Hon'ble Minister for Education as its President. Free in his non-official capacity, he gave his best support and exercised initiative. His Excellency the Governor took very keen interest. Collectors of Districts were equally keen on helping the movement. The Director of Public Instruction equally assisted us, more especially by his sensible Radio Broadcast and, official and non-official together, in perfect harmony, made the Adult Education Week a success, not necessarily from the financial point of view, but from the other, more important, aspect of spreading the movement far and wide. The spectacle of hundreds of Centres in Districts like Nellore and South Arcot, that were brought into existence, are a splendid testimony to the Week's effort. It is not impossible to achieve this type of harmonious blend in day to day endeavour on behalf of Adult Education. A change of

heart is all that appears to be necessary. The Adult Education Week celebrations—preparation, execution and re-capitulation—took us through February and March. In April and May, our Andhra friends through their Andhra Library Association, which functions as a close associate of the South Indian Adult Education Association, conducted in four different areas of Andhradesa short Adult Education Centres for Students, an item not taken up by the Government during 1950-51. April also saw the most splendid congregation of 8000 rural people of whom 2000 were women at Suryapet on the occasion of the Andhradesa Library Conference with its usual branch Conference on Adult Education and Exhibition. The Education Department of Hyderabad took great interest and a link was forged between that State and our Province which resulted in our President at the time, Sri G. Harisarvothama Rau, being invited to impart Adult Education training to classes in the Training Schools of that State in the month of May, besides other engagements of the same nature fixed by the State non-official bodies.

As Honorary Organisers our two Presidents from June last toured district by district and have done good service visiting Literacy Centres and Libraries, holding talks to teachers and addressing public meetings. Summaries of what they do in this field are published month after month in our 'Review' and we are sure our readers get a fair view of the non-official endeavour in collaborating with the Government. We had in July our South Indian Adult Education Conference at Tanjore which brought together various interests in Adult Education—Municipalities,

District Boards, Mission institutions and Government representatives—and marked a definite advance in Conference work.

A distinguished visitor, Mr. Humayan Kabir, Joint Secretary to the Education Department of the Government of India, was amidst us. The South Indian Adult Education Association had the privilege of getting into closer touch with him, and his interest in us has made it possible for the S.I.A.E.A. to propose holding a regional Seminar at the end of March 1951 at Adyar, the Government of India having given the Association a handsome contribution of Rs. 5000 for the purpose. He has left behind him a famous saying, which is highly treasured now in Adult Education circles. He declared that money spent on Adult Education was no expenditure, but was an investment.

We had the visit of another distinguished person, Professor Hsu Hsi Ling of the Unesco, who visited the Adult Night High School, Perambur, ably conducted by the Vice Principal Sri K. Hanumantha Rau, Headmaster of the R. B. C. C. High School, and his assistants, under the auspices of the S.I.A.E.A., and has now an established name.

We need not go into further non-official achievements with the co-operation of the officials also. In another opera of Adult Education also the non-official side represented by the S.I.A.E.A. has begun to be active. One of the Joint Secretaries of the Association, Sri P. Nagabushanam, is in the Provincial Library Committee as representing the Andhradesa Library Association, and the President and ex-President, Sri

K. S. Ramaswami Sastriar and Sri G. Harisarvothama Rau, are in the Madras City Library Authority. It is too soon to speak of work done in these bodies. We wish our representatives all well in the new field of service.

Last, but not the least, the 'Review' itself has grown in its stature and content—very rapidly during this year. Thanks to the Education Department and the Government and other friends its circulation has gone up beyond expectation, and commensurate with progress in this direction new life has been infused into the Journal. To-day we have with us Sri S. Airavatham, an experienced Journalist and an accomplished writer, who, as Member-in-charge, practically relieves the Editor of most part of the work, looking after all other matter except the Editorial, and ably assists him. We have increased in volume and the variety of fare we serve our readers, keeping in view that our job is Adult Education as the fundamental constructive endeavour for the future progress of our Republican and Democratic motherland.

The Asoka Society, Madras.

Sri T. Neelakantan, Secretary, The Asoka Society, Madras, writes:

Arrangements are in progress to celebrate in a befitting manner the first anniversary of the Adult Night School run by the Asoka Society, Madras. A number of prominent persons who can speak on the importance and value of Adult Education to a country like India, especially on the eve of the first General Election harnessing 18 crores of Adults, and who have played some part in the Adult Education movement, will participate in the function. Details of the programme will be announced later.

Adult Education Week in February 1951.

Central Committee Constituted.

The Hon'ble Sri K. Madhava Menon, Minister for Education and Law, presiding, a meeting of persons devoted to the cause of Adult Education was held at 6 p. m. on Wednesday, 22nd November 1950, at No. 99, Godown Street, G.T., Madras, the premises of the South Indian Adult Education Association, with a view to setting up a Central Committee for the purpose of organising and conducting a Second Adult Education Week in February 1951.

The Hon'ble Mr. J.L.P. Roche-Victoria, General Secretary of the Association, welcomed those who had gathered, and said the first Adult Education Week conducted in February 1950 was a success beyond expectation, and had demonstrated the potentiality of co-operation between official and unofficial agencies. He was confident the Second Week would elicit more of such co-operation, to the lasting benefit of the cause.

Sri K. S. Ramaswami Sastriar, S.I.A.E.A. President, moved the resolution, whereby those present constituted themselves as the Central Committee.

The following members were elected as office-bearers and Executive of the Central Committee;

President:—The Hon'ble Sri K. Madhava Menon, Minister for Education and Law.

Vice-Presidents:—Sri K. S. Ramaswami Sastriar; Sri G. Harisarvothama Rau; Mr. R.G. Pereira; Shrimati Rukmani Devi; and Mrs. M. N. Clubwalla.

General Secretary:—Sri T. J. R. Gopal.

Joint Secretaries:—Sri P.S. Krishnaswami and Mrs. R. Radha.

Publicity Officer:—Sri S. Airavatham.

Treasurer:—Mr. F. X. Pereira (Jr.)

Members:—Messrs R.R. Dhalavai, S. Natarajan, A. G. Vilva Roy, T. Neelakantan, P. A. Ananta Raj, P. V. Veeraraghavan, K. Hanumantha Rau, T.V. Anantham, Rev. M. J. Prakasam, Professor Chandran Devanesan, Mr. M. S. A. Majid, M. L. A., Mr. J. P. G. Gomez, Miss S. Gurubatham, Mrs. Chinnappa and Miss Rajaratnam.

A number of resolutions were adopted giving directives as to how the Second Adult Education Week, should be planned and carried out.

The Hon'ble Sri K. Madhava Menon said the First Adult Education Week, as he was able to see during his tours, had caused a stir even in villages. He had no doubt the Second Adult Education Week also would be a marked success.

Sri. K.S. Ramaswami Sastriar proposed a vote of thanks to the Ministers.

Madras Assembly Speaker Visits Adult Night Schools at Pollachi.

On 4-11-1950 Sri J. Sivashanmugam Pillai, M.A., Madras Assembly Speaker, and Sri V. N. Ramaswamy Naidu, M.A., and Editor *Nava India*, visited the two Adult Night Schools run by the Pollachi Taluk Adult Education Committee.

They were received by Messrs. N. Mahalingam, (President) and P. S. Subbian (Secretary.)

At the outset, the Secretary explained the activities of the Committee and the work that they have turned out.

Sri J. Sivashanmugam Pillai, in the course of his speech, congratulated the Committee on the useful work being done and a good number of Harijans being taught.

Sri V. N. Ramaswamy Naidu expressed his sincere good wishes and has promised to issue a free copy of *Nava India* to each school so as to help adults to read and improve their knowledge.

There was a large gathering including a number of Harijans. Sri P. S. Subbian (Secretary) proposed a vote of thanks.

Seventh South Indian Adult Education Conference Resolutions Explained

Provincial Association Deputation Meets Minister.

On Friday, 17th November 1950, the Hon'ble Sri K. Madhava Menon, Minister for Education and Law, received a deputation from the South Indian Adult Education Association led by its President, Sri K. S. Ramaswami Sastriar.

A memorandum was presented, and the Resolutions adopted by the Seventh South Indian Adult Education Conference, held at Tanjore on 29th and 30th July 1950, were explained to the Minister who gave an attentive hearing, and the assurance that Government would examine the Resolutions and see what could be done.

Besides, two important requests were made to the Minister: (1) that Government be pleased to give accommodation in the Government House Estate, Mount Road, Madras, to the Headquarters Office of the Association and (2) that Government be pleased to grant a substantial subsidy to the Association in producing a propaganda picture படியாதவர் படுப்பாடு ('The Woes of an Illiterate' in Tamil) and help procure the necessary length of film. The Minister agreed to consider the requests sympathetically.

The South Indian Adult Education Association deputation, besides the President, comprised Sri R. R. Dhalavai who had joined it by invitation, Sri T. J. R. Gopal, Organising Secretary, S. I. A. E. Association, Sri P. S. Krishnaswami, Director, Arundale Adult Education Centre, Adyar, Madras, Sri T. Neelakantan, Secretary, Asoka Society, G. T., Madras, Sri S. Airavatham, Journalist, Nungambakkam, Madras, Mr. J. Samuel from Coimbatore and Mr. J. P. G. Gomez, Manager, S.I.A.E. Association, Madras. The Acting Director of Public Instruction, Sri S. Govindarajulu Naidu, was present, and followed the discussions with interest.

Text of the Memorandum

The following memorandum was presented to the Minister:—

We the undersigned members of the deputation of the South Indian Adult Education Association have to bring the following to your kind notice:

The Seventh South Indian Adult Education Conference held at Tanjore on 29th and 30th July 1950 was a rally of un-

official and quasi-official agencies carrying on Adult Education activity in Madras, Mysore, and Travancore-Cochin Union States, the delegates hailing from all the language regions and being representative of nearly all the Districts. It was at once a measure of the progress made as well as of the vastness of the field to be yet explored and covered.

The Resolutions adopted by the Conference cover all the aspects of the Adult Education movement. They are of three kinds: (1) those that deal with basic problems; (2) those which suggest improvements and ameliorative measures which only the State can give effect to; and (3) those which concern the general public.

The Fundamental Question

The fundamental problem that faces the Adult Educationist to-day is, if the existing volume of illiteracy can be liquidated by the existing Governmental machinery alone and by the methods that are now in vogue. The consensus of opinion that found expression at the Conference is, the problem is vast enough to

warrant whole-time treatment by a statutory body with adequate powers and funds; and that Adult Education is a subject by itself and should not be tagged on to Elementary Education, much less treated as a part of what is compendiously, and somewhat also hazily, called Social Education.

In our country, conditions being what they are, Adult Education has to begin with literacy and cover step by step specific stages aiming at making the citizen not merely an *elementary literate* but a *fundamentally educated* person. It is essentially non-official work, but such as could be done only with full co-operation and support from the State. Hence the Conference urged the setting up of "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" and the creation of "a separate agency with wide discretionary and almost autonomous powers, although under the general control of the Director of Public Instruction." In other words, Government should facilitate the systematic development of un-official agencies alongside of growing Governmental machinery for Adult Education.

What Government Can do

We are envisaging a Welfare State which presupposes a literate and educated citizenship. The State cannot shape Adult Education activity effectively and successfully without the co-operation of the un-official agencies; and un-official agencies cannot grow and thrive without State aid and encouragement. It behoves the State therefore to take every possible step calculated to promote Adult Education and augment the strength of the un-official agencies. The Government of Madras, instead of leaving to their option, may make it obligatory on the part of the Local Bodies to make fixed annual contributions to the South Indian Adult Education Association which is in fact a federation of un-official agencies doing Adult Education work. They can themselves finance the Local Bodies adequately for the purpose of spreading Adult Education in their respective areas. They can compel em-

ployers, especially factory and plantation owners, to allot an hour for the education of their employees and to meet the expenses of such education. They can recognise the training given to teachers of adults by un-official organisations in instances where it is found to be up to the mark. They can increase the rate of allowances for teaching and contingencies by at least fifty per cent.

We need not go into other resolutions which speak for themselves. In conclusion, we take leave to request the Government of Madras to take from now onward every possible step to make the ensuing Second South Indian Adult Education Week many times more successful than the First Week which was undoubtedly a great achievement and has revealed the infinite potentiality of the movement. Needless to say, the South Indian Adult Education Association and affiliated bodies will play their part to canalise the public enthusiasm which is bound to be even more than we have now reason to expect, due to the approach of the first General Election based on Adult Franchise.

Minister's Views.

In the course of the discussion that ensued, the Minister asked if there would be need for a Provincial Adult Education Council when the problems of Adult Education were going to be tackled by District Councils. It was explained to him that a Provincial Council would be found to be not merely desirable but really necessary. District Councils would of course be dealing with the problems with reference to local conditions and needs and should have unfettered discretionary powers and freedom to act within their respective areas. At the same time they would be acting in accordance with a general policy and programme for the whole State determined by appropriate authorities. There would be need therefore for a body for the entire State that would provide authoritative interpretations and helpful guidance, if not also central direction and control. The expanding official machinery would no doubt be there, but that could not be expected to do full justice to a great task which was essentially un-official work. The official machinery could

(Continued on page 258.)

Illiteracy and Ignorance Should be Fought on War Basis.

SOUTH INDIAN ADULT EDUCATION ASSOCIATION PLEADS FOR COMPELLING LEGISLATION

The All India Adult Education Association, Delhi, is arranging to hold a Seminar of Adult Education at Jabalpure in coming December. In this connection the Association has circulated a questionnaire with a view to collecting facts relating to Adult Education activities all over India.

The South Indian Adult Education Association has furnished full information on all the aspects mentioned in the questionnaire, and also indicated the way to liquidate illiteracy.

Education of adults, according to the S. I. A. E. A., is a problem by itself, and should be tackled on a war basis; it calls for an army of Social Worker type of teachers; it can be promoted effectively and speedily only by means of an Act of the Legislature introducing compulsory methods.

The following is the full text of the reply sent by the S.I.A.E.A.:-

(a) **Percentage of Literacy in Madras State:**—The percentage of literacy in Madras State is 15.3, according to Government of India statistics. The figure is just an approximation which we can neither reject nor accept; it probably errs on over-statement. The percentage of literacy depends entirely on what is meant by literacy. It is time agreement was reached for India as a whole on literacy test. The ability to skim through and scribble a few words on a Post Card, much less the ability merely to read and write one's own name, will hardly do. Literacy in the case of an adult is, or should be, the means to self-education. The fundamental test of literacy should therefore be the ability to read and write accounts in common parlance about ordinary occurrences in life. If this test is applied, the percentage of literacy in Madras State cannot be very much more than 10.

(b) **Rate of progress of Literacy work and its effect on reducing the percentage of illiteracy:**—Bureaucratic Governments of the past were not at all alive to the problem of adult illiteracy. The first full-fledged Congress Ministry, theoretically autonomous in the Provincial sphere

as it was, had too much to do in the political sphere to be able to attend to other, though no less important, matters like Adult Education. The South Indian Adult Education Association, an un-official organisation brought into being by a devoted band of pioneers, took the field and has been campaigning for Adult Literacy since the year 1939. Adult illiteracy, from the un-official side, has been attacked here and there by enthusiasts, for two years now, only in a spasmodic manner, and that too mainly because of the propaganda done by the Association. A new era in Adult Education history began in 1948 when, following up and recognising the valuable spade work done by the Association, the Congress Government took up the matter in right earnest. An effective, systematic and State-wide Adult Literacy drive, however, is yet to be conducted; but that is in the offing. It is difficult therefore to measure the rate of progress of adult literacy in Madras State during the past two years.

(c) **The expenditure incurred on Literacy work, during the year 1949-50: and the amount allotted for this work in the budget for the current year:**—Money

spent on literacy drive by and through the South Indian Adult Education Association during the year 1949-50 was not much, because, starting from scratch, the Association has been functioning mainly as a propaganda body. Governmental literacy drive has been conducted only for two years now. In 1949-50 Government spent Rs. 1.5 lakhs on the drive covering the entire State; they have made provision in the budget for 1950-51 for spending Rs. 3 lakhs. This allotment is apart from, and exclusive of, the sum of Rs. 6.86 lakhs they are under obligation to spend along with the Government of India grant of a like amount on literacy campaigns spread over three years. Out of the budget allotment, five Propaganda Vans have been purchased.

(d) **Governmental organisation and administrative machinery:**—From the very commencement of the era of Independence the Central and State Governments in India have had not only to tackle transition problems but also face and surmount untoward difficulties, internal communal and political distempers and industrial disputes and labour ferments, international jerks and uncertainties, failure of monsoons and consequent under production of food grains, and visitations of Providence like cyclones and floods and earthquakes. In addition to these most trying problems, the Madras State Government have had to face the consequences of their all-out Prohibition policy. How could they, in the circumstances, make adequate provision of funds for the war against illiteracy and for evolving the necessary official machinery for the purpose, although they are quite serious about discharging their responsibility for promoting Adult Education? No independent official machinery has been thought of. The distinction between Elementary Education and Adult Education is yet to be officially recognised, even if it has been theoretically understood. A sub-department to deal with Adult Education under a non-gazetted officer was created in 1948, thanks to the initiative of the then Education Minister, Sri T. S. Avinasilingam Chettiar, and tagged on to the Elementary Education department under a Deputy Director of Public Instruction. Notwithstanding the fundamental mistake of treating Adult Education as a contiguous appendix of Elementary Education, and all the handi-

cap that such a mistake must involve in the working of the official machinery, the non-gazetted Adult Education Officer has been doing his very best to develop Adult Education activity in the State. The record of his essentially preparatory work is by no means inconsequential. Spade work is being done also quasi-officially by two Honorary Organisers of Adult Education in Telugu and Tamil language regions, Sri G. Harisavrothama Rau and Sri K. S. Ramaswamy Sastrigal, veteran public workers who are occupying key positions also in the South Indian Adult Education Association. Adult Education Conferences have demanded, and the Madras Government are not unlikely to decide upon, the appointment at an early date of an Honorary Adult Education Officer also for the Malayalam speaking Kerala region. Now that a three-year span State-wide Adult Literacy Drive is about to commence—for which, as has been already indicated, the Central and Madras State Governments are providing each Rs. 6.86 lakhs—two Gazetted Officers are to take charge as official campaigners. The official drive is bound to be fruitful, thanks to the exploratory propaganda work done by the South Indian Adult Education Association and the general public awakening to the gravity and magnitude of the problem.

(e) **How are teachers recruited? Do the Primary School teachers prove suitable for this work?**—The South Indian Adult Education Association was the first organisation in India to think about practical solutions for adult illiteracy and adult ignorance and to devise short-term training courses for teachers of adults. It did not have the wherewithal to cover the entire State with a net work of Training Centres for teachers of adults, although such was its laudable ambition. Conscious of its great mission, it did initiate training courses here and there where the atmosphere was found to be congenial and public response encouraging enough. Association trained teachers of adults have won the laurel of pioneers, and are to this day the assets and propellers of the Adult Education movement in South India. The Association, as was but meet, yielded place and made room for official effort in the matter of recruiting and training teachers of adults. Official effort has made some progress in terms of quality

rather than quantity. Inadequacy of funds again, and not lack of enthusiasm and vision, is the only handicap. Government have given 45 days training to about two thousand persons and encouraged them to start and run Adult Literacy Schools and Adult Education Centres. A good number of the two thousand odd persons happen to be long-standing Primary or Elementary School teachers. But for the stipulation that those who offer themselves for training should have the minimum qualification of having passed the Eighth Standard, a considerable number of persons would have availed themselves of the opportunity. Government would certainly have done well, if they had issued a call to all available adult literates especially in rural areas where illiteracy is chronic; the response would have been great and the result magnificent. Presumably, the insistence on a decent minimum qualification was actuated by the praiseworthy desire to insure and maintain from the very outset a worthy and enduring standard. That, perhaps, is the reason for the Madras Government fighting shy of the demand made by un-official organisations like the Madras Representative Christian Council that short-term training courses conducted by them should at least be officially recognised, even if purely for financial reasons grant-in-aid could not be extended invariably to all Schools and Centres run by un-officially trained teachers. Government were also perhaps staggered by the prospect of heavy and augmenting demands on their already much depleted and slender purse, which would result from promiscuous recruitment and unlimited number of training courses. That the Madras Government do not however stand in the way of progress is borne out by the, albeit limited, grant-in-aid extended to Adult Literacy Schools run by non-trained teachers. All the same, a large number of Adult Literacy Schools and Adult Education Centres, especially those that were started during the Adult Education Week conducted all over the State by the South Indian Adult Education Association in February 1950, remain un-recognised, although they are doing very good work. They are kept running firstly by the adults themselves realising the value of the boon that is being conferred on them, secondly by teachers who are imbued with public spirit and are proud of the role

they feel it is their privilege to play in the great work of national regeneration, and thirdly by well-to-do members of the local public who are ever ready to contribute their mite of co-operation and financial aid.

As a matter of fact, a large number of Adult Literacy Schools and Adult Education Centres are run by Elementary School teachers who had undergone the Government-sponsored short term training course in Adult Education methods. They are of course doing their best. But for them even the little that has been done, it is only fair to acknowledge, could not have been done. It is a debatable proposition if they do or can make good teachers of adults. There is nothing congenitally wrong with them to render them incompatible to Adult Education work; but they have difficulties and corrosive angularities. In the first place, they are tired and jaded after a day's strenuous work with children in the Elementary School, and cannot be expected to have energy and spirit enough to cope with additional work lasting for two or three hours. Secondly, they are already in a rut of teaching methods adapted to children; it is not easy for them to get out of that rut and then drift into another rut which is different, if not the exact opposite. With all their pranks, children are ever fresh and of soft texture and do influence their teacher for the better, and he turns out to be a nice man of the world, condemned though he is to an impecunious lot. Adults, on the contrary, are of complex composition and nature and of hard fibre, battered by toils and bruised by tribulations incidental to a life of chronic poverty; and after the day's battle for existence they themselves look physically exhausted and feel mentally worn out when they come to learn, and what can they expect to get out of a poor half-dead Elementary School teacher? Adult illiteracy can be eradicated and Adult Education promoted only in and by Centres which combine the advantages and benefits of both schools and Social Clubs and are free from the inhibitions and the drab discipline of a rigid school system.

Mahatma Gandhi's View

Such Centres can be organised effectively and conducted successfully only by the Social Worker type of teachers who alone

can impart essential instruction without flourishing the rod of a master. It is pertinent in this connection to recall Mahatma Gandhi's idea of a public worker. He expected and desired every true Congressman to establish himself in a village and serve the people of the place in every sphere of life, as their friend, guide and philosopher, in fostering inter-communal amity and social solidarity, in adjudicating disputes, in combating diseases and preventing epidemics, in developing economic resources, and in promoting Adult Education. He envisaged the seven lakhs odd villages of India humming with a moral life of health and prosperity, of good cheer and happiness. In one word, he wanted India to live, as indeed she does, in her villages, a full life. The Adult Education worker should be precisely the type that Mahatma Gandhi was thinking of, not a noisy, superficial demagogue leader who creates mere passing ferment, but a simple silent constructive servant of the people understanding their problems and sharing their sorrows and joys. In this, our great country of hoary culture and rich talent, any number of such teachers are available and can be requisitioned for service provided the State supplies the necessary sinews, and when dynamic supreme leadership assumes command.

Until the good fortune favours us, we have to rest content and carry on with Elementary School teachers, giving them better financial encouragement than they are now getting and divesting them of all responsibility for securing high average and regularity of attendance. The rates of teaching grant and contingency allowance now prevailing, of Rs. 8 and Rs. 4, respectively, for Adult Literacy Schools run by Government trained teachers, and of Rs. 5 and Rs. 3, respectively, for schools run by non-trained teachers, should at least be doubled. An Adult Education Centre has got to be run on the lines of a Social Club. An Association is invariably behind every Social Club. Even so, every Adult Education Centre should be organised and kept going by a local Association formed for the purpose. The Association of which all adult learners would be members, besides patrons and sympathisers, helpers and workers, would see to it that the school part of the Centre is attended by all the learners and maintains a high

average attendance. Such an Association would be a source of relief to the teacher, and make his work fruitful of lasting benefit.

There are Local Committees recognised by the Government for the purpose of certifying the contingency grant. They are, in very many cases, in a moribund condition for want of enough work to do in the locality. If officially provided with a plan of work, they would reform themselves and provide fillip to Adult Education activity.

Proposed District Councils

The Madras Government are brewing a scheme of Adult Education. They propose to create District Adult Education Councils and District Adult Education Organisers. It is to be hoped that the proposed Councils would not go the way the District Educational Councils went two decades ago. The latter bodies were created and run in the days of Diarchy to spread and administer Elementary Education. They were anathema to the Directorate of Public Instruction. They had no power worth mentioning since in practice no power was devolved; they became inefficient and corrupt, handicaps to progress; since there could be no mending them, the Rajaji Ministry abolished them outright. The proposed District Adult Education Councils, to be able to play their role effectively, should be invested with adequate powers of planning and execution; they should consist of men and women who have faith in, and are devoted to, the cause of Adult Education, and who have aptitude, inclination and time for public service and would take pains and go about the business earnestly and thoroughly; they should be free to act within their sphere and not be inhibited by dilatory or dictatorial central control and direction. Councils created by executive fiat are apt to degrade themselves and degenerate into cringing and fawning creatures of expediency and power politics. It is not merely desirable, but definitely necessary, that the Councils should be statutory and completely elected bodies with well defined duties and functions, responsibilities and powers. Created by the people—all adult voters—the Councils would feel themselves answerable to the people and function with due deference to public opinion. Since members of the Councils

would themselves be moving about and assisting in the creation and fostering of Adult Literacy Schools and Adult Education Centres, on a division of labour basis, there would be no need, strictly speaking, for Honorary or paid District Adult Education Organisers; instead, Executive Officers or District Commissioners of Adult Education, may be appointed. The Commissioners or Officers should again be men fit and meant for such work, seniors among Social Worker type of educationists, not slavish creatures of routine or dry products of service rules. The unofficial character of the Adult Education movement should be confirmed and consolidated, stabilised and strengthened not only by the constitution of District Adult Education Councils and the functions of the District Commissioners of Adult Education, but also by Roving District Adult Education Squads charged with the duty of visiting every village and hamlet and spreading the message. Councils and Commissioners and Roving Squads all mean money. People will bear the expenditure, if properly approached, and if the Government mean business. Money spent on education, they know, is an investment yielding good dividend, but the onus of proving that it is so rests on the State. That is by no means a small responsibility. Some measure and method of making people teach and learn should be devised and enforced by compelling legislation. That is the sovereign remedy, the panacea. Cribbed and crabbied by the consequences of Prohibition, the Madras Government may not be in a position to introduce compulsion now and here, but they will be constrained before long by the ruthless logic of facts to think of and eventually introduce compulsion. Our very attitude and approach to the problem must change. Adult illiteracy should be regarded as an enemy, pursued, fought and destroyed.

(f) **Equipment and material provided to Adult Literacy Centres:**—Charts and books are supplied to Adult Literacy Schools and Adult Education Centres. During the Adult Education Week in February 1950, the demand for charts and books rose to high pitch, and the South Indian Adult Education Association, which had foreseen the rise of new Centres and the consequent increased demand for materials, did cope with the demand. The

Association has also been running an auxiliary concern, the South Indian Adult Education Co-operative Publishing Society, Limited, to publish books in all the regional languages suited to adult learners, and to be sold at nominal prices. The Society has published some books prepared under Government auspices and also received a nominal subsidy towards the cost of production. The demand for charts and books is bound to increase, and the Society has therefore much useful work to do in the coming days.

(g) **Help taken from official and non-official agencies, and help if any the State have been able to give to such agencies:**—Apart from what the sub-department of Adult Education under a non gazetted officer has been doing, there is no official agency at work to spread Adult Education. The Honorary Organisers of Adult Education in Andhra and Tamil Nadu have been applying their shoulders to the wheel, but in the very nature of things it is not humanly possible for them to more than touch the fringe of the problem. A thinker once said, the education he had received helped him only to gauge the vastness of his own ignorance. Even so, these Honorary Organisers of Adult Education, each of whom is expected to traverse territory as large as England, can only tell us how much yet remains to be done. The only non-official agency in the field is the South Indian Adult Education Association. The elected Executive Committee of the Association consists of members hailing from places near and far and representative of all the Districts. Besides the General Secretary (Hon'ble Mr. J. L. P. Roche Victoria, the present Madras State Food Minister) and the Provincial Organising Secretary, Sri T. J. R. Gopal,—the "twin pioneers" of the Adult Education movement in South India—the Association functions through four Regional Secretaries, Mr. Joseph Mundasseri, M.L.A., Member, Adult Education Board, Government of Travancore-Cochin Union, and Professor, St. Thomas College, Trichur, for the Malayalam-speaking Kerala region; Sri S. V. Srinivasa Rao, Acting Chief Executive Officer, Mysore Adult Education Council, for the Canarese-speaking Karnataka region, Sri P. Nagabhushanam, Secretary, Andhradesa Library Association, for the Telugu-speaking Andhradesa region, and Sri O. A.

Narayanaswami, Advocate, and Vice-Chairman, Municipal Council, Tanjore, for the Tamil-speaking Tamil Nadu region. There are affiliated organisations like the All Malabar Adult Education Workers Association doing field work in their respective areas. The Association has been conducting for one year now an official monthly Journal in English, the "Adult Education Review", which, besides giving adequate publicity to Adult Education activities in the State, is an open forum for the expression of viewpoints about Adult Education organisational and teaching approaches and methods. The Association has arranged to bring out a companion Tamil monthly Journal; it is giving a subsidy to "Vyojana Vidhya," a Telugu monthly Journal, and the Malayalam "Saksharatha Pricharakan" the official monthly Journal of the All Malabar Adult Education Workers Association. Neither the South Indian Adult Education Association nor any of the affiliated bodies is receiving any recurring annual grant or subsidy from the Government; but the Government have made token grants for special purposes, such as the Special Adult Education Workers Conference with Dr. F. Laubach and the South Indian Adult Education Week.

(h) The way the Government have used, for literacy and Social Education work, 1. Students Organisations. 2. Individual Employers and their organisations. 3. Trade Unions. 4. Co-operatives. 5. Prisons. 6. Military personnel and 7. Political, Religious and Social organisations:—The First South Indian Adult Education Conference held in Madras in 1939, of which the Association was the immediate offshoot, adopted a resolution urging the authorities concerned to mobilise students, ever aglow with the spirit of social service, for Adult Education work during the weekends and vacations. Sir Samuel Ranganathan, the then Vice-Chancellor of the Madras University, who was also the Chairman of the Reception Committee of the Conference, acting upon the suggestion, issued a circular to educational institutions impressing upon them the desirability of students utilising their holidays for rendering social service and promoting Adult Education in particular and forming themselves for the purpose into Social Service Leagues. The response was encouraging: a good many of such bodies came into existence, and did

praiseworthy work. Eventually, they sank into insignificance and oblivion due to lack of leadership and the vicissitudes of political history. Now that our country has come to enjoy political independence it behoves students organisations to organise themselves for the coming crusade against illiteracy. Adult Education activities have been developing among students of the Annamalai University and those of institutions like the Engineering College, Guindy. Students Social Service Camps in Mysore State have shown the way to compeers elsewhere.

Employers' individually, have not cared even to think of promoting literacy among their employees. Business corporations of the big type, limited concerns employing workers in large numbers, have been thinking in terms of amenities for employees which include an approach to Adult Education by means primarily of Free Reading Rooms and Libraries and Recreation Clubs. The Madura Mills have been doing some excellent work. The South Indian Railway authorities acting under a directive from the Railway Board have surveyed the problem in all its aspects and are evolving a scheme which aims at making literate within three years all illiterates among their employees who are under forty years of age. That, of course, does not mean that those who are above that age will be denied the benefit if of their own accord they desire to avail themselves of the literacy courses to be started.

Trade Unions have been busy building themselves up as effective instruments of collective bargaining and fighting their battles on the economic front. They have had no time even to think of liquidating illiteracy among their own members. They have a role to play in, and a contribution to make to, the evolution of our democracy. It is incumbent upon them to equip themselves for the task; to take to Adult Education as a measure of necessary self-improvement and self-help.

Co-operative Societies have been evincing some real interest of late in promoting Adult Education among members, and even making contributions for the purpose out of their General Good Funds. Some kind of Adult Education has been attempted in prisons, but the results cannot be counted in terms of progress. Prison is

hardly the place where healthy mental unfoldment can be expected. We have no means of knowing what has been done to promote literacy and education among military personnel who live in a world of their own cut off from general national trends.

The Indian National Congress is the only body that has ever counted among political organisations. It has not so far taken to Adult Education as such, but its all-sided, strenuous and dynamic work all these years has been educative of adults in the fundamental sense of the word. The mass awakening it has brought about, most markedly since Mahatma Gandhi assumed the stewardship of the nation's destiny is an achievement in world history, unprecedented in magnitude and unique in moral values. Newspapers and periodical journals published in the various languages of the people shot up in circulation and sale of copies to figures which in the pre-Gandhi era would have been considered fabulous. Adult Education, as laid down by Mahatma Gandhi, is of course a vital part of the Constructive Programme which every Congressman worthy of the title is enjoined and expected to push through; but due to pre-occupation with political and economic problems incidental to a perilous transition much has not been done yet. Sri K. Kamaraj Nadar, President of the Tamil Nadu Congress Committee, and Member of the All India Congress Working Committee, has given to the South Indian

Adult Education Association the assurance that he will soon issue a directive to all Congressmen and Congress Committees in Tamil Nadu to organise and conduct State-wide Adult Literacy drives and Adult Education campaigns.

The Matathipathies of the Tanjore District, who are heads of hoary and hallowed religious institutions, have been conducting propaganda which is nothing if it is not liberal essential Adult Education in that it helps to widen the mental horizon of the masses. They have also given substantial help to Adult Education publications and to the holding of Adult Education Conferences. The Madras Representative Christian Council has to its credit a very good record of substantial Adult Education work, being carried on in various Centres both in Andhradesa and Tamil Nadu in a systematic and sustained manner.

Libraries in urban and rural areas have been doing good work for some years. The Library movement is gaining great momentum with the implementation of the Library Act. The Andhra Library Association of which Sri G. Harisarvothama Rau, Vice President of the South Indian Adult Education Association, is the moving spirit, and the Madras Library Association have been doing most creditable work. Equally creditable and praiseworthy is the work that is being done by the Saraswati Ghetman, Vetapalam, under the guidance of Sri A. Sreenivasa Rao.

National Seminar on Literacy and Post Literacy Work.

The National Seminar on Literacy and Post-Literacy work will be held in Jubbulpore from 15th to 26th December, 1950. The dates have been fixed so as to enable delegates to the Seminar to attend the All India Adult Education Conference also being organised in Hyderabad State in conjunction with the All India Educational Conference which is to be held from 28th to 31st December, 1950.

This will be the first national Seminar in India. Last year an Asian Seminar on Rural Adult Education for community action was held in Mysore under the auspices of the Unesco.

It is expected that about 80 delegates and observers from the various State Departments of Education as well as from other non-official organisations and agencies would attend the coming Seminar. The Government of Madhya Pradesh have very kindly agreed to give a number of facilities for the organisation of the Seminar. Eminent educationists of the country are expected to participate in the Seminar.

All those who wish to attend the Seminar are requested to write immediately to the Organising Secretary, Indian Adult Education Association, 30 Faiz Bazar, Delhi.

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Most Fitting Memorial for Gandhiji's Magnificent Leadership.

Plea for Enactment of an Illiteracy Liquidation Conscription Act.

The following is the full text of a leaflet issued by Dr. R. Gopalakrishnan of Tanjore about five months after Mahatma Gandhi's martyrdom. The author's approach to the Adult Education problem is discerning and independent, original and radical.

There could be, according to the author, no more suitable memorial to Mahatma Gandhi than a well-organised, and nation-wide movement to implement the most important item of his Constructive Programme—that is, an enactment to conscript the literates to teach and the illiterates to learn, for a comprehensive attack, with a view to liquidating adult illiteracy within a brief spell of time.

The author also suggests the publication of a series of Gandhiful Readers giving accounts of various interesting incidents in the eventful life of the greatest leader and nation-builder and the most dynamic personality the world has ever seen, illustrative of his noble ideals and objectives, and his great sayings and fundamental teachings.

Requisites for a suitable memorial must enable us to spread Mahatma Gandhi's gospel of love and sacrifice and communal amity among the millions and liquidate illiteracy and make our nation cent per cent literate. This can and must be accomplished by the enactment of a Mahatma Gandhi National Memorial Illiteracy Liquidation and Conscription Act, conscripting literates to teach and illiterates to learn with Text Books dealing only with the life and writings of Gandhiji to be edited by conscripting Sri C. Rajagopalachari and Maulana Abul Kalam 'Azad. The move can be made self-supporting in the matter of finance. Preliminary things can be done now and the Act may come into force on the coming Gandhiji's 80th birthday.

The Father of the Nation is no more with us. The whole country, nay, the entire world, has been struck dumb with grief. We are yet wet with tears. Glowing tributes are being paid to him. Boundless love and admiration are being showered upon him and a grateful country is now engaged in finding a suitable memorial.

What shall we do? Shall we erect mere statues? Shall we just change the names

of our cities, or even that of our country, after him? Or shall we have erected buildings, halls or schools to commemorate his memory? Almost all our top-ranking leaders and workers all over the country are engaged in thinking out a suitable way of perpetuating Gandhiji's magnificent leadership.

A memorial to Mahatma Gandhi must be what has been very dear to and cherished by him. It must be a source of help to the millions he loved and for whom he toiled and died. It must enable the millions to remain constantly associated with it. It must be such as will have a far-reaching and permanent effect on the political and social conditions of the country. It must enlist the active support and willing approbation of people of different religions and political persuasions. The memorial must enable them to work out his ideals and aspirations. It must be simple in idea, great in its effect, easy of execution and revolutionary in result.

There are various items in Gandhiji's Constructive Programme and one of them, probably the most important, is the liquidation of illiteracy. What else can be a more fitting and enduring memorial than

a movement to liquidate and wipe out illiteracy? Nothing else can give more enduring results.

It is estimated that about 85 to 90 per cent of our people are illiterates. With the introduction of adult suffrage, a majority of our voters will be illiterates. This state of affairs is a disgrace, and constitutes a menace. We have not got enough schools or enough number of teachers, and to have them we have no funds. The growth of population is ever on the increase at a more rapid rate than literacy. The growth of literacy at the present rate can never keep pace with the growth in population; and unless and until we think of measures, radical and drastic in character, we will never be able to get out of the vicious circle. Our country will ever remain in a state of perpetual illiteracy. Is it not a thing to feel profoundly ashamed of? The very thought of that must enter one's heart as a red-hot iron and the sooner we wipe out this blot, the better for us. Even if we are to introduce free and compulsory Primary Education, those who have passed the school-going age and those who are destined to have no schooling for some decades to come, will remain illiterates and the great majority of them will be the voters who are to determine the fate of our Governments for decades to come!!!

The most fitting memorial for Gandhiji will therefore be a movement to wipe out this handicap of illiteracy.

Can this be accomplished? The answer is an emphatic "Yes." How best and how soon this can be done is the question.

The Government should expeditiously make an enactment known as "The Mahatma Gandhi Memorial Illiteracy Liquidation and Conscription Act." The aim and objects of this enactment should be to liquidate illiteracy by conscripting the literates as well as the illiterates.

Conscription is necessary and the only effective way. We tried the methods of persuasion and propaganda to do away with the drink evil. We failed. We have resorted to the drastic remedy of closing down the liquor shops. We penalise drinking. In times of emergency, Governments, all over the world conscript people for war services when people are obliged to lay down their lives leaving behind all they hold near and dear. Conscription to fight against illiteracy is a far easier

thing involving no sacrifice of life or property. It will mean nothing more than a more useful way of spending one's leisure. Such widespread illiteracy is a matter of extreme shame to the nation. Where schools are insufficient, teachers are few, the Government are struggling for funds, and there is no other way of meeting the situation, conscription is a matter of extreme national necessity.

Again, the minority of the educated and the literate owe their education and status to the contribution of one and all of their less fortunate countrymen and the educated are indebted to the illiterates. What little they are expected to do is nothing but a small fraction of the huge debt they owe to them. They cannot afford, except at their peril to march forward leaving behind legions of their countrymen. It is but just and fair that people should be conscripted for a task of such magnitude and urgency.

No political party dare oppose this move. None of whatever religion or political complexion can object to this. Congressmen, the Muslim Leaguers, Self-Respectors, Socialists, Communists and non-descripts, all will welcome this measure.

Lovers of their mother tongues will feel enthusiastic and thankful. What is the use of a language or of its growth when 90 per cent of the people are illiterates in their own mother tongue?

Tremendous Social Gain.

Again this move will result in tremendous gain socially. The Brahmin, the Non-Brahmin, the Harijan, the Hindu and the Musalman, the rich and the poor, the Capitalist and the Labourer, the official and the non-official, all will get engaged in common task with a common objective and the social contact thus established will be of an enduring character and productive of excellent results. This multiple contact and teaching and learning will generate goodwill, better appreciation, sympathetic understanding between different religions, different communities, castes and classes and this one result alone is worth all the trouble.

This great social gain will constitute a great step forward in women emancipation, and be the first pre-requisite for success in any scheme of Adult Education or

library movement, and a plan to liquidate illiteracy can be easily correlated to any scheme of Adult Education.

In the name of Mahatma Gandhi, let us concentrate our attention on a single item of his constructive programme, namely, the liquidation of illiteracy. This will serve to canalise the nation's love and gratitude to him. The association of his name with the movement will generate so much goodwill and enthusiasm that its success is assured and all opposition will melt like mist before the sun.

A simple and single task undertaken, and well done, will create self-confidence, self-esteem and discipline in the country. It will help spread far and wide, among millions and millions of his countrymen, his message of love and sacrifice, truth and non-violence and communal unity.

This movement needs a series of Text-Books and the subject matter of these books will only be Gandhiji's life, his teachings and sayings. Great care and attention should be bestowed on editing these Text Books. Anything controversial must be carefully avoided. Why not 'conscript' Sri C. Rajagopalachariar and Maulana Abul Kalam Azad to do this task for the nation as being most eminently fitted for the purpose? A Text Book Committee under their leadership can be formed to expedite the work.

A First Reader containing the alphabets and small short sentences, a second Reader, in which ability to read and write a lesson on dictation will enable one to get a Literacy Certificate, and more such Gandhiful Readers as a continuation series must be got ready and published.

All these books must be attractively printed and got up with the portrait of the Father of the Nation adorning the front page. Books for the special use of Harijans, women and other groups can be edited containing the appropriate incidents in his life, writings and sayings to suit special interests and to make it more effective and useful. These books will be made available to adult learners at cost price. Let these Text Books, put to use, spread far and wide, to the millions and millions of his countrymen, the message of our Father, his love and service and his expectations of them. Let them make them feel proud of him and make him feel proud of them.

The 80th birthday of Gandhiji is soon coming on us and this is the first birthday anniversary after his tragic demise. A grateful nation will be stirred to its depths and is anxiously awaiting this event. Our Province of Madras will become completely dry on that day and it will be in the fitness of things if we inaugurate the Down With Illiteracy movement and bring into effect the enactment on that most auspicious day of our country.

And it is still seven months off. Meanwhile, we can get the preliminary things done. The question of getting an enactment, collection of statistics, preparation of suitable text-books, bringing into existence of the organization needed, can be gone through, expedited and got ready.

From year to year, on his birthday, we can have the Annual Celebration of this movement when we will take stock and plan for next year and never rest content till we all become cent per cent literate and illiteracy is made a thing of the past.

Details of Conscription

Every village with a Karnam or a Ward in a Municipality will be a unit. One for each of these units will be conscripted to be the Chief Officer for that area. He will in turn conscript as many assistants as are required for the purpose and form a Committee.

Where there is faction within a community or between communities as many Officers and Committees as there are factions may be brought into existence. This is to enable us to avoid conflicts. The Chief Officer with the Committee of his own selection will be the chief instrument to work out the Act.

They will immediately embark upon the task of taking a correct census. This work, if possible, can be co-ordinated with the task of preparing the electoral rolls according to adult suffrage. This census must be made to reveal the total population, men and women, literates, illiterates, literates who can take up the task of teaching, according to different age groups such as below 6, between 6 and 12, 12 and 21, 21 and 50 or 55 and above and those who are in schools etc., etc.

We must fix the minimum and maximum age limits for conscription and also decide as to who are to be exempted.

The very old, the blind, the deaf, and the dumb, people suffering from contagious diseases, those below the minimum age, those above the maximum age fixed, and lunatics may be exempted; otherwise, exemption must be very few and rare. No Government servant, however great his office, must be exempted.

The Government will consider and fix the minimum and maximum number of illiterates to be made literates within a time limit that will be specified.

The year's programme will be decided, such as the particular age group to be conscripted, the total number of literate teachers and illiterates, the number to be made literate for the year and the roll will be published. This will indicate the persons conscripted in the area to teach and to be taught. This has to be done within a time that will be specified.

The conscripted persons will have the option to choose their own teachers and their own pupils. This has also to be done within the specified period and the same must be registered with the Committee. Care should be taken in the initial stages to conscript only adult males at the rate of one per family so that in the latter stages all those males made literate, may be conscripted to teach their womenfolk. Women may be conscripted to teach womenfolk wherever they are available.

The Committee will be empowered to prepare their budget for the year. All services will be free and will not be paid for by the Government. The Committee will explore ways and methods to make the area self-sufficient in the matter of finance. They may get voluntary contributions or even tax the people of the locality to meet their expenses which will be kept at the lowest minimum. If need be, the tax will be collected pro rata by the Revenue collecting staff in the same way as other revenues are collected. Attendance at such Committee meetings will be compulsory.

The Committee will be charged with the responsibility of giving the widest publicity and doing the necessary propaganda.

The Government, in consultation with the Committee, will fix the period in a

liberal way, within which cent per cent literacy must be obtained in that area.

The opinion of the Committee as regards disputes regarding age, whether one is a literate or not, whether he is in a position to teach or not, fixing the quota for each or fixing the minimum work for a conscript will be final and take effect immediately until it is set aside by an Appellate Authority and the burden of proof will be on the party accused or affected.

Arrangements will be made by conscripting people entitling them to examine and issue necessary certificates. The minimum qualification required for the purpose will be prescribed, and will be made known and the issue of false certificates will be penalised. Literacy will mean to read and write in the regional language or in his mother tongue.

The entire organization will consist of non-officials.

A Committee of experts will be appointed to advise on easy methods of teaching.

Punishments for Breaches

Refusal to serve, to teach and to be taught, failure to do the quota fixed and pay the tax levied, giving false information, giving false certificates, doing or acting in a way that is prejudicial to the successful working of the Act will become cognizable offences and suitable punishments will be inflicted on the offenders.

The punishment may be either fine or imprisonment or both or may take the form of refusal of Government amenities such as water supply, postal services, Registration, Courts and Police help to the offenders. In case of Government servants, it may mean stoppage of promotion or increment and even dismissal. Employment of offenders either by private parties or by Companies will be penalised.

When a large body of people in an area, in a collective way, refuse or default or when due to internecine quarrels or factions, impede the work resulting in failure, collective fines may be imposed and the Government, after due warning,

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Students Social Service Camps in Mysore State.

Spreading literacy and education among adults is a nation-building activity for which students are especially fitted. Several interesting and fruitful experiments have been conducted in Mysore State.

In its report on the work done, the Mysore State Adult Education Council says. In the early years, students of High Schools and Colleges, whose services the Council secured from its inception, conducted what is known as "Make your Home Literate" campaign in their home towns and native villages during their vacations. In 1949, they did Rural Reconstruction work in selected villages, maintaining 22 Service Camps for the purpose. About 500 students took part in the work which ranged from cutting roads, sinking wells and cleaning the villages to conducting Adult Education classes and participation in folk dramas. They were imbued with a spirit of adventure, and they enjoyed the novel experience.

On the suggestion of the Ministry of Education, Government of India, a Pilot Project in Rural Reconstruction was undertaken during the sessions of the UNESCO Seminar on Rural Adult Education which met in Mysore during November-December 1949. The object of the Pilot Project was to give a suitable background and a touch of reality to the problems of Rural Adult Education, discussed at the Seminar. The work was entrusted to 15 students who took to it enthusiastically. It was conducted in Hulikere village, a mile from Krishnaraja Sagar, and very much appreciated by the Seminar delegates. Mr. Egleton, Professor of the Mysore University, was in charge and the head of the whole Rural Reconstruction work carried on by students of the Mysore University. Sri G. Harisarvothama Rau, the then President, and Sri T. J. R. Gopal, Organising Secretary, of the South Indian Adult Education Association, who were deputed by the same to attend the UNESCO Seminar visited the village at the invitation of the President of the Mysore State Adult Education Council, and were much impressed by the excellent work done by the students there under the leadership of Professor Egleton.

The response to the appeal made in March 1950 to students of High Schools

and Colleges in the State, to enrol themselves as volunteers for the Service Camps during the summer holidays, was so great that the Council could not avail itself of it entirely. The Council, due to limited finances, could arrange for only 20 Camps. The institutions which conducted the Camps were given every possible guidance in a definite scheme. A Teacher Leader was chosen for every Camp and made responsible for its conduct. The Camps lasted for one month except in two cases for which at the request of the villagers themselves a fortnight extension was granted. On the average, there were two Camps for each District in the State. Begur in Bangalore District had the honour of running a Camp exclusively for women. The Camps were visited by Ministers, the Director of Public Instruction and the Commissioner for Rural Development and received most helpful and valuable co-operation from other officials who evinced genuine devotion for Rural Reconstruction.

The Camps were able to weave themselves, so to say, into the very texture of village life. For instance, in Gadare Bommasandra, Kolar Taluk, a dispute between two neighbouring houses regarding the formation of a road was settled amicably; an Action Committee was formed to carry out improvements; every one of the 180 families was required, and agreed, to contribute one able bodied person to do manual work or pay a fine of Rs. 2; a Study Circle was conducted where the book "Gandhi Sutras" was read out and explained in detail; conditions of life of Harijans were studied, and it was found that they had been greatly benefitted by Prohibition; compromise was effected between two Harijan factions, Adhikarnatakas and Adhidavidas in regard to the use of a well training in policing service was given to young men who are called Village Guards; *Saphai* work, that is, improving of sanitary conditions, was done effectively and successfully; the lady workers of the Kasturbi Service Centre at Gangasandra paid house-to-house visits to womenfolk to teach them how to keep their surroundings clean.

In Alur, Hiriyur Taluk, Chitaldrug District, the villagers were taught how to conduct their Panchayat meetings and do its work efficiently; a Baby Show and a Women's Conference were conducted, and prizes were distributed to healthy babies; and Adult Education propaganda was done by means of film shows and classes. In Lakkiballi village, Chitaldrug District, economic conditions were studied in detail and statistics compiled; a Harijans Conference was held, and a "Grama Seva Sanga" formed to continue re-construction work. The Bagivalu (Hassan District) Camp had the road leading from the village to the Hassan-Holenarasipur main road completely repaired. Adult Education and health propaganda was done by means of a Women's Conference organised by the Camp at Vadakalasi in Shimoga District. Camp work made such an impression that some villagers of Navule in Shimoga District took a vow to do follow-up service. Malaria was fought by the Doddaganne village (Hassan District) Camp. Evening meetings conducted by the Vogerahalli Camp (Chickamagalur District) became increasingly popular and were attended by hundreds of men and women who accepted with avidity the practical advice given to them on various matters of corporate village life. Water scarcity was remedied by drawing wells being rid of silt and cleaned up by the Mugulavalli Camp. The Hulikal Village Camp in Bangalore District was hard put to it to convince the villagers that their habit of making huge trenches round about the village by removing the mud to their agricultural lands, which resulted in rain water collecting in the trenches and breeding of mosquitoes, must be given up for good.

Two Adult Education classes were conducted by the Nagavara village Camp in Bangalore District. The Sindhaghatta

village Camp in Mandy District devoted itself to removal of shrub overgrowths and thorny plants and preparation of soakfits. Houses were repaired and walls white washed by the Goragontepalya village Camp in Bangalore District. Roads were widened and a big drain for allowing escape of rain water was repaired by Haiate village Camp in Kolar District, local Scouts playing a good part. Adult Education classes were conducted, readings in classics given and newspapers read out to large gatherings by the Yeruyur village Camp in Mysore District. A Rural Library was opened in Kempisiddanabundi village in Mysore District. A programme of lectures, entertainments and discussions was arranged by the Turukara Hosaballi village Camp in Bangalore District. A literacy class was conducted during the nights for 25 illiterate adults, and folk dances and folk dramas were revived in Telugaraballi village in Bangalore District.

The Camps were conducted by the Adult Education Council with the help of the Department of Public Instruction, Universities and Rural Development Departments. The Teacher Leader was completely in charge of the Camp, and instructed to carry out the following duties:

(1) He will lead the students in all the branches of the syllabus, hereinafter laid down with the co-operation of the workers of Adult Education in the Districts.

(2) They will chalk out details of the work adjusting to the circumstances and local conditions of the village in connection with the programmes given, with the co-operation of the workers of the District Adult Education Committees.

(3) They will invite local leaders and other prominent men to the Camp and arrange functions in order to inculcate a new atmosphere and enthusiasm in the village.

Most Fitting Memorial for Gandhiji's Magnificent Leadership.

(Continued from page 242.)

Vigorous propaganda, broadcasting and publicity must be done for the successful working of the plan.

We have to embark boldly and even if this fails, what is it we lose?

"Success often comes to those who dare and act; Seldom does it go to the timid"

—Jawaharlal Nehru

extension of time, light punishments and persuasion, have failed, as a last resort, can withhold water supply, postal conveniences, access to Court and Police, to the entire offending village or unit.

Collective fines and punishments may also be imposed in case of failure to attain cent per cent literacy within the allotted period.

Should Elementary Education Have Priority Over Adult Education?

BY SRI K. S. RAMASWAMI SASTRI

The view that illiteracy in India can be liquidated by concentrating all effort and money on Elementary Education, and that therefore it is not necessary to deal with Adult Illiteracy as a special problem is countered, exposed and refuted by the writer, who is the chief of the South Indian Adult Education Association, in the following article contributed to, and published in, the October issue of the *Women's Welfare Journal*:

It is necessary to view the problem of Adult Social Education, specially for women, from a correct perspective, because there seems to be a lot of confused thinking about the matter. It is often thought and said that it is the primary duty of the State to spread Elementary Education and that any money that may be spent on the spread of Adult Education means a harmful deprivation of the amount sorely needed for the expansion of Elementary Education. None can gainsay for a moment the urgency and importance of the quick expansion of Elementary Education. The Constitution of India, which came into force on 26th January 1950, recognizes this all-important fact and provides thus in section 45 of Part IV (Directive Principles of State Policy):

"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 fourteen years."

Futility of Compulsion

But our practical experience during many decades past show that where the elders in the family are illiterate the children are not kept long enough in the school and they lapse into illiteracy in the cold and uncongenial atmosphere of the home. The parents belonging to the poorer classes have need of the work of the children to augment their slender income or to aid them in their work. It is often said that nearly forty per cent of the children of school-going age are without schooling and that we must adopt adequate methods of compulsion and expansion. What is the

good of compulsion when there are not enough school buildings to house the children who now stand out of schooling? Building such school houses immediately means an outlay of money beyond the possibilities of provision by the State. That is why even in those Municipal areas where the scheme of compulsory Elementary Education is in force, compulsion exists only in name. Further, compulsion by the State may result in resistance by the illiterate masses and the State has not got enough goals to lodge the resisters. For all these reasons the State will have to turn its attention equally to the expansion of Elementary Education and the expansion of Adult Education.

Thus under the existing state of things, the children who stand out of schooling become the illiterate adults when they reach the adult age. A large percentage of the persons attending Adult Literacy Centres are the persons between 13 years and 20 years of age. Some of them had a little schooling and dropped out and have either become illiterate or wish to get more knowledge. Here also the State's technique is the technique of permission and not that of compulsion. By slowly securing the expansion of Elementary Education and inducing the adults to learn in the Adult Literacy Centres, the same vital national objective, viz., the liquidation of illiteracy is achieved without drastic and draconian methods of compulsion. Further, it should be remembered that the educational experts never advised that the expansion of Elementary Education is a priority which should exclude Adult Education. The Sargent Report visualised that both should go on, and it

stated that the liquidation of adult illiteracy should be achieved in forty-five years. The Post-War Educational Reconstruction Committee in Madras was of a similar view.

Adult Education should not be Ignored

We must also bear in mind that the state of things after the enactment of the Constitution of Independent India has introduced into our national life considerations for which no parallel could be found in the pre-Independence era. Section 326 of the Constitution says: "The elections to the House of the People and to the Legislative Assembly of every State shall be on the basis of adult suffrage." The laws of the land will be made by the masses hereafter and not by the literate and propertied classes alone. We must therefore educate our masters or submit to the bad laws which will be made by them. This is a true issue, that is immediate and concerns all of us intimately. We cannot therefore ignore Adult Education and concentrate on the mere expansion of Elementary Education as the be-all and end-all of our educational effort.

Further, the first initiative was taken in the Adult Education movement by the Central Government in 1948 because of the above fact and of the necessity for upholding the prestige of India in the eyes of the world at large as a literate country. The State Government which till then had done nothing for Adult Education fell in line with the Central Government. Last year, a pittance of about Rs 3 lakhs was set apart. This year the Centre has given Rs. 6.86 lakhs, and the Madras State has to give, and will give, a similar sum. Having regard to the immediate and emergent necessity of attacking mass illiteracy on both fronts, viz., the juvenile front and the adult front, the above allotment is comparatively meagre.

It is therefore wrong to say that the Madras Government is ill-advised in pursuing its scheme of Adult Education before giving instruction for all children of school-going age. The Government's scheme is not at all ill-conceived. It is well-conceived and wise. It is wrong to say that to try to educate adults while allowing children to grow up illiterate is a perverse way of dealing with the problem. The Government have allotted far more

funds for the expansion of Elementary Education than for the expansion of Adult Education. The recent amendment of the Elementary Education Act is proof of this fact. In fact, they have set apart only a small amount for the latter purpose.

Popular Demand for Education

Under the present scheme, the Elementary School teachers and others are given training in adult psychology and literacy methods. When such trained persons engage themselves in Adult Literacy work, they are paid a salary of Rs. 8 per month for such work and a sum of Rs. 4 per month is allowed for contingencies. The teachers who have not been trained or who have had short-course training are to get a salary of Rs. 5 per month and a sum of Rs. 8 by way of contingencies. It is wrong to say that the scheme is worked with sweated labour. The teachers are taking to their work in a spirit of service and the adult illiterates are desirous of getting literacy. Mr. M. Anantasayanam Ayyangar, Deputy Speaker of the Indian Parliament, said recently at Chittoor that he noticed the springing up of new schools in every village, which is an indication of the popular desire to get education and enlightenment. The sum that is given to the Adult Education teacher as pay is a mere token of appreciation and a solatium. The teacher is to be given also a bonus of one rupee for each person who is made literate. He certainly deserves better payment, and when the State finances improve and a larger grant is made both by the Central Government and the State Government, he will surely be paid a higher salary. The South Indian Adult Education Association has already urged the State Government to increase the salary of the Adult Education teacher. He works from 7 p.m. to 8-30 p.m. and the period of teaching in the Adult Literacy Centre is four months. There is also a scheme of graded training for three years. There is also the scheme of Rural Colleges into which students who stopped their study in the Elementary Schools, can go and get suitable coaching. The teachers in those institutions are paid Rs. 30-50 per mensem. We have now nearly a thousand Adult Literacy Centres and half a dozen Rural Colleges. Good work is being done in them, and it is not fair or correct to belittle it.

Sri D. S. Reddi's Analysis

In the June 1950 number of the journal *Teaching* (Oxford University Press) the Director of Public Instruction, Madras, Sri D. S. Reddi, has given us an illuminating description of the special features relating to Adult Education in India and has thrown clear light on the increasing number of Adult Education problems. He says well: "Our problem of rural Adult Education in India is different from that in most other countries. In other countries the term Adult Education usually means further education of those who have already had some schooling. In India today it means the spreading of literacy among a large majority of her population. But the feature, which is perhaps unique, is that in India illiterate adults are not uneducated. They possess a good deal of knowledge acquired through tradition. The task of the Adult Education worker in India is therefore not quite easy, for the adult's technical knowledge may even be

better on many subjects than that of the teacher. Adult Education workers are faced with many special problems not common to other countries."

Adult Education is even more important in the case of adult women than in the case of adult men. An adult literate woman, as the first teacher of the children in the house, is sure to make them literacy minded. If we make a man literate, the matter stops there. If we make a woman literate, the matter does not stop there, but goes further beyond. Of late, the Government have woken up to a knowledge of this basic fact and organised Adult Education Training Centres for women also. It is worth while remembering that according to Hindu religious tradition, the deities presiding over knowledge and Prosperity and Power are Goddesses. Let us therefore fight illiteracy both on the juvenile front and the adult front and secure knowledge and prosperity and power for all the citizens of India.

Social Education in Assam.

In a meeting of the Standing Committee of the Central Advisory Board for Social (Adult) Education which was held in Shillong on October 4, 1950, under the presidentship of Sjt. Mahendra Mohan Choudhury, Parliamentary Secretary, it was revealed by the annual report of the Special Officer for Social Education that out of 17,308 males and 1,768 women who took the literacy test for the term January to April last, 11,959 males and 1,202 females passed the test.

The new scheme of Social Education was introduced in January last. The number of Primary Centres have been increased from 639 to 1,140, and that of Community Centres from 142 to 440 during the period. Paucity of funds has hampered progress of work in various ways. The scheme as approved would involve a cost of Rs. 8,00,000 annually. An amount of Rs. 4,00,000 which was expected from the Centre was later declined due to financial

stringency and only Rs. 4,00,000 was made available from the State revenues. The scheme may have, therefore, to be contracted in certain respects. A course of training in citizenship is proposed to be introduced in a number of Community Centres in the coming winter.

The Committee discussed the question of re-organisation of the system of Social Education and that of training of the inspecting personnel and of the teachers, and reached certain tentative decisions in both respects.

Sjt. Motiram Bora, Minister of Education, in his opening address to the Committee stressed the need of intensifying efforts for the satisfactory working of the Social Education scheme within the unavoidable financial limits. He said that much depended on the success of this scheme for spreading literacy amongst the masses and making democracy a reality in the country.

How to Spread Adult Education Among Fisherfolk

Sri A. G. Vilva Roy's Address

Fisherfolk, especially of coastal areas, have a well marked out communal life, so that it may be truly said they are living in a world of their own. That offers opportunity and scope for effective experiments in spreading literacy quickly.

In the following address to the members of the Fisheries Technology and Navigation Students' Association, Government Central Polytechnic, Broadway, Madras, Sri A. G. Vilva Roy, Adult Education Officer for Madras State, deals comprehensively with all aspects which the Adult Educationist will have to understand and deal with.

Fisherfolk are engaged in fish industry, an important item of food industry. They need to be educated not only to do their work with increasing efficiency to help mankind with increasing quantities of fish but also help themselves to better living and to become efficient citizens of India. If the fisheries technology is to progress fast the fisherfolk ought to be educated.

Fisherfolk may be divided broadly into two groups, the coastal and the interior groups, for purposes of Adult Education. These two groups often differ in their habits and conditions of life determined mainly by the needs of the industry in which they are engaged either on the seacoast or in the interior tracts.

Those on the seacoast often go out on deep sea fishing while those in the interior have their big hauls during the seasons and at other times do fishing mostly with rod and line or in other common ways. While the former are ever busy doing perennial fishing the latter are generally unemployed or partly employed when the lakes and tanks are dry. It is the latter that can be of much help in developing improved strains of fish. The more venturesome among the former, besides bringing big catches, assist in operations to get us valuables from the world under water.

Instinctive Astronomers.

The Adult Educationist has to plan his efforts to suit their leisure. The coastal fishermen go out by shifts. Many

of them leave in the morning and return in the afternoon while the more sturdy teams venture out at night and get back in the early hours of the morrow. The nocturnal fishermen are instinctive astronomers with traditional knowledge of not only the nocturnal behaviour of the sea and the sea fish but also of the stars and planets. They may be illiterates but their practical knowledge of their art is often far superior to that of the Social Worker who goes to educate them. They spend part of the day time in vesting and tuning the net and catamaran. This group has leisure for learning some time during day time varying from place to place.

The day time sea-goer is more or less on a par with the farmer in regard to leisure for learning. The non-coastal fisherman who depends on a smaller stock of fish allowed to breed in wells, tanks, lakes and rivers often toils from day break till dusk before concluding his catch for the day. He is tired in mind and body at the end of the day.

Capital Opportunity for Adult Educationist.

Fishermen of all types are hard workers like the other toilers of India. They are tired. They lack cheer. Many of them visited toddy shops for a change and cheer knowing that toddy shops were ruinous. The toddy shops are not there now. They miss them keenly in the absence of an alternative. They long for relaxation in cheerful company. This is a capital opportunity for the Adult Educationist.

The Adult Educationist should first provide for their entertainment. He must be a cheerful companion. He must take to adult-teaching not only as a matter of duty but as one of supreme joy. His radiant joy and cheerfulness would naturally endear him to the adults. He should soon get to know the local men with high traditional knowledge of the industry and make them share their knowledge and experience with the rest.

He must try to build on their existing interests before striving to create new interests. To this end his literacy effort should be craftcentred. The first words and sentences that a fisherman learns must be the words and sentences useful in the fishing industry which the fisherfolk want to know.

A Primer in Tamil *தமிழ்* (or Catch fish) based on adult interests among fisherfolk was prepared by those that underwent training in the Government Training School for Adult School Teachers, Egmore, Madras. The Primer was kindly taken by the Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, for being published through the Fisheries Department. The trainees visited a fishermen Kuppam at Madras and took down a whole list of words and sentences that the fisherfolk wanted to read and write. In a quick literacy plan by which they could be made literate in Tamil in 40 days these words and sentences have been judiciously used to suit the topical development of the Primer.

No Room for Guru-Sishya Relationship.

The Adult Literacy School should not be a school. It should be a Club in reality and equipped as such. The hours should suit the varying leisures of the local fisherfolk. There should be no class-room discipline in it. Whatever discipline is seen there it must be as a result of a convention observed by the adults themselves. There should be no frowning by the Adult Education worker, no tinge of *Guru-Sishya* relationship about him. He should move as a sincere friend often playing the role of a servant to a master. His humility would beget courtesy, respect and endearment. He should be very considerate to the feelings of the adult. The fisherman may be poor, often very poor; but he may be the head of a

family respected not only by the members of the family but also by those in the locality. His mistakes in learning ought not to be pointed out to his embarrassment. If he mispronounces a word say "yes" give the correct pronunciation at once without any fuss about it. Do not look disappointed. Make him infer that you have discovered something great in him.

The best course is to put a man trained in Adult Education methods in charge of the Club and equip it, among other items, with a bright light, a bagatelle board, quick-literacy charts, Home Charts, Primer, continuation reading books, pictures etc. Let a local Social Adult Education Committee made up of fisherfolk help the trained worker in every way, besides organising a Make Your Home Literate Drive. This would help making their women-folk also literate. The literate man in a family can easily teach the womenfolk with Home Chart which costs less than an anna available from the Christian Literature Society, Madras-3.

Help the Club get a daily news-paper and one or two weeklies as also easy books suited for adult reading. Such books are getting ready in all languages. Let the daily programme be punctuated with music, folk dancing entertainments, dramas, bajana, talks on topics chosen by the adults, lantern lectures, film shows, mimicry etc.

Instruction Methods.

The Department of Education would give grant-in-aid for efforts of the right sort as indicated above subject to the observance of a few simple rules. The Department of Fisheries can with advantage prepare short illustrated pamphlets embodying the Departmental message to the fisherfolk in easy instalments and send them to those Adult Education centres for study. This pamphlet may be in the form of a folder in bold types in the local language employing the simplest possible words. A portion of the folder may be devoted to publishing questions of the fisherfolk on any aspect of fishing and the answers. Another brief portion may contain a thrilling story in a series about the life of an illiterate fisherman

(Continued on page 254)

Bombay City Social Education Committee's Activities during July and August 1950.

The Social Education Officer, Bombay, has issued the following report on the activities of the Bombay City Social Education Committee during the period of July and August 1950 :—

The second four monthly session for the current year commenced from 1st July 1950 with 804 classes (591 Literacy and 213 Post-Literacy) with 20,268 adults on roll of whom 15,400 were men and 4,868 women. Sixteen Voluntary and 15 Employers' classes were also working.

The Cultural Programmes held during July and August numbered 69, while 48 Cinema shows were shown during the same period. The rains prevented a larger number of shows being arranged. Besides this, 6 certificate distribution functions were held when certificates were distributed to Hindi, Marathi, Urdu and Gujrati speaking new literates. Amongst those who presided over these functions were the Hon'ble Shri Morarji Desai, Home Minister, Government of Bombay, Sjt. S. K. Patil, Mayor of Bombay, Shri Champaklal G. Modi, President, Bombay City Social Education Committee Shri K. N. Rao, Controller of Stores, G.I.P. Railway, Shri Ganpatishanker Desai.

Importance of Character

Shri Morarji Desai, addressing a big gathering of about 10,000 Muslims at Kaiser Baug, called upon them to educate the illiterates so as to make them ideal citizens of India. The Hon'ble Desai further emphasized that if India was to take her proper place in the comity of nations, the character of her citizens must be properly developed and sublimated. He therefore asked the audience and also the members of the Bombay City Social Education Committee to give more importance to character-building than to mere imparting of literacy. Social Education must aim at making every man and woman a good and righteous human being so that he or she could judge the right path and live a right life.

15th August Celebrated

The 15th of August 1950, the third anniversary of India's Independence Day was

celebrated in all the Centres with enthusiasm. The teachers explained how Independence had been achieved by the country, and its significance. Shri Champaklal G. Modi, President of the Bombay City Social Education Committee, performed the flag salutation ceremony at the Committee's Office when Shri Nagindas Master, ex-President of the Bombay Provincial Congress Committee, also addressed the gathering.

Mill Strike Affects Classes

In spite of the monsoons, classes were running in excellent form in July, the average number on roll and the average attendance for the Literacy Classes being 23.4 and 17 respectively. However in the middle of August, the attendance fell down due to the strike by the mill workers of Bombay. Fifty per cent of the adults attending the classes are millworkers and their minds being unsettled by the strike, the attendance in the classes naturally fell down. Moreover, some labourers actually left Bombay for their native places. Hence the average attendance in August was 15.5 for the Literacy Classes. Seventeen classes had to be closed down for lack of proper attendance.

Second Social Education Week

The Bombay City Social Education Committee, at its meeting on 26th July 1950, appointed an influential Committee to celebrate the Second Social Education Week in December next. This Committee also met on 6th September 1950 and elected Miss. Kapila Khandwala, M.A. (U.S.A.) a member of the main Committee and a prominent social worker of Bombay, as the Chairman of the Week Committee. Preparations to make the Week a success have already begun.

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State is giving Impetus to Adult Education Movement.

Minister Roche-Victoria's Address to Coimbatore District Workers.

(From our Special Correspondent.)

Addressing Adult Education Workers of Coimbatore District, the Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary of the South Indian Adult Education Association, said Coimbatore District was rich in money and men and could give a lead to Adult Education activities.

The State, he said, was giving a great impetus to the movement for eradication of adult illiteracy, to which also politicians would add momentum as the first General Election based on Adult Franchise was fast approaching.

A meeting of the Coimbatore District Adult Education Committee was held on 24th October 1950 at the office of the Coimbatore District Educational Officer. A large number of members and distinguished visitors were present by invitation, including Sri K. S. Ramaswami Sastri, President, the Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary, and Sri T. J. R. Gopal, Organising Secretary, of the South Indian Adult Education Association, Sri V. N. Ramasamy, Editor, *Nava India*, the District Collector, Sri V. N. Rajan, and Mrs. Jaya Rajan, Sri Rangabashyam, Revenue Divisional Officer, and Sri K. P. G. Menon, Divisional Inspector of Schools.

Sri C. Subramanyam M.U.P. who presided said there was famine in the country not only in the matter of food but also as regards men and women of education. Such constitutional and chronic national maladies could not be remedied by the efforts of a few individuals or even by groups of enthusiasts working in an isolated and un-coordinated manner; they called for concerted endeavour and coordinated action by the people as a whole. Something was being done for the education of boys and girls. Education of adults had not received commensurate attention. It was urgent in view of the coming elections when adults would be called upon to determine their future political life; it was imperative that voters exercised their franchise intelligently.

Sri Rajanayagam, speaking for the Committee, accorded a cordial welcome to the Hon'ble Mr. J. L. P. Roche-Victoria,

Sri K. S. Ramaswami Sastri and Sri T. J. R. Gopal recalling in detail the services they had rendered to the cause of Adult Education. He said that there were 38 Adult Education Schools functioning in the District, and that the D. I. S. and the D. E. O. were doing their best to spread Adult Education.

Sri M. J. Sargunam read out the minutes of the last meeting of the Committee.

Mr. U. T. Titus, District Educational Officer, gave an account of the progress of Adult Education activity. As against 110 Adult Schools in the entire State, there were in Coimbatore district 38 such schools. Half the number of these schools were being managed by Municipalities and the District Board; while the other half were being run by private agencies. There were certain Adult Schools which had not been recognised yet. The total sanctioned strength of Adult Schools for the entire State was 237. The need for an increasing number of trained teachers was being felt keenly. Coimbatore District, as compared to other Districts, had been doing very well, with its record of 1,200 adults educated. It was proposed to start 100 more Adult Schools on a sound basis, and they were aiming to give education to at least 5,000 adults in the course of the next year. The opening of an Adult Education Training Centre in the District had become a pressing necessity long since.

Sri K. P. G. Menon, Divisional Inspector of Schools, gave a lucid account of Adult Education work in his Division comprising

eight Districts. A Rural College had been started, which was bound to grow into a mighty institution. One of the five Propaganda Vans meant for the whole State had been allotted to Coimbatore District and placed in charge of a Deputy Inspector of Schools. Malabar and South Canara needed an Honorary Adult Education Organiser. The need for suitable Readers for adult learners in those areas and elsewhere was being keenly felt and must be met soon. Officials could spare more time for Adult Education organisational work, and they would fain devote themselves to it, but for the enormous amount of routine work they had to do. Non-official agencies could do, as indeed they were doing, a great deal in the matter of systematising and broad-basing Adult Education activity on the lines of Elementary Education. It was difficult to persuade adults to take to education and to attend Adult Schools regularly like children since adults as bread-earners had to grapple with many problems of family life and could not therefore be expected to evince enough ardour to become educated. Non-official agencies were best fitted to essay and accomplish that difficult task. More officers were needed to look after expanding Adult Education work.

Mr. Roche-Victoria's Speech.

Speaking next, the Hon'ble Mr. J. L. P. Roche-Victoria recalled the Adult Education Conference held in Coimbatore ten years ago and the indifferent, if not hostile, way in which the question of Adult Education was dealt with in those days both by the State and the people who were pre-occupied with the omnibus political problem of the day. It was not to be expected that the alien rulers of the day who were getting ready to abdicate would care to promote Adult Education. All the energy and time of the people had to be concentrated on conquest of power and achievement of sovereignty. Indifference and neglect had now given place to keen interest and zeal for service. The State—the Central and Madras Governments—had fully recognised their responsibility and were doing their best for promoting Adult Education. There were working two Honorary Adult Education Organisers for Andhradesa and Tamil Nadu. A State-wide Literacy Drive and Adult Education campaign had been planned, and two

Officers were going to be appointed for the purpose.

Continuing the Minister said: The State-wide Adult Education Week organised and conducted in February 1950 under the auspices of the South Indian Adult Education Association had brought about a great all-round awakening and revealed the capacity of official and unofficial agencies for Adult Education work. In fact, the Week had opened a new chapter in the history of the Adult Education movement. A large number of Committees formed for the Week had come to stay and were functioning more or less regularly. They needed strengthening which would come with opportunity for increasing work. The Adult Education Centres started during the Week were carrying on as well as they could, and they would soon get invigorated. It was only proper the experience gathered and knowledge gained from the first Week should be utilised for organising and conducting the coming Week in February 1951 even more effectively and systematically. He had no doubt, indeed he was quite confident and hopeful, official and unofficial agencies would vie with one another to make the coming Week a great success. Non-officials, instead of shunning, should whole-heartedly co-operate with, officials. That was the way to success. It was gratifying to note people were showing much enthusiasm for Adult Education work in South Kanara and South Arcot Districts. District Committees should collect donations from the public and help organisations which were doing Adult Education work. They need have no fear that the Central Committee would at any time seek to dominate the District Committees, much less to appropriate the collections made in the Districts. Moneys collected in a District were meant to be spent in the District itself. The purpose of the Central Committee was to coordinate and regularise Adult Education activity in the whole State, through central direction and guidance. Certain Centres started Adult Education Schools with enthusiasm in the beginning, and then closed them down for lack of funds and good workers. Coimbatore was an industrial centre and he hoped there would be no difficulty in getting sufficient funds and men to work the scheme. Politicians were bound to take

keen interest in promoting Adult Education in view of the coming General Elections.

Sri T. J. R. Gopal announced that the Central Committee would soon be remitting the amount of Rs. 600 allowed to Coimbatore District.

Sri P. S. Subbiah, Municipal Councillor of Pollachi, and Sri M. J. Sargunam were elected as members of the Central Committee of Adult Education.

The Committee resolved to hold the next Regional Adult Education Conference in Coimbatore, and hold a meeting of workers for the purpose previously. It was further resolved to affiliate the Coimbatore District Adult Education Association with the South Indian Adult Education Association.

Sri P. S. Subbiah proposed a vote of thanks.

Adult Education will help Solve Food Problem.

Addressing the Coimbatore Grama Seva Sangam at Vadvalli village on 24th October 1950 the Hon'ble Mr. J. L. P. Roche-Victoria declared that people could understand and solve their many problems

—of food and clothing and of housing and health—only if they were literates and adequately and properly educated. The Sangam that he was inaugurating that day could do much in the matter of making villagers realise their duties and responsibilities and discharging the same effectively. He congratulated Mrs. Jaya Rajan on the interest she had been evincing in rural and Harijan welfare work which was necessary for raising the standard of life of the villager.

Mrs. Jaya Rajan, who had spoken earlier announcing the formation of the Sangam, said it had enough of useful work to do and should therefore have a permanent basis. She was glad to note that a good number of women were interested in social service, and they had a vast field before them.

On arrival the Minister was received by Messrs V. R. Ramalinga Gounder, U. N. Ramaswami Gounder, J. Samuel, Perumalswami, P. C. Raju, Dr. Subbian and others. He was presented with a welcome address which was read out by Dr. Subbian. Mr. V. N. Ramaswami explained the rural welfare work scheme of the Sangam.

How to Spread Adult Education Among Fisherfolk

(Continued from page 250)

who became prosperous after he learned to read and write. There must be a good deal of human element in the story and it should have the effect of making the Reader a better fisherman all round.

If these pamphlets are numbered the readers might not only preserve them for the worthwhile story in a series but also eagerly wait for the next issue and read it through so as not to miss the thread of the story. Whether or not there is a real intake of the Departmental message disseminated through the pamphlet it might at least encourage the fisherfolk to keep on reading so as not to lapse into illiteracy.

It would be an advantage if all the students undergoing training in Fisheries Technology in the Government Central Polytechnic, Madras, underwent a short-course of Adult Education training. Luckily for them Fishermen Kuppams abound near the sea-shore in the City. The trainees may run during their leisure hours a few model Adults Clubs for fisherfolk in convenient centres so that they would not only pick up experience of the work but also develop a taste for the drive. Many of them may eventually assume efficient leadership in the field of Adult Education among fisherfolk as a result of this experience and this would prove an asset to the fishing industry.

Adult Literacy Essential to Success of Social Service Activities.

Provincial Organising Secretary's Tour.

(From Our Special Correspondent)

Sri T. J. R. Gopal, Organising Secretary, attended the third annual Madras State Conference of Social Work held at the Harijan Colony, Madurai, on 29th and 30th September 1950, as a representative of the South Indian Adult Education Association, along with the Hon'ble Mr. J. L. P. Roche-Victoria who had been invited to read a paper.

One of the side scenes of the Conference was an interesting talk by Miss Hesthee, Social Work Attachee of the UNESCO on Social Work in countries other than India and the lively debate that followed. Sri Gopal asked if in those countries promotion of literacy formed a vital part of Social Work. The lecturer said, in reply, the importance of literacy work could not be under-estimated, but in those countries it did not demand as much attention as in India, since they had gone ahead of her. Social Work included, but certainly meant much more than, promotion of literacy. Even in India, although it demanded all her energy and time for the present, literacy work could be but the means to an end, and not an end by itself.

Sri Gopal took part in the general discussion that followed an important paper read by the Hon'ble Mr. J. L. P. Roche-Victoria, wherein he had emphasised the need for Social Workers giving priority to, and concentrating their attention on, the eradication of illiteracy, which was a great stumbling block to Social Work and other nation-building activities. Sri Gopal said true Social Work, at any rate for the present in India, could hardly be anything but the promotion of Adult Education, and there could be no Adult Education without Adult Literacy. Success in Adult Literacy work, he added, depended on central control and direction.

Agreeing with what Sri Gopal had said Mr. L. C. Richard, Secretary of the South Arcot District Adult Education Association, stressed the desirability of the Government bringing out wall newspapers for the benefit of the permanent literates; Sri V. Venkatasubbiah, Secretary of the Thiruchirapalli District Adult Education Association, suggested that Deputy Inspectors of Schools should devote greater attention to Adult Literacy Schools; Sri, M. Bapinedu, M.L.A., said it was time

the State took to Adult Literacy more comprehensively and vigorously; and Sri P. N. Chamu Nair, Divisional Inspector of Schools, said Government were doing, and would continue to do, their best to assist un-officials in Adult Literacy work. Dr. Mrs. Soundaram Ramachandran endorsed Sri Gopal's plea for centralisation, and said rural areas called for greater attention from all concerned than urban centres in the matter of promotion of Adult Literacy. She also agreed with Sri Gopal on the need for a definition of literacy, which might well be the ability to read a script letter and answer the same.

The Hon'ble Mr. Roche-Victoria, in his reply to the discussion, gave an account of the work being done by the South Indian Adult Education Co-operative Publishing Society which had brought out, with nominal Government help, as many as 25 charts and books in all the four South Indian regional languages.

Immediate Implementation of Adult Education Scheme urged.

Sri Gopal was elected a member of the Committee to frame resolutions to be discussed and adopted by the Adult Education Section of the Conference. The Conference adopted unanimously the following Resolution moved by Mrs. Soundaram Ramachandran who had acted as the Chairwoman of the Section: "While appreciating the efforts of the Government in promoting Adult Education this Committee recommends that the scheme of Adult Education be implemented and intensified by helping voluntary organisations in urban and rural areas in an effective manner and by persuading all employers of labour, especially in industrial areas to provide for the promotion of Adult Education and Adult Literacy."

During the last week of October, along with Sri K.S. Ramaswami Sastriar, President, and the Hon'ble Mr. J. L. P. Roche Victoria, General Secretary, Sri Gopal attended a meeting of the Coimbatore District Adult Education Association held in the office of the District Educational Officer, Coimbatore.

Sri Gopal attended on 3rd November the first meeting of the Tanjore District Adult Education Association at Tanjore, presided over by the District Collector, whereat an Executive Committee was formed and the constitution of the Association adopted. Sri Gopal gave the assurance that the Central Committee of the Week would do the needful in the matter of re-allotment of Week collections, which would help start and conduct at least one Model Adult Education Centre in every Taluk. He took part in the general discussion, and welcomed the resolution affiliating the District Association to the South Indian Adult Education Association.

Sri Gopal visited Thiruchirapalli on 4th November and met the local Bishop and enlisted him as a Life-member of the Association. He interviewed the Principal of the National College. The Principal said that the students of his college were evincing great enthusiasm for social service and doing some constructive work in the neighbouring villages under the able and inspiring leadership of Sri V. Venkatasubbaiah.

The Principal of St. Joseph's College, a German who has made India his home, told Sri Gopal that Adult Education was a hard nut to crack an activity which was not calculated to enthuse studentfolk as well as some passing political ferment. Paying a tribute to the German Father for his frankness, Sri Gopal said Adult Educationists in South India had more fundamental faith in their cause and their own capacity for work, and were not improvised enthusiasts.

Sri Gopal spent some pleasant time with Rev. Father Zackuria of St. Joseph's College, a seasoned Adult Educationist who, as Principal of St. Xavier's College, Palamcottah, had given valuable co-opera-

tion to Mr. J. L. P. Roche Victoria in Adult Education work in Tinnevely District. Father Zackuria was proud to note, and pleased to hear from Sri Gopal, that the South Indian Adult Education Association had grown into a mighty organisation and was fulfilling a magnificent mission.

Sri Gopal visited the Adult Literacy School in Sengulam, Hrudayapuram, which owes its existence to Mr. P.J. Louis.



Mr. P. J. Louis is seen sitting to the right of Sri T. J. R. Gopal.

a typical Adult Education enthusiast with a zeal for public work capable of attracting and harnessing kindred spirits to the Adult Education movement.

Teachers are Nation-builders.

Sri Gopal addressed a special meeting of the trainees, about 200 in number, of the Roman Catholic Higher Grade and Secondary Training School in the Cantonment, the Head Master, Rev. Father. Luther-samy, presiding. Introducing Sri Gopal to the audience, the Head Master said that as Organising Secretary of the South Indian Adult Education Association since its inception, and with the unfailing co-operation and helpful guidance of Mr. J. L. P. Roche Victoria, Sri Gopal had set in motion a great liberating force. What could be more galvanising of a renascent

nation than opening man's mind to knowledge?

In an inspiring speech which kept the audience spell-bound for an hour Sri Gopal said it was not sufficiently realised that teachers were doing imperishable work as nation-builders. From time immemorial teachers in India had been held in great respect, although they were not getting enough remuneration in modern times due to the general chronic poverty of the country. Teachers too did not feel proud of their priceless role in moulding the character of boys and girls.

Commending the work being done by the Adult Literacy School run by the Training School, Sri Gopal said it was a pity that even an obviously great objective like Adult Literacy should have its detractors. The critics would have all the money, energy and time available spent on Elementary Education. Such a view no doubt savoured of enthusiasm, but it was based on imperfect appreciation of stark realities in India. What was still worse, and reprehensible, critics went about saying that money and energy and time were being wasted on Adult Education. They would seem to think that Adult Education was superfluous and unnecessary. He could only pity them for their mental back-wardness and deficiency. Adult Education did not require special pleading. Adult Educationists were more alive than the critics to the need and value of Elementary Education. Adult Education was necessary to make Elementary Education fruitful. Instruction imparted to boys and girls in Elementary Schools was being amplified by home study; and home study was better insured and directed by literate than by illiterate

parants or guardians. Therefore money spent on Adult Education was doubly valuable, firstly in that it benefitted the adults and secondly it enabled them to supervise the education of their children and wards effectively. As a matter of fact, Adult Education went to benefit not only the grownups, the adults proper, but also people who were only semi-adults of ages ranging from 14 to 21. Elementary literates below the age of 14 were apt to lapse into illiteracy. Adult Education stepped in to avert the waste.

The detractors might be left to themselves, to stew in their own juice of ignorant fanaticism. The attitude and policy of the State could not be affected by their malevolence. The State was planning to spend about Rs. 14 lakhs on Adult Literacy drives and Adult Education campaigns, thanks to the spade work done for over a decade by the South Indian Adult Education Association. Many Adult Education Centres had been started and were being run, and many workers had been attracted and helpers enlisted because of the impetus supplied by the Association.

Continuing Sri Gopal said the means to promoting Adult Education, to be successful, should be life-centred. Adults had cultivated minds and retentive memory unlike children and could make headway quickly towards working literacy. Tamil was a simple language and easy to learn; it comprised only thirteen sounds, not too many for adults. Adults but needed the will to become literate, and it was only reasonable to hope that they would rise to the occasion in the ensuing War against Illiteracy.



The S. I. A. E. Association gave a Reception to Professor Hau Hsi Ling of Canton, now on Unesco tour of the world. He is seen standing between Sri K. S. Ramaswami Sastriar, President, and the Hon'ble Mr. J. L. P. Roche Victoria, General Secretary, and making a thoughtful speech.

Seventh South Indian Adult Education Conference Resolutions Explained.

(Continued from page 230)

only furnish the sanction of authority. Only an un-official Provincial Council consisting of the right type of persons could supply the complementary spiritual force so necessary for early realisation of the objective. The Minister said he would have the proposition examined in all its bearings.

As regards the request for enhancement of the teaching and contingency allowances, the Minister expressed sympathy, but regretted Government's inability to undertake additional financial responsibilities when they were unable to make ends meet and were groaning under existing burdens. In any case, the teacher of adults was more actuated by the spirit of service than attracted by the meagre allowance of Rs. 8. An additional sum of Rs. 2 was not going to alter the position very much for the better for him while it would add to the difficulties of the Government.

The Minister agreed to examine the suggestion made by Sri K. S. Ramaswami Sastriar that while it was only right that first preference was given, in the matter of recognition, to Adult Schools organised and conducted by State trained teachers of adults, second preference should be given to schools started and run by teachers of adults trained by un-official agencies, and not to schools set up and kept going by untrained or self-elected teachers of adults.

The work of Rural Colleges was discussed at some length. The Minister said that Rural Colleges had yet to fulfil the expectations that had been entertained about them, and that it was premature to give recognition to the diploma secured from them for the purpose of admission either to higher academic courses or to Government service. The pupils of the Rural Colleges not having commensurate educational background were probably unable to do justice to their syllabuses. It was no use flourishing Rural Colleges as indicating a great aim when they were not really justifying themselves. It was for those concerned to make the Rural Colleges a success. Government, for their part, were ever ready to recognise and encourage good work.

Sri K. S. Ramaswami Sastriar conveyed to the Minister the information that the Association was planning an Adult Education Seminar at Adyar in March 1951 and that the Government of India had made a contribution of Rs. 5,000 towards the expenses of the Seminar; and requested the Government of Madras to give at least half as much and to extend to the Association all possible co-operation in making the Seminar a success worthy of South India. The Minister said, he would look into the matter. Sri T. J. R. Gopal said, a contribution towards expenses of the Seminar would be in the nature of a special contribution. The request for a fixed and substantial annual contribution to the Association as such was pending with the Government. The Minister agreed to do the needful in the matter.

With reference to the request for exemption from income tax of all contributions made for the advancement of Adult Education, the Minister explained how as a matter of policy the Government of India were averse to granting exemptions save in instances of public purpose which was clear and specific. He would however forward the Association's request to the Central Government. It was suggested, and agreed to, that the Association should be registered before its request was addressed to the Government of India.

The question of requiring employers to allot time for the education of their employees and meet the expenses of such education, the Minister explained, was being examined by the Government. "To our shame we have to admit," he said, "our own Indian employers were less responsive than foreigners running large establishments." Sri S. Airavatham said the Government were in a position to handle the employers.

The Minister agreed to consider the request for free supply of Government publications சென்னைச் செய்தி and மெழிக் செல்வம் to all Adult Education Centres in the State.

It was suggested to the Minister that facility be given to conduct as an experiment an Adult Education class in one of the prisons in Madras City. Lt. Col. Gill

Inspector General of Prisons, who was waiting outside, was invited by the Minister to express his view. Lt. Col. Gill said, such an experiment was once proposed to be made in Vellore Jail but it did not materialise. Sri P. S. Krishnaswamy and Sri R. R. Dhalavai said that Madras had perhaps a more congenial atmosphere for the purpose, and nothing could be lost by making an experiment. If an experiment in a Madras prison yielded an encouraging result, it could be expanded into a regular system all over the State. Lt. Col. Gill did not demur to the proposal. He said he would afford all facilities, and the Minister expressed assent.

In addition to the requests made in the Resolutions, four requests were addressed to the Minister: (1) that Government be pleased to furnish the Association with a copy of the Madras Government's scheme for the expansion of Adult Education in the State; (2) that the Minister be pleased to give free accommodation in Government House Estate, Mount Road, Madras, for the office of the Association; (3) that Government be pleased to take steps to get seats for the Association in the Senates of the Madras, Andhra and Annamalai Universities; and (4) that Government be pleased to grant a subsidy and afford facilities to the Association in the matter of producing and marketing a propaganda film entitled படியாதவர் படும்பாடு. The Minister asked the Association to address appropriate letters to the Government embody-

ing the aforesaid requests and gave the assurance that the propositions would be examined by the Government with a view to doing what all was possible. On the Minister suggesting that in effect the Association was having a seat in the Senate of the Madras University in that the President was there, a member pointed out that the Association knew it could exploit for its purposes the presence of the President, but it wanted to have its own accredited representative, since Sri K. S. Ramaswami Sastriar was a member of the Senate in his own capacity.

Sri T. J. R. Gopal made a statement on the proposal to conduct the Second Annual South Indian Adult Education Week in February 1951 and appealed for the Government's co-operation. He invited the Minister, and the latter agreed, to preside over a meeting to be held in the premises of the Association, at 99, Godown Street, G. T. Madras, on 22nd November 1950 for the purpose of forming a Provincial Central Committee to conduct the Week. Sri Gopal added that the prospect for the Week was encouraging and with Government's active co-operation, it was bound to be a tremendous success. This hope was shared by the Minister and all the members of the deputation.

Sri K. S. Ramaswami Sastriar, the President, thanked the Minister for the patient hearing he had given and the Director of Public Instruction for his being present on the occasion.

'The Woes of an Illiterate'

(‘படியாதவர் படும்பாடு’)

The South Indian Adult Education Association is arranging to produce a highly educative and moralising, a widely informative and profoundly instructive Tamil Picture, “படியாதவர் படும்பாடு”, depicting in vivid scenes the woes of an illiterate, citing Ancient wisdom and stressing Modern Commonsense—in one word, the greatest and most marvellous and magnificent Propaganda Thriller of the day—which all will enjoy and profit by.

T. J. R. GOPAL,

Provincial Organising Secretary,
South Indian Adult Education Association,
99, Godown, Street, G.T., Madras.

Departmental Officers Urged to Foster Adult Education.

South Arcot District Collector Mr. H. S. Paul's Suggestions.

A meeting of the South Arcot District Adult Education Association was held in the District Collector's Office, Cuddalore, on 4th November '50, with Mr. H. S. Paul, Collector and President, in the Chair.

At the outset, the President drew the attention of the Association to the advance made so far in Adult Literacy in the District and stated that the time had now come for launching out on a wider programme of "Adult Education" called also "Social Education" in the schools run under the auspices of the Association. He was of the opinion that scheduled talks should be given by departmental Officers visiting these institutions on health, agriculture, citizenship etc. Equipment like maps and globes were also essential as they would serve to locate places like Korea and Tibet referred to in the discussions on current events. So that these talks may reach out to a wider audience amongst the rural population, he felt that the closer association of literates with the non-literates in the schools after the regular teaching period was over, was necessary.

The bigger schools in the district, with their daily attendance standing over 20 and surviving all these eight months, he said, deserved pucca lighting arrangements. Petromax lights would serve to transmute these Literacy Schools into Centres of Fellowship and understanding. He suggested that the District Association might meet the cost of these petromax lights, and the Taluk Committees, the wherewithal to maintain them. He closed his introductory remarks with a request to the District Officers and their subordinates to hold propaganda meetings for Adult Literacy and education, whenever they visited villages reminding them of a previous circular issued by him and the recent one that had been issued reiterating the instructions and calling for regular monthly periodical returns on the work done by the various departmental officials.

The draft literacy test papers prepared were read and discussed. It was resolved to have the District-wide test during the 1st week of December 1950 and to collect all the answer papers at the District Headquarters for assessment of merit and issue of certificates.

At the close of the meeting Sri K. S. Ramaswami Sastriar, President of the South Indian Adult Education Association, Madras, addressed the Association on the work done so far in the State and paid a just tribute to the pioneering achievements in South Arcot. He said that the federation of Associations functioned like the several members of one body with the District Collector as the Head in such a healthy manner as to serve as a model to other districts. He congratulated the District Association on the progress hitherto made and closed with an appeal to work incessantly for Adult Education in order to make the New Democracy promised in the Constitution of India a complete success in our times.

Working of Adult Literacy Schools in South Arcot District.

Mr. L. C. Richard, Joint Secretary, South Arcot District Adult Education Association, in the course of a report on the working of Adult Literacy Schools in the District during the month ending with 4th October 1950 says:

At its meeting held on 3rd October, the Executive Committee of the South Arcot District Adult Education Association discussed the proposal that had been made by Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, of an intensive Each One Teach One Literacy campaign selecting for the purpose any one village or a Municipal ward, and examined the proposal with reference to, and in the light of, the experiment in progress in the Firka Development areas of Kadambuliur and Chinnasalem, and resolved to await the results of the experiment.

The Committee discussed the offer of a money prize of Rs. 100 to the best-conducted Adult Literacy School in the district, made by the South Indian Adult Education Association, and decided to refer the matter to the District Association for decision on the method of selecting the best-conducted Adult Literacy School in the District.

The Committee decided to classify the requests for Adult Education material

taluk-war and pass them on to the respective Taluk Committees for disposal. Progress of Adult Education activity in various Taluks, according to reports received, has been on the whole satisfactory. Three new Adult Literacy Schools were opened in Cuddalore Taluk, one in Palur, the second in Kuchipalayam and the third in the National Aided School, Pudupalayam, for men and women. The Tindivanam Taluk Committee has decided to supply every Adult School with a copy of 'Dinamani Kadir.' One new Adult Literacy School was opened in Aniladi village, Gingee Taluk. In Ivathukud and Padur villages of Vriddhachalam Taluk, two new Adult Literacy Schools were opened. The District Association has requested the Municipal Commissioner, and the Deputy Inspector of Schools, Chidambaram, to open at least four Adult Literacy Schools within the Municipal limits. Sri Ramachandra Rayar of Chidambaram was elected by the Taluk Committee to represent it on the District Association. Three new Adult Literacy Schools were opened in Ualayamadevi, Karuppur and Sripudur villages in Chidambaram Taluk.

Sri T. J. R. Gopal visited on 19-9-1950 the Adult Literacy School run exclusively

for women in the Municipal Elementary School, Vilvaroyanattam, by Shrimait V. Maragathammal, an Assistant of the Municipal Elementary School, who had been trained by the Cuddalore Municipality in Adult Education work. Sri Gopal conveyed to Mr. L. C. Richard the information that Sri G. Harisarvothama Rau, Vice-President of the South Indian Adult Education Association, and Editor of the 'Adult Education Review' desires to award two cash prizes of Rs. 5 and Rs. 3 to pupils of the Adult Literacy School (for conservancy women workers) at Manjakkuppam who fared well in the literacy tests to be conducted.

Literacy test papers were distributed but found to be hard; they would have to be simplified. Mr. U. David, Teacher, Adult Literacy School, Kallikattuheri, Bhuvanagiri, Chidambaram Taluk, says adults are able to read up the letters into words, but when asked to write them down, they commit many grammatical mistakes.

According to the classification recently introduced by the President of the District Association indicating by colour flags the measure of efficiency maintained by the schools, 8 schools were found to be excellent 32 good; 60, fair; and 6, poor.

"ADULT EDUCATION"

("முதியோர் கல்வி")

Tamil Monthly Official Journal of S.I.A.E. Association to Commence Publication.

I have the pleasure to announce the early commencement of publication of the Tamil Monthly Official Journal of the S. I. A. E. Association. முதியோர் கல்வி, in pursuance of the directive given by the Seventh (Tanjore Session) South Indian Adult Education Conference.

Like its English Companion, the 'Adult Education Review,' the Tamil Monthly will give authoritative and adequate publicity to Adult Education activities and aims, policies and programmes; it will champion the cause of Adult Education fearlessly and serve as the forum for the expression of varying Educative and Constructive viewpoints.

It is for the Adult Education enthusiasts of Tamil Nadu to nurture and make முதியோர் கல்வி the power it deserves, and is destined, to be by feeding it with responsible reports of activities and thoughtful and thought-provoking articles, and above all with regular subscriptions and advertisements.

Service is our motive; Service is our life-breath; Service is the sumum bonum of our existence; and Service we will render, as ever before, for all time to come.

T. J. R. GOPAL,
Provincial Organising Secretary,
South Indian Adult Education Association,
99, Godown Street, G.T., Madras, 1.

Madras Representative Christian Council's Adult Education Drive in Tamil Nadu.

In their report for the period September 1948 to August 1950 the Madras Representative Christian Council of which the Rev. John G.P. Naumann is Convener, say:

We can report much keener interest in Adult Literacy work in many circles than ever before. The Indian Church as a whole has come to realise the need of literacy among its members. Much yet remains to be done if Tamil Nadu is to reach the level of, and keep pace with, Andhra, Kerala and Karnatak regions. Lack of adequate personnel and equipment has been the main handicap to progress. In the South the Ex Church Missionary Society of Tinnevely has done much pioneering literacy work among the Kallars, Ahmudians and Nadars; and in the North, the Missouri Lutheran Mission has been playing a good part. A five-year plan to make all illiterate members literates by the year 1955 has been evolved.

In the Ambur area of North Arcot District and in the Salem District, there is a net work of Night Adult Literacy Schools doing excellent work. These Schools are provided with petrolmax lanterns, free literature and other equipment; and liberal allowances are given to teachers who show results in their work, all the expenses being met out of the grant of Rs. 5,000 made by the Home Church. Seventeen Adult Schools were opened and training courses conducted in Palladam. There are 18 Adult Education Centres with about 300 persons under instruction, functioning regularly and well, in areas where the American Arcot, the Church of Sweden, and the Missouri Lutheran Missions have been operating.

Experience shows it is "bad economy to rely on honorary workers whether good, bad or indifferent". As an experimental measure, Mr. P. M. Gopalakrishnan, Organising Secretary of the M. R. C. C. Economic Reconstruction Committee, raised funds from friends living in the Arcot Mission area; and with the help thus secured eight Adult Education Centres were opened in the Katpadi area, including the four centres in Dheenabhandupuram.

A Missionary at Palladam is personally meeting the expenses of a Centre in Senjee, Coimbatore District. An American friend is meeting a good part of the expenses of Centres being run in Peranam-but area in North Arcot District. Mr. Gopalakrishnan is promoting the establishment of a net work of Night Adult Schools where local agencies, individual and institutional, are found prepared and ready to shoulder the responsibility for supervision and expenses. Invited to do so by Christian bodies, he gave demonstrations in Adult Literacy work in various Centres. As representative of the Committee he attended three regional Conferences and addressed groups on "The Progress and Limitations of Adult Literacy Work", and the U.N.E.S.C.O Seminar on Rural Education conducted in Mysore.

Mr. John Samuel, in his report, refers to over fifty Centres working in various circles in the Tinnevely Diocese and to ten Centres in the Vadakangulam, Vallioor and Dindigul areas with over a thousand persons taking advantage of the facilities offered. He is busy taking surveys which remain to be completed. Tentative figures show that literacy in the Tinnevely Churches ranges from 10% to 90% in some areas. He has prepared special Adult Literacy charts and is at present engaged in the preparation of follow-up books and songs. He organized and conducted two training courses in Palamcottah and Nazareth. Anyone interested in a splendid blue print for a training course that covers both Adult Literacy Work and Rural Service taking into consideration also the Government Syllabus, is advised to get a copy of his report of these courses from him. Please write to Mr. John Samuel, Palamcottah, Tinnevely District. Training courses were conducted also in Dheenabhandupuram, in Chittoor District, and in Ambur, North Arcot District. The Missouri Mission which sent the largest percentage of workers to the Ambur Training Camp is making a definite effort to put every one of their trainees to work within the next year. Let us say that 150 of these workers that were trained in our Summer Schools are busy at work instructing on the average

20 persons. Thus there should be at least 3,000 persons that are now under instruction or already on the way to literacy in both the southern and northern fields of Tamil Nad. A small beginning but a better picture than what it was two years ago. The enthusiasm of many of the leaders of Christian communities has been damped considerably by the failure of the monsoon these last three years bringing in its wake famine conditions, emigration, and a deadening in the interest of the community to help itself.

A word is in place here regarding literature. The Committee had been working on a simple Reader along the lines proposed by Dr. Laubach, when the revised edition of Daniel's Tamil First Reader for Adults came out of the C.L.S. Press. Realizing the immediate need for a proper text book for adults, the Committee went on record as recommending this Reader for the use in Adult Literacy work. As a result the

edition was soon exhausted and a new edition is now in the Press. The Committee is still working on a Reader that embodies the various methods now in use in Tamil Nad, such as the Devasagayam (letter groups), Laubach (picture recognition) and Rajaji (life centric) methods. The greatest need at present is follow-up material. Booklets in present use are those published by the C. L. S.

The Story of Jesus,

The Story of the Cross, and

The Primer of St. John's Gospel and the Good Family.

The stocks of these are being exhausted and new editions must be planned for the future. Great is also the need for a Weekly Magazine containing news and articles of general interest to the newly literate. The Committee is at present at work on a set of booklets touching on subjects that are useful and interesting to the adult.

Expansion of Adult Education in Madras State.

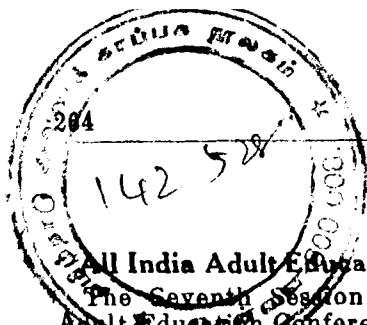
Divisional Inspectors of Schools, Inspectresses of Girls Schools, District Educational Officers and others concerned have been informed, in the Proceedings of the Director of Public Instruction, Madras, R. C. 365—S E 2/50 dated 18th October 1950, that Government have sanctioned the scheme of expansion of Adult Education in the State. One of the proposals for the expansion of Adult Education is for the continuance of the existing Adult Literacy Schools and to encourage the opening of a large number of additional schools with the object of liquidating illiteracy among the masses.

In the Director's Proceedings R.C. 365—S E 2/50 dated 11th August '50 the Inspecting Officers have been permitted to open as many as 1150 schools in the State according to the distribution statement annexed to the Proceedings. As it is likely that the existing distribution of schools will be inadequate to meet the growing demand for the opening of more schools in certain areas and as Government have ordered that schools managed by Local Bodies should be aided in the same manner as schools under private management are aided, the Divisional Inspectors of Schools are permitted to open 400 additional

schools in each of the Divisions. The latest distribution is enclosed to these Proceedings.

The Inspecting Officers are informed that it is not the intention of the Director that all the schools must be permitted to be opened forthwith even by untrained teachers. They are therefore requested to see that schools are opened by teachers trained in the methods of Adult Education and that the total number of schools allotted to each Division is reached as early as possible. While granting permission they are requested to give priority to the schools in the Pirka Development areas.

The existing and supplemental distributions of Adult Literacy Schools, respectively, are: Godavari Division 195 and 400; Anantapur Division 165 and 400 (including 150 Schools allotted in Proceedings 365 S E 2/50 dated 9th October '50); Madhurai Division including Madurai City 249 + 40 and 400; and Coimbatore Division 237 and 400. The existing distribution for all the Divisions is 857; the Supplemental distribution for all the Divisions is 1,600. The number of schools already placed at the disposal of the Inspectresses of Girls Schools is 263.



News and Notes

All India Adult Education Conference.
The Seventh Session of the All India Adult Education Conference will be held in Hyderabad on 30th and 31st December, 1950. Janab Shafiq-ur-Rehman Qidwai, head of the Adult Education Department, Jamia Millia University, and member, Chief Commissioner's Advisory Council, Delhi, has kindly consented to preside.

Andhra Saraswatha Parishath's Adult Education Campaign

The Director of Information and Public Relations, Hyderabad, has issued the following "Unofficial Note":—

Under the auspices of the Andhra Saraswatha Parishath, Hyderabad, 50 educational centres for adults have been started in the Telangana districts with 50 teachers, and they are now educating about 2,000 adults, including about 100 women. The adults in various villages are attending the schools enthusiastically and in large numbers to learn their mother tongue and are showing great interest in their studies.

Adult Literacy School Started in Kuruvigulam.

An Adult Literacy School with 29 adults on rolls attached to the Government Basic Training School was started in the village of Kuruvigulam, in Tinnevely District. The School has been opened in Sengunther South Street, an area consisting mainly of the labouring class weavers. The number of adults attending the school is increasing day by day, which is 38 at present on account of the enthusiastic work of the teachers. Some of the trainees from the Basic Training School are rendering honorary service.

The adults are showing very keen interest in learning the three Rs. The Deputy Inspector of Schools, Sankaran Koil East (Sri D. Sankara Narayana Iyar), visited the school on 22-10-1950 and has noted down that the attendance is good and the school is popular.

Engineering College Students and Adult Education.

Sri S. Shanmugham, Member of the Executive Committee of the Social Service League, College of Engineering, Guindy, writes:—

A meeting was held in the village of Varadarajapuram, near Adyar, on 22-10-50 at 6 p.m. under the auspices of the Guindy Engineering College Social Service League. Sri P. S. Krishnaswami, Member of the Executive Committee of the South Indian Adult Education Association urged the villagers to co-operate in the Adult Literacy campaign. Shrimati Bhuvaneswari and girl students from Besant's Theosophical School, Adyar, sang songs about Adult Literacy. The meeting terminated after speeches by students of the Engineering College, emphasising the value of Adult Education.

Under the auspices of the Engineering College Social Service League a Night School for Adults, numbering about 30, was inaugurated in Varadapuram village on 25-10-50 at 8 p.m. by Sri Shanmugam, Executive Committee member of the League. Sri N. Krishnamurthi, General Secretary of the College of Engineering Association, Sri R. Srinivasan, Working Committee member of the League, and Sri M. S. Ramachari spoke on the occasion.

Under the auspices of the League a night school for picker boys and other poor boys, numbering about 40, was inaugurated in the College Drama Hall on 30-10-50 at 6.30 p.m. by Lt. Col. S. Paul, Principal, College of Engineering, Guindy. Sweets were distributed to the boys by Mrs. Paul.

Under the auspices of the Engineering College Social Service League a school was inaugurated on 31-10-50 at 10.30 a.m. for the adult workmen, in the College Workshops and Laboratories, numbering about 50 by Lt. Col. S. Paul, Principal, College of Engineering, Guindy.

