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The South Indian Adult Education Association is Planning a

REGIONAL SEMINAR

to be held in the Besant Memorial School, Adyar, Madras, from the third week of April 1951. Details will be announced.

T. J. R. Gopal,
Organising Secretary.

ADULT EDUCATION REVIEW

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

JANUARY, 1951.

No. 3

EDITORIAL

National Seminar on the Organisation and Techniques for the Liquidation of Illiteracy.

The National Seminar, held at Jubalpure from the 15th to the 26th of December 1950, proved to the hilt that men in sincere search of truth can transact business in the best of spirits and live and enjoy mutual company however much of difference they may have, sometimes, even on what they consider vital matters. It was a true picture of the U.N.E.S.C.O. spirit, and we are happy that it was so. There were 62 Delegates from all parts of India, from the Punjab in the north to Travancore in the south—and their experiences widely differed from State to State. All the States presented reports and non-official agencies in different parts of the country did the same. Though the Seminar was intended to discuss the organisation and techniques for the liquidation of illiteracy, it roamed over the whole field of Adult Education, because of this great divergence of experience.

The States that had started literacy work early, like the Uttar Pradesh and Madhya Pradesh, and had tried over-enthusiastic experiments in literacy work without proper training of teachers or proper co-ordination of official and non-official effort or proper attention to the attendance of the adults and with a too narrow

definition of literacy had come to the grief, and a terrible reaction had set in their minds against what they called "mere literacy". They had, therefore, restricted 'literacy' to the shortest period or had altogether given it a secondary place. The conception of "mere literacy" arose in the minds of the educationist—official and non-official—because he borrowed his notion of literacy from his experiences with children in Elementary Schools for whom regular schooling was provided for five or seven years and in whose case stages could be set, of "signing his name" or "reading words" and the like. The case of the adult is very different and it was very well pointed out by Sri G. Harisarvottama Rau, the Delegate from the South Indian Adult Education Association, even as the discussion started on the first item of the agenda, namely, "the role of Literacy in Adult Education". He said that Adult Education work could be divided into two main categories: (1) Education which the adult carries out for himself, i. e., self-education and (2) what others can do for him. He held that, for purposes of the Modern World in which the citizen plays a role which he had never played before, what others could do

for him was not much and therefore the aspect of self-education was the aspect that the National Seminar was called upon to consider. Self-education was an impossibility without literacy. Therefore, literacy for the adult meant literacy enough to make him competent to educate himself. That was the literacy that the South Indian Adult Education Association had put before itself as its ideal and that was the literacy that the Government of Madras had aimed at in their schemes.

Further, the issue of literacy was confused because at the Seminar the question of Adult Education was circumscribed by the substitution of the phrase 'Social Education' for 'Adult Education'. This substitution has been necessitated by the decision of the Government of India to work up a limited aspect of Adult Education with a paramount interest in making the Adult a proper political citizen. In four months time this is sought to be achieved. The reason is obvious. Government finances are limited and in a huge mass movement like Adult Education, Governments cannot be expected to take long views covering the whole field of knowledge required by the individual in society from birth to death. With such a situation as this before the Seminar it had a hard job to perform. The sub-committee set up to draft the recommendation in regard to the role of literacy in Adult Education put before the Seminar a brief report fairly on the lines of Sri Harisarvottama Rau's opening remarks. The Director of the Seminar, however, felt that a laconic decision on the point at issue would not be proper for a Seminar which was of the nature of a research group. He prepared his own long note. From out of the discussion of that note and the brief

report of the sub-committee a recommendation of about 1500 words emerged as the final report of the Seminar. It looks a little wandering in its nature. But by a careful reading of the last paragraph of the recommendation, we discover that the Seminar endorsed the position that Sri Harisarvottama Rau took up that the important role literacy had to play should not be overlooked in any scheme of Adult Education, that literacy must be there as an essential part of Adult Education, as it afforded opportunity to the individual to educate himself, through the most potent modern means of the written or the printed word and that literacy must therefore be spread wider and wider until universal literacy was achieved in India.

Recommendations made in regard to other items at issue are consequent upon this background of thought. Discussing the relative merits of intensive and extensive literacy campaigns, it was agreed that the question should be attacked from both ends. Intensive drives should be organised in concentrated areas until a point of saturation was reached when they should cease to be concentrated areas. But, further education of adults should continue through follow-up activities, such as library development, continuation classes and other plans. In the matter of organisation the recommendation of the Committee covers six typed pages summarising the various plans of organisation attempted in all States for enthusing local populations and learners as well as teachers. It endorses the formation of local Committees, and the treatment of Literacy Centres as Literacy Clubs. It commends utilisation of University students and other educated classes in addition to Elementary and other

teachers. It endorses the formation of local education funds including the addition of a possible bonus of eight annas per literate made under the auspices of the local Committee. In dealing with the methods and techniques of teaching adults, the Seminar has taken special care to emphasise the training of teachers for a sufficient period which we in the South have always insisted on. The Seminar, it is clear, is not in favour of training of teachers for very short periods. They consider that a month's training may generally suffice. While on the syllabus and duration of Adult Literacy Course, the Seminar gave it as its considered opinion that in Adult Education the literacy work should not be divorced or separated from Social Education. Even the teaching of the three R's should be so designed as to include topics on Health, Hygiene, General Knowledge, Civics, Landmarks of History, Folklore, Elementary Geography, Everyday Science, Principles and Value of Co-operation, Improved Methods in Agriculture and learning of new crafts and Mother craft, and Child Welfare. The time to be devoted for the Literacy Course came in for a great deal of discussion. While it was agreed that four months would do, great stress was laid during the discussion on the question of attendance. It was felt that if continuance of attendance could be secured by so fixing the course as to cater fully to the convenience of the learner, even two months would be sufficient. Associate Director, Mr. Shafik-Ur-Rahman Kidwai, was certainly right when he insisted on this point. The lazy, tardy method of arranging for a course with numbers of holidays intervening and the enthusiasm of the adult not aroused, or curbed at every stage,



The Hon'ble Sri P. S. Kumarasami Raja, Chief Minister of Madras, has been pleased to consent to inaugurate the Second South Indian Adult Education Week and to declare open an Adult Education Exhibition in Rajaji Hall, Mount Road, Madras, at 5-30 p.m. on Saturday, 17th February 1951.

is no good. We would draw the attention of our Department of Education to this point particularly and request them to look into the question as distinct from the scheduled holidays for the Elementary School teachers. The Adult (Social) Education Association it is that should be relied upon for advice in regard to fixing of holidays and hours of instruction for Literacy Centres.

On the whole the recommendations of the Seminar vindicate the Madras plan in several matters. It is encouraging to us. Part of our plan is still on paper. We must implement our plans with care and thoroughness. We may then claim that we have substantially contributed to the findings of the National Seminar at Jubbalpore.

The Indian Constitution and Indian Education.

(K. S. RAMASWAMI SASTRI).

The Indian Constitution seeks to build a perfect polity on the basis of justice and liberty and equality and fraternity. It definitely says in the Preamble that justice should include social and economic and political justice. This implies the attainment of the common good as distinguished from the good of individuals or even of the majority. Though a modern representative Democracy means a majority Government, the objective should be social and economic and political justice to all the citizens without any exception. Such justice can never be secured except by universal education of which the deeplying basement is universal literacy. Social justice implies all the diverse directives stated in Part IV of the Constitution, such as the abolition of inequities due to inequalities, the provision of humane conditions of work and maternity relief, the offering of leisure and cultural opportunities for all, the prevention of exploitation of child labour, etc. Economic justice also is adumbrated in Part IV abovesaid. It means the equality of reward for equal work (vide Article 39 (d)) the giving of just dues for labour, the prevention of the concentration of wealth in the hands of a few (vide Article 39 (e)) etc. Political justice is secured by Adult Suffrage as provided in Article 326 and by the abolition of communal reservations and by throwing open employment under the State to all citizens irrespective of race or caste or sex or descent or place of birth or religion (Article 16).

The Preamble of the Indian Constitution stresses also liberty of thought and expression and belief

and faith and worship. But no such liberty can be secured without widespread education which alone can achieve the security of such liberty of thought and expression which is essential to the dignity of the individual and the greatness of the national life. Part III of the Constitution deals in extenso with these Fundamental Rights and promises their protection by the Supreme Court. But such formulation and protection would be illusory without universal literacy and education and culture.

The Preamble then proceeds to stress equality of status and opportunity. Similarly, the Declaration of the Rights of Man adopted by the authors of the French Revolution declared that men are born, and remain, free and equal in rights, and that social distinctions can be based only upon public ability. But how could there be equality of status and opportunity without universal education?

The Preamble then says that the aim of the Constitution is to promote among all the citizens "*fraternity assuring the dignity of the individual and the unity of the nation*." But as a country cannot be half slave and half free as stated in the famous declaration by Abraham Lincoln, a country cannot be half illiterate and half literate, if there is to be real fraternity based on individual dignity and national unity.

The giving of Adult Suffrage without securing universal literacy would be a most unwise and irrational step. This is why Article 45 of the Indian

Constitution provides: "The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years." A similar provision is found in various modern Constitutions. The Constitution of Eire says in Article 42 (4): "The State shall provide for free Primary Education." The Preamble to the French Constitution of 1946 says: "The establishment of free, secular, public education on all levels is a duty of the State." Article 121 of the Constitution of the U. S. S. R. gives a complete picture of the educational policy of the State. It says that the citizens of the U. S. S. R. have the right to education and secures such a right by universal compulsory Elementary Education, by education including higher education being free of charge, by the system of State stipends for the overwhelming majority of students in the Universities and Colleges, by instruction in schools being conducted in the native language, and by the organisation in the factories, State-farms, machine and tractor stations and collective farms of free vocational, technical and agronomic training of the working people. Freedom from ignorance is the basic freedom which alone will secure the much-vaunted Four Freedoms. In India there is no free and compulsory and universal Elementary Education as yet. Nearly fifty per cent of the children are out of the Elementary Schools and in course of time will swell the ranks of the adult illiterates. Nay, the existence of adult illiterates is a drag on juvenile literacy, and many juvenile illiterates lapse by their contagion into illiteracy in course of time. Hence

the universal liquidation of illiteracy must be achieved by a simultaneous attack on both the juvenile and adult fronts.

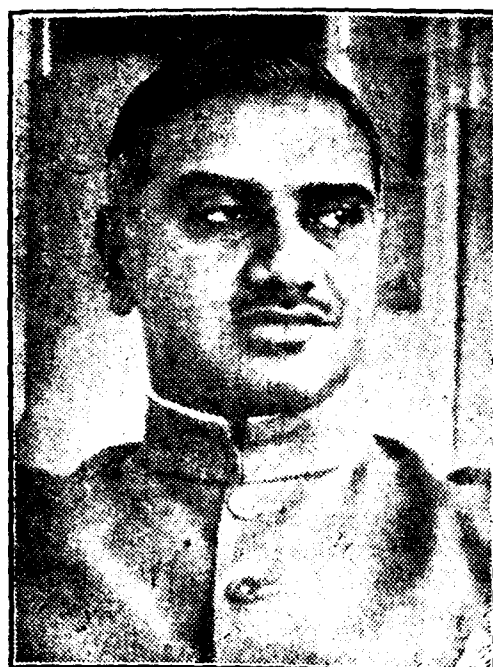
A few other provisions in the Indian Constitution about education must be borne in mind. Article 46 says: "The State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and the Scheduled tribes, and shall protect them from social injustice and all forms of exploitation." Article 337 provides for some special grants for the education of the Anglo-Indians, but they are to be reduced by 10 per cent during every succeeding period of three years and are to cease at the end of ten years after the commencement of the Constitution. We must not fail to remember that Article 1541 says: "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them." Article 29 (2) says: "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them." Hence the equal access of all citizens to such educational institutions is assured by the Indian Constitution.

Article 29 (1) says: "Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same." The object of this clause is to give cultural protection to the linguistic minorities. If there is a cultural minority, which wants to preserve its own language and culture, the

(Continued on page 351)

DOWN WITH ILLITERACY CAMPAIGN.

Second Adult Education Week in February 1951.



His Excellency the Maharaja of Bhavnagar Sri Krishnakumarsinhji Bhavsinhji, Governor of Madras, and Her Highness the Maharani of Bhavnagar and Sri T. S. Rajam of Messrs. T. V. S. & Sons, have been pleased to become Patrons of the Second South Indian Adult Education Week to be celebrated from Saturday, 17th, to Wednesday, 21st February 1951.

Our Chief Minister Urges Quick Liquidation of Illiteracy.

The Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister of Madras, has sent the following letter of goodwishes :—

I am glad that the Second South Indian Adult Education Week is to be celebrated in February 1951. Among the problems that are to be tackled immediately for the social progress and for the promotion of democracy in our country, literacy stands foremost. Illiteracy, which is still found largely in our population, should be liquidated with all speed, so that the great opportunities offered by our political freedom and the democratic form of Government that we have adopted as the pattern of

our country's constitution, may be availed of and utilised by our people diligently and intelligently to their maximum advantage. For the grown-up men and women, regular schooling is unsuitable for their acquisition of literacy. But the problems of spreading literacy among them should be tackled by the methods chalked out by the South Indian Adult Education Association.

I heartily congratulate the Association on the great efforts made and enthusiasm evinced by its members towards the realization of the Association's objective. By their work in the field of Adult Education, they are really doing a great act of national service. I wish their endeavours all success.

Education and Food Ministers Sponsor Provincial Adult Education Fund.

The Hon'ble Sri K. Madhava Menon, Minister for Education and Law, and President, Second South Indian Adult Education Week Central Committee, and the Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, and Chairman of the Working Committee of the Second South Indian Adult Education Week, have issued the following Joint Appeal :—

Adult Education is a nation-building process which is non-political, non-party and non-sectarian and calls for the co-operation of all patriotic elements. We appeal to all individuals and institutions to commingle in the process in a missionary spirit and with a crusading zeal, as they did for the First South Indian Adult Education Week, and give combined impetus to make the Second South Indian Adult Education Week an unqualified success.

Official and unofficial efforts should be co-ordinated not only for the brief and temporary purpose of the Week but also for systematic and sustained work on a lasting basis. Existing Committees should be strengthened and new Committees set up in places not compassed so far. The Committees should be fully representative of official and unofficial agencies, the former providing the prestige and sanction of authority and the latter supplying the dynamo of public co-operation. Making a vast mass of people literate is much too big to be accomplished solely by official or unofficial agencies. The official agencies will work through the District Collectors; the unofficial agencies will be organised and kept going, as hitherto, by the South Indian Adult Education Association which is the live wire of the movement.

An item of the Week would be collection of money by sale of flags and badges. Without adequate sinews of war there can be no crusading against illiteracy. What was collected during the First South Indian Adult Education Week has helped to start a number of Adult Education Centres and keep them going. Generally speaking, these Centres have been doing some good work, and are certainly capable of doing better.

Our aim should be to collect for the Provincial Adult Education Fund at least **One Lakh of Rupees** during the Second Week, which is by no means too big for our vast State and people who know the value of educated citizenship. With more money, the existing Centres could do better work, and new Centres could be opened in places where the atmosphere is congenial and there is scope for real work. We appeal to all Adult Education enthusiasts to organise sales on a large and wide scale, and help this great cause.

The Second South Indian Adult Education Week 1951 (From Saturday, the 17th, to Wednesday, 21st, February.)

Elaborate preparations are in progress for conducting the Second South Indian Adult Education Week from Saturday 17th February to Wednesday 21st February 1951. His Excellency the Governor of Madras and Her Highness the Maharani of Bhavnagar and Sri T.S. Rajam of Messrs. T. V. S. & Sons have become Patrons for the Week.

The Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister of Madras, has kindly consented to inaugurate the Week celebrations and open an Adult Education Exhibition at 5-30 p.m. on Saturday 17th February 1951, in Rajaji Hall, Mount Road, Madras.

A feature of the Week celebrations in the metropolis would be a series of Aid Entertainments in Rajaji Hall by well-known artistes: A Dialogue Performance on Adult Education by Sri N. S. Krishnan and party from 5-30 p.m., on Sunday, 18th February, when the Hon'ble Sri M. Bhaktavatsalam, Minister for Public Works and Information, is expected to preside; high class vocal Carnatic music by Srimati V. S. Subbulakshmi from 5-30 p.m. on Monday, 19th February, when the Hon'ble Sri B. Gopala Reddy, Minister for Finance and Transport, is expected to preside; "Sri Krishna Thulabaram," a dance-drama by Srimati Vijayantimala from 5-30 p.m. on the Women's Day of the Week, Tuesday, 20th February, when Her Highness the Maharani of Bhavnagar is expected to preside and an Orchestra performance of twenty-one instruments by Sri N.C. Parthasarathy, Mrs. Parthasarathy and a band of Girl students from 5-30 p.m., on Wednesday, 21st February.

Every effort is being made—through Aid Entertainments, sale of flags and tickets—to achieve the target of ONE LAKH OF RUPEES set by the sponsoring Ministers of Education and Food for the Provincial Adult Education Fund which is meant to intensify and widen the un-official part of the Adult Education effort through the South Indian Adult Education Association, the parent body of the movement, and a federation of un-official agencies doing Adult Education work. The Government have requested the District Collectors to see to the effective celebration of the Week and permitted the District Boards, Municipalities and Panchayats to contribute to the Fund. Similar approach is being made to Co-operative and Firka Development organisations. The Director of Public Instruction has set in motion the Education Department functioning throughout the State. Commercial bodies, Railway Institutes, Trade Unions, Local Bodies, Political Associations and Committees, and public Associations and organizations devoted to promoting culture, Members of the Legislative Assembly and the Legislative Council, Municipal Councillors and the City Fathers of the metropolis are expected to play their due part. Publicity is being arranged through wall posters and placards to be displayed on all moving Trains and Trams and Government and private transport vehicles.

The Week is part of a crusade against Adult Ignorance of which adult illiteracy is the most grievous feature. Where illiteracy and ignorance prevail, adult franchise will not lead to responsible Democracy and the objective of welfare State will recede like the mirage. It calls for self-conscription on the part of patriotic citizens; and moral conscription on the part of public institutions and organisations.

Awake, Arise, Stop not till the goal is reached!

S. AIRAVATHAM,
Publicity Officer.

T. J. R. GOPAL,
General Secretary.

National Seminar on Adult Education.

The Publicity Department of the National Seminar on Adult Education held at Jabalpur from 19th to 25th December 1950 has issued the following:—

We are herewith publishing a summary of the main conclusions arrived at the National Seminar. The publication of the report of the National Seminar would take some time. The Seminar has aroused a great deal of interest among the workers in the field of Adult Education throughout the country.

The Seminar was attended by 62 Delegates and 17 Observers representing both official and non-official organisations from 19 States of the Indian Union.

Place of the Seminar

The first National Seminar in the country was organised in Jabalpur city in Madhya Pradesh which is situated in a rocky basin surrounded by low hills about six miles from the Narmada river. The famous Marble Rocks are only 13 miles from the city in a gorge of the Narmada at Bheraghat. The place for meetings as well as lodging of the Delegates was the Hostel Block No. 3 of the Government Engineering College. The Government of Madhya Pradesh placed at the disposal of the Indian Adult Education Association this hostel containing 80 furnished rooms fitted with modern sanitary facilities as well as dining halls, kitchens, and bath rooms. The climate is very pleasant.

Why National Seminars

The National Seminar is the first of its kind in our country. In 1949 an Asian Seminar on Rural Adult Education for Community Action was held in Mysore under the auspices of the UNESCO. International Seminars have great value as they help in the study of educational processes leading to international understanding and provide opportunities for direct association of educational leaders, from widely distributed countries. Such Seminars cannot, however, go into details beyond a limit, which leaves them still too general, as the conditions in the participating countries differ. It is here that National, preferably Regional, Seminars have their utility.

One of the suggestions of the Asian Seminar was that each participating country should arrange National or Regional Seminars. The Hon'ble Moulana

Abul Kalam Azad, Minister of Education, Government of India, in his closing speech at the Asian Seminar had also appreciated the idea and felt that India should take advantage of the experience gained in further organising Seminars in the country. The Indian Adult Education Association, which is a non-official organisation, has drawn inspiration from the speech of the Hon'ble Minister of Education. India is perhaps the first country in Asia to be able to arrange a National Seminar after the Asian Seminar. It is now proposed to follow up the National Seminar by Regional Seminars, and it is hoped that the first Regional Seminar would be organised in Madras State sometime in March or April 1951.

Aims of the Seminar

The aims of the National Seminar were:—

1. To bring together active educational workers from all parts of the country to study and compare the organisation and techniques followed, or proposed to be followed, in their respective places for the liquidation of illiteracy.

2. To pool the experience of all the participants as the basis for evolving certain standards for the solution of the problems.

Inauguration

The Seminar was scheduled to start its work from 15th December 1950. In the morning at 10 a.m. a meeting of the Delegates was held in the Common Room of Hostel Block No. 3 of the Government Engineering College under the Chairmanship of Sri Ranjit M. Chetsing, the Vice-President of the Association. The Associate Director Shri Shafiq-ur-Rehman

Kidwai, made a statement on the procedure to be followed in the Seminar. The discussion was proceeding, when the shocking news of the death of Sardar Vallabhbhai Patel, Deputy Prime Minister of India, was brought to the meeting by the Director, Dr. V. S. Jha. The meeting was adjourned immediately, and it was decided to postpone the inauguration. The meeting convened for inauguration on the 15th was converted into a condolence meeting.

The inauguration was performed on the 19th December 1950 at 5 p. m. in the spacious Assembly Hall of the Government Engineering College, Jabalpur, by the Hon'ble Pandit D. P. Mishra, Minister for Home and Education, Madhya Pradesh. Dr. V. S. Jha, Director of the Seminar, in his opening remarks, referred to the sad demise of Sardar Patel and explained that it was in those circumstances that the inauguration had to be postponed from the 15th to the 19th December 1950. He welcomed the Hon'ble Minister and explained the aims of the Seminar. He was very happy that 62 participants from 19 States of the country had assembled in the Seminar. The Delegates included representatives of the Governmental organisations as well as voluntary agencies.

Pandit D. P. Mishra welcomed the Delegates. He understood that the decision to hold the Seminar in Madhya Pradesh was to some extent an indication of an appreciation of whatever work was being done there. He was happy that the first National Seminar in the country was organised by a voluntary organisation, the Indian Adult Education Association. Speaking on the role of the voluntary agencies, he said: "It is beyond the capacity of any State Government to create a machinery so vast as to be adequate to deal with the many problems of Social Education. It would be impossible for Social Education to progress until voluntary effort is initiated in each locality in every part of the country. I also realise that voluntary effort itself would require the support of the State to enable planned and systematic work".

Replying to the critics of Social Education work who considered money spent on the scheme as just a waste and wanted

the State to concentrate only on Primary Education, he said:

"The progress of Primary Education has been very slow in this State, as elsewhere, but the most disheartening feature of Primary Education has been that most of those who have passed out of Primary Schools and obtained the Primary certificates soon relapsed into illiteracy. The conclusion, therefore, is inevitable that the education of the entire rural community, the fathers and mothers and sisters, is essential if permanency has to be assured for the results of Primary Education imparted to children."

Experience in this State, at any rate, he said, had been revealing. Demand for Primary Education has increased with an astounding pace in the wake of Social Education.

Pandit Mishra considered "levelling up of education" in the backward countries as a pre-condition of international security. He said that a great deal of confidence in the United Nations would be restored if the richer countries provided assistance to other countries to enable them to raise the standard of education. The Seminar might consider whether it would not be profitable to ask the World Bank to advance loans on easy terms to nations for the purpose of building up their educational system. "The fact remains," he said, "that the world peace would continue to be in danger so long as these pus-stops continue".

Pandit Mishra said that India had decided to plan her future life on democratic principles. Democratic life was based upon the presumption that each individual actually participated in the life of the State and made an intelligent contribution to its progress. Such a contribution was unthinkable where the masses themselves were illiterate and uneducated.

Speaking about social reconstruction Pandit Mishra said: "I have agreed with the view that Social Education must be imparted through social reconstruction and that social reconstruction must be undertaken through Social Education. Education in itself is devoid of any positive and inspiring content unless it is integrated with the work of Social reconstruction".

Pandit Mishra while paying tribute to the late Sardar Patel revealed that Social Education work in Madhya Pradesh had the blessings of the late Sardar Patel and to a great deal there Sardar had inspired this work. Pandit Mishra said: "We are too near the shock to realise the full significance of the great loss we have sustained in the death of Sardar Patel."

Shri Shafiq-ur-Rehman Kidwai, Associate Director of the Seminar, while paying tribute to the late Sardar Patel said that Sardar Patel had left behind an inspiring example of selfless and devoted work for us to follow. The Sardar had made himself immortal by his monumental work.

Shri Kidwai thanked the Hon'ble Minister for having taken the trouble of coming specially for this function from Nagpur. He was very grateful to the Government of Madhya Pradesh for the facilities they had given to the Association for holding the Seminar. He congratulated the Minister on the fine work being done in the State under his inspiring leadership and on the fine set of devoted people in charge of this work in the State. He made special mention of Dr. V. S. Jha and Shri A. R. Deshpande in this respect. Shri Kidwai also expressed his thanks to Dr. S. P. Chakravarti, Principal of the Government Engineering College, and the students of the College who permitted the use for the Seminar of their spacious hostel building, not without great convenience to themselves. He also thanked Shrimati Chakravarti who was regularly visiting the hostel and looking after the boarding and lodging arrangements of the Delegates.

Message

Messages from Dr. Rajendra Prasad, President of the Indian Republic, Pandit Jawaharlal Nehru, Prime Minister of India, Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India, Mr. Jaime Torres Bodet, Director-General of UNESCO, Paris, Mr. Jean Thomas, Acting Director-General of the UNESCO, His Excellency Shri Mangaldas Pakvasa, Governor of Madhya Pradesh, His Excellency Shri Asaf Ali, Governor of Orissa, Shri B. G. Kher, Chief Minister

of Bombay, Dr. Amar Nath Jha, President, Indian Adult Education Association, Dr. S. R. Ranganathan, General Secretary of the Association, Shrimati Kamaladevi Chatopadhyaya and others were read.

Social Education Exhibition

On the occasion of the National Seminar, an Exhibition on Social Education was also arranged. It was opened by the Hon'ble Pandit D. P. Mishra, Minister for Home and Education, on the 19th December 1950, soon after the inauguration of the Seminar.

The exhibits numbering over one thousand were received from various States, viz., Bombay, Uttar Pradesh, Bihar, West Bengal, Madhya Bharat, Rajasthan, Hyderabad, Mysore, Madras, Madhya Pradesh, Travancore-Cochin and Delhi.

The Exhibition material consisted of instructive charts, maps, posters, pictures, photographs, pamphlets, booklets, periodicals, bulletins, reports, text-books and other materials on Social Education work published by various organisations and agencies both Governmental and non-official.

The Exhibition was of help to the Delegates for making comparative study of work being done in the various States.

Procedure of the Seminar

A date sheet for discussion in the Seminar was suggested by the Associate Director which was after a little discussion accepted. The Seminar instead of splitting up into Committees first discussed each question thoroughly in its plenary sessions and then appointed Committees to draft out recommendations in the light of the discussions for the consideration of the Seminar.

Place of Literacy in Adult Education

The first question discussed in the Seminar was the 'Place of literacy work in Adult Education'. Delegates from almost all the States participated in the discussion and at the conclusion of the discussion on the 18th December 1950 a Committee consisting of Shri Shafiq-ur-Rehman Kidwai, Associate-Director, Shri A. R. Deshpande, Secretary-General,

Shri G. Harisarvottama Rau of Madras, Mrs. S. Ray of Bengal and Shri T. N. Krishna Rao of Mysore was formed to draft out the recommendations.

The Draft Recommendations of the Committee were considered along with an alternative draft by the Director Dr. V. S. Jha in the meeting of the Seminar on the 20th and a statement combining both these drafts was adopted.

Reports of Work in States

Reports on the literacy and Social Education work in the various States were presented by the representatives of State Governments as well as voluntary organisation from 19th to 23rd December, 1950. The following statement gives the information about the reports placed before the Seminar as well as the persons who presented them:—

1. Assam State—presented by Shri Prabhat Chandra Sharma, Special Officer, Education Department, Assam.
2. Bihar State—presented by Shri P. N. Sharma, Education Department, Bihar.
3. Bengal State—presented by Shri Nikhil Ranjan Roy, Education Department, Government of West Bengal.
4. West Bengal Adult Education Association and Bata Shoe Co., Ltd.,—presented by Shri A. C. Majumdar.
5. Bombay State—presented by Dr. B. B. Samant, Education Department, Government of Bombay, and supplemented by Shri V. B. Karnik, Secretary, Social Education Committee, Maharashtra.
6. Bombay City Social Education Committee—presented by Shri K. S. Kasotia.
7. Delhi State—Social Education Department of Delhi Municipality—presented by Shri Neki Ram Gupta, Deputy Director.
8. Shri Satyavati Civil Education Centre—presented by Miss Harbans Kaur.
9. Indian Co-operative Union, Delhi—presented by Shri Mathai and supplemented by Shri Gopi Krishna.
10. Jamia Millia Islamia—presented by Shri Shafiq-ur-Rehman Kidwai.
11. Hyderabad State—presented by Shri B. Srinivasa Rao and supplemented by Shri Abdur Rahim.

12. Indian Council for Social work of Hyderabad—presented by Shri Jaffar Hussain.

13. Andhra Saraswat Parishad—presented by Shri P. Hunumantha Rao.

14. Madhya Bharat—presented by Shri Mata Din Trivedi, and supplemented by Dr. G. P. Bryce.

15. Madhya Pradesh—presented by Shri A. R. Deshpande, Deputy Director.

16. Madras State—presented by Shri Vilva Roy supplemented by Shri G. Harisarvottama Rau, Shri T. J. R. Gopal and Shri M. J. Prakasam.

17. South Indian Adult Education Association—presented by Shri T. J. R. Gopal.

18. Mysore State Adult Education Council—presented by Shri T. N. Krishna Rao supplemented by Shri Muniswamy and Shri B. V. Satyanarayan.

19. Orissa State—presented by Shri S. C. Mahapatra.

20. Pepsu State—presented by Shri Durga Prasad Ummat.

21. Punjab—presented by Sardar Ujagar Singh.

22. Rajasthan Vishwa Vidyapeeth—presented by Shri B. L. Gour.

23. Saurashtra State—presented by Shri P. B. Acharya.

24. Travancore-Cochin—presented by Shri Raghavan and supplemented by Shri Rasalam.

25. Uttar Pradesh—presented by Shri B. S. Saxena.

26. Jana Shikshan Sanstha—presented by Shri S. Pathik.

Reading of Papers

Mrs. Dorothy Parkar of Allahabad read a paper on 'A History of Teaching A Reading'

Dr. G. P. Bryce of Indore read a paper on 'Practical Psychology in the Teaching of Adults'

Mrs. Harriet Wilder of Nagpur read a paper on Roman Script in Telugu.

Sri T. J. R. Gopal read a paper on Adult Education Organisation and Methods.

Intensive and Extensive Literacy Campaigns

The third point of the working paper, viz. the consideration of the relative utility of intensive and extensive literacy campaign was taken up for consideration on December 22nd. The point for consideration was the unit area for literacy work and should the effort be concentrated on a small area with a view to complete eradication of illiteracy from that area in a specified period or should the effort be spread over a wider area. Discussion was initiated by Dr. B. B. Samant of Bombay and a number of Delegates participated in the discussion. A Committee consisting of the following was appointed to prepare a Draft Recommendation for the consideration of the Seminar:—

Shri G. Harisarvottama Rau of Madras (Convener); Dr. B. B. Samant of Bombay, Shri B. Srinivas Rao of Hyderabad, Shri Saligram Pathik of Allahabad, Shri Mata Din Trivedi of Madhya Bharat, Shri T. N. Krishna Rao of Mysore, Sardar Ujagar Singh of the Punjab, Shri Jaffar Hussain of Hyderabad, Shri A. R. Deshpande of Madhya Pradesh and Shri P. C. Sharma of Assam.

Organisation of Literacy Campaigns

On December 23rd, in the morning session, the Seminar considered point No. 5 of the working paper dealing with organisation of literacy campaigns in all its aspects. The discussion was initiated by Shri Vilva Roy of Madras and a large number of Delegates participated in the discussion. A Committee of the following Delegates was appointed to prepare the Draft Recommendations in the light of discussions in the Seminar.

Shri A. G. Vilva Roy of Madras (Convener).

Shri Durga Prasad Ummat of Pepsu
Shri Neki Ram Gupta of Delhi.
Shri B. L. Gour of Rajasthan.
Shri P. B. Acharya of Saurashtra.
Shri V. B. Karnik of Poona.
Shri V. A. Apte of Madhya Pradesh.

In the afternoon of 23rd December point No. 6 of the working paper dealing with 'the duration and selection of literacy courses' was taken up for consideration. In this also a good number of

Delegates took part and the discussion was on whether the course should be of four months duration or split up into shorter courses of a month or a month and a half. A Committee consisting of Dr. Samant of Bombay (Convener), Shri P. C. Sharma of Assam, and Shri A. R. Deshpande of Madhya Pradesh was appointed to prepare Draft Recommendations in the light of the discussion.

On the 24th morning brief discussion took place on the methods and techniques of teaching adults and the points mentioned in item No. 7 of the working paper were taken up for consideration. The discussion was opened by Prof. Bodhankar and a Committee consisting of Prof. Bodhankar, Shri A. R. Deshpande of Madhya Pradesh, Prof. D. G. Apte from Baroda, Shri G. Harisarvottama Rau from Madras and Shri P. N. Sarma from Bihar was formed to prepare Draft Recommendations for the consideration of the Seminar.

On the 25th morning Draft Recommendations framed by the above mentioned Committees were presented and after short discussions were accepted. In the afternoon there was the closing session of the Seminar.

Shri Shafiq-ur-Rehman Kidwai, Associate Director, thanked the Delegates for helping him in conducting the Seminar and bringing it to such a successful completion. He thanked the Government of Madhya Pradesh as well as its officers, particularly Dr. Jha and Shri A. R. Deshpande, for their great help and the enthusiasm with which they had provided all the facilities for making the Seminar a success. He hoped that the close working in the Seminar of the representatives of the various States and voluntary agencies would help them come together and that a new brotherhood would be created of the workers in different States and each one of the participants would feel that he had a comrade in another State doing similar work and having similar aims and objectives.

Shri V. S. Mathur, the Organising Secretary, proposed a vote of thanks. He thanked the Delegates who had come. The Seminar placed on record its thanks to the Government of Madhya Pradesh which had given generous facilities for holding the Seminar and made a special mention of the Hon'ble Pandit D. P.

Mishra, Minister for Home and Education, who had blessed this effort and made it possible to hold the Seminar. The Seminar also thanked the State Governments as well as voluntary organisations who had sent Delegates to participate in the Seminar at such short notice. The Seminar was very grateful to the Director, Dr. V. S. Jha, the Associate Director, Shri Shafiq-ur-Rehman Kidwai, and the Secretary-General, Shri A. R. Deshpande, for their bearing responsibility of conducting the Seminar and bringing it to such a successful completion. All speakers stressed the utility of such Seminars and hoped the Indian Adult Education Association would make it a regular yearly feature.

Messages to the National Seminar.

The following Messages received were read out at the National Seminar:—

Rashtrapati Dr. Rajendra Prasad, President of the Indian Union Republic :

"Complete eradication of illiteracy is very necessary not only for the development of the individual but also for the economic progress and the growth of democracy in our country. I am, therefore, glad to learn that this question is to be analysed in all its aspects in a National Seminar being organised by the Adult Education Association of India. The Association has my good wishes for success in its work."

The Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India :

"I am glad to learn that the Indian Adult Education Association has decided to hold a National Seminar this month on the Organisation and Techniques for the Liquidation of Illiteracy. The work of the liquidation of illiteracy is of fundamental importance to the nation-building activities of our country. Naturally, I shall follow the activities of this First Seminar of its kind with interest. It is my sincere wish that the Seminar may achieve complete success in the objectives it has laid before itself."

Mr. Jaime Torres Bodet the Director-General of the Unesco, Paris :

"Thank you very much for your kind letter dated 22nd October. I am very glad to know that the first All India Seminar on Rural Adult Education will be held in Jabalpur from 15th to 26th December.

I am confident that through your deliberations you will evolve plans to combat the problem of illiteracy and that you will set an example worthy of your high endeavour. I look forward to receiving further news of the Seminar and wish it the success that it so rightly deserves.

I have asked the Department of Education to suggest to Dr. Spencer Hatch who is at present in India on a mission on behalf of the Unesco, to try and attend the Seminar for as long a period of time as he may spare from his present task. With my personal regards."

His Excellency Shri Mangaldas Palkar, Governor of Madhya Pradesh :

"The work of liquidation of illiteracy is of utmost importance. In a country where about 85 per cent of the people are illiterate, the stupendous character of the work can be easily realised and does not require much imagination. As I was the Chairman of the Bombay City Adult Education Committee which ran about 900 classes, I have a good estimate of the difficulties of the work in this direction. The first difficulty, as everywhere, is of finance. The Government can help a little, but if the people are keen and the workers are enthusiastic, this difficulty can be solved in a large measure. If the co-operation of the students on a large scale can be secured, that will also go a long way. The real difficulties are for work to be done in the rural areas and it is there that the biggest mass of the people live. If we are to solve this problem within 10 years, then enthusiastic support of the people should be secured and co-operation of teachers and the moneyed class is also necessary. I wish all success to the National Seminar in its work."

Dr. Amarnath Jha, President of the Indian Adult Education Association :

"Wish Seminar all success Convey warm thanks to the Director and the Hon'ble Minister."

Dr S. R. Ranganathan, General Secretary, Indian Adult Education Association, and President, Indian Library Association :

"I am with you in spirit in the Social Education Seminar at Jabalpur. We have yet to get the full social benefit of the political independence secured for us by the Father of our Nation—Mahatma Gandhi of revered memory. Social benefits must be derived in the material, mental and spiritual levels. In the present age the attainment of full benefits in the physical and spiritual levels itself depends upon the benefits which emerge in the mental level. This gives a measure of the great importance which attaches itself to the great work you are organising on behalf of the Indian Adult Education Association.

As I told you at a meeting of our Executive Committee, I trust that this Seminar will confine itself to a few definite concrete issues which will have to be faced by each participant when he goes back to his field work. You have secured the best leaders that our country can spare for the purpose at this time. I hope the leaders and the participants will have a most profitable time at Jabalpur."

Mrs. Kamaladevi Chattopadhyaya :

I have great pleasure in sending my greetings to the Symposium on Adult Education. Education in the modern world has come to assume a much wider significance than of old for the world has become more complex and at the same time more closely inter-related. Thus man's sense of duty and obligation has expanded wider and further. Adult Education has thus to help him view the panorama of the universe and its manifold problems with a bigger vision and integrate himself into this setting with larger understanding and sympathy. I hope your Seminar will strive to achieve this. I wish it every success.

Messages wishing the Seminar success were also received from the following:—

The Hon'ble Rajkumari Amrit Kaur, Minister for Health, Government of India; His Excellency Yusuf Fozen, Consulate General; Firdaus Flat, Bombay; Mrs. Kulsum Sayani, Editor, "Rahbar," Bombay; Miss Evelyn W. Hersy, Social Welfare Attache, American Embassy, New Delhi; Miss Maniben, Bombay; Shri N. M. Joshi; and Shri Charat Ram.

(Messages from Pandit Jawaharlal Nehru, Prime Minister, Sri B. G. Kher, Chief Minister of Bombay, and His Excellency Mr. Asaf Ali, Governor of Orissa, read out at the Seminar, were published in the December issue of the 'Adult Education Review'.)

Resolutions Adopted

The following resolutions were adopted by the National Seminar:—

I. *On the Role of Voluntary Agencies in Adult Education:*—This Conference wishes to emphasise the place of voluntary agencies in any scheme of Adult Education. Adult Education activities, by their very nature, have to satisfy diverse and varied interests. No single organisation can hope to satisfy such interests. People should be enabled to start projects for their own education. The advantage of co-operative self-directed efforts in any kind of educational work are too obvious to need emphasis. Such efforts awaken faith among the people in themselves and help recover a sense of personal and social significance.

Voluntary agencies are more free to use their resources with a minimum of restrictions and to select personnel with greater freedom. Such agencies, however, cannot flourish without the liberal and generous support of the State. Through giving aid to such agencies Governments can make available funds go much further than otherwise. This Conference urges the State Governments as well as the Government of India to adopt a definite policy to progressively help and promote voluntary agencies and give them a recognised place in their scheme of Adult Education.

II. *On Long Term Planning in Adult Education:*—This Conference while welcoming the growing interest of the Central

as well as State Governments in Adult Education Work wishes to emphasise the desirability of adopting a long-term plan for this work and making budget provision for a sufficiently long period on a progressive scale. Adult Education work by its very nature is slow in its results. Varying allotments overlooking the necessities of continuation and further progress of the endeavour result in great wastage of national resources both human as well as financial. Such changes also shake the confidence of adults for whom education is sought to be provided, as well as, of the workers and agencies in the field. This Conference urges the Governments to plan out their budgets for Adult Education on a long term basis on lines similar to what they are doing in respect of other departments of education.

III. *On the National Seminar*:—This Conference approves of the recommendations in general made by the National Seminar on Organisation and Technique for the Liquidation of Illiteracy held in Jabalpur from December 15th to 26th 1950, under the auspices of the Indian Adult Education Association.

The Conference places on record its thanks to the Government of Madhya Pradesh who gave generous facilities and provided amenities for the holding of the Seminar.

This Conference feels that such Seminars have great value as they help to bring together active educational workers from all parts of the country to study and compare the Organisation and Techniques followed in their respective areas for Adult Education Work.

This Conference recommends to the Association that it may organise every year a National Seminar on some aspect of Adult Education Work as well as to

encourage and arrange for Regional Seminars in different parts of the country.

IV. *On Grant to the Association*:—This Conference thanks the Government of India for the grant of Rs. 20,000 made to the Indian Adult Education Association during the last financial year. The Association is the Central Body co-ordinating official and non-official endeavour in Adult Education. It acts as the clearing house of information and experience for Adult Education workers in the country. This conference requests that the grant be renewed and increased to enable the Association to discharge its functions properly.

This Conference urges upon the State Governments to help the Association as well as our affiliated Regional Organisations for Adult Education in their areas in a similar manner for the effective use of non-official agencies in Adult Education.

Having considered the opinion of the participants in the Seminar, and examined the experience of literacy work that is being done in the different States of the Indian Union, the Seminar recommends that the important role which literacy has to play should not be overlooked in any scheme of Adult Education. Literacy must be there, as an essential part of Adult Education, as it affords opportunity to the individual to educate himself through the most potent means of the written or the printed word. Literacy must, therefore, be persistently spread wider and wider until universal literacy is achieved in India. The content of literacy should, however, from the start, be such as would convey the fundamental ideas of Social Education to the learner. It is, however, clearly to be understood that education for citizenship, enlightenment, democracy, economic betterment and good living need not wait till literacy is fully achieved.

Re-orientation in Adult Education Work.

An informal meeting of the Delegates was held on the morning of 16th December 1950. The Director of the Seminar, Dr. V. G. Jha, in his introductory remarks after welcoming the Delegates, said that owing to the sad demise of Sardar Patel, instead of making a formal beginning of the Seminar, the work could be begun in an informal manner. He added that in the past various States and organisations had confined their activities mainly to literacy work, but of late the entire scope of work had changed considerably. There was, so to say, a total re-orientation in Adult Education work. The emphasis is to-day on making a person a better citizen who can live a healthy happy life. It was, therefore, necessary to consider the role of literacy in Adult Education.

The Delegates were called upon to express their views on the point raised by Dr. Jha.

Sri Harisarvottama Rau of Andhra Deesa spoke next and said that Adult Education work could be broadly divided into two main categories: (i) Adult Education which the adult himself carried out for himself and (ii) what others could do for him. As regards the latter he felt that not much could be done and therefore the adult had of necessity to educate himself. In such circumstances literacy assumed very great importance in Adult Education work.

Mr. Vilva Roy, Adult Education Officer, Madras State who spoke next felt that it was necessary that a person should be literate, but literacy should not be the only objective. The aim should be Social Education in the broadest sense of the term.

Mr. J. W. Rasalam from Travancore stressed the difficulty of literacy work, but felt that literacy was necessary for educating the adult because without it not much progress could be made. He suggested that other aspects of Social Education needed to be included in the syllabus for literacy.

Sri Raghavan, another Delegate from Travancore State, praised the work of the Christian Missionaries in the field of literacy but regretted the dearth of trained workers.

Mr. Sri B. S. Saxena of Uttar Pradesh gave an account of the work being done in Uttar Pradesh. He gave information about the 10 and 37 days camps conducted by the Uttar Pradesh Government and gave literacy an important place in the scheme of education for adults.

Sri Sharma from Assam said that what was necessary was civic training. Illiterates were not necessarily uneducated. Sri Apte from Baroda University said that in Social Education literacy was merely a tool and the main objective was making the people enjoy their life.

Mrs. Sujata Ray from Bengal basing her experience mainly on the pioneering work done by multipurpose societies said that adults liked vocational training so that they could improve their earning capacity and better their life.

Sri Majumdar from West Bengal Adult Education Association felt that literacy work was the primary work in Adult Education and that welfare work could be undertaken to remove suspicion in the minds of the adults towards the teacher.

Sri Sharma from Bihar gave information about the scheme of the Government and said that main importance in the scheme must be given to literacy work.

Dr. B. B. Samant, Education Officer, Government of Bombay, said that before 1948 most of the work in the State was confined to teaching the three Rs. But of late the scope had been widened and the very name had been changed to Social Education work to include in addition to reading, writing and arithmetic, subjects like health, hygiene, civics, history, geography, general knowledge, co-operation, agriculture, practical science, craft and recreation. He added that it was very difficult to say which was exactly more important—literacy or the new aspects introduced, as both went hand-in-hand and literacy was considered as one of the most important and reliable tools for achieving the objective of Social Education. He informed that due to re-orientation of Adult Education and by introducing subjects of interest to the people, and particularly through the recreational activities, the attendance in classes had improved substantially.

Await Early Release: "WOES OF AN ILLITERATE"

(படியாதவர் படும் பாடு)

Sri Kasotia from Bombay City Social Education Committee gave a report about the work being done by the Committee.

Sri Karnik of the Maharashtra Social Education Committee said that owing to Prohibition adults needed more recreational activities during their leisure hours. If they were invited to literacy classes, they did not come, but if a beginning was made by organising recreational activities, the adults attended the class and even learnt the three R's.

Sri Nadkarni of the Social Service League of Bombay said that he would give more importance to Social Education than to literacy.

Miss Harbans Kaur from Delhi said that formerly she understood by Adult Education work only literacy work. But now she felt that literacy should occupy a secondary position and citizenship education should be the main aim.

Shri Shafiq-ur-Rehman Kidwai said that for all educational work it was necessary to find out the centre of interest of the people and to keep that in view. Speaking about the organisation of literacy campaigns, he said that it was necessary to create a favourable atmosphere for such a work and stressed the utility of intensive campaigns.

Sri V. S. Mathur gave information about the Adult Education work of the Delhi Municipal Committee and said that they had started two distinct types of Centres.—Educational Centres and Literacy Centres—and that they believed literacy need not necessarily be the first step in Adult Education.

Sri Srinivasa Rao from Hyderabad said that though formerly there were only literacy classes in Hyderabad, now the subjects of study included general knowledge, domestic science, agriculture and such other subjects.

Shaik Jaffar Hussain from Hyderabad emphasised the need of starting work in a compact area and catering to all the needs of the community.

Sri Hanumantha Rau from Andhra Saraswath Parishad, Hyderabad, felt that literacy had its importance in Adult Education work.

Mr. Abdur Rahman associated himself with the remarks made by Sri Srinivasa Rao. Sri Trivedi from Madhya Bharat gave information about the work in his State and said that they had started work in compact areas and literacy as well as Social Education work was going on hand in hand. The meeting then adjourned for the next day.

In the afternoon the Delegates to the Seminar were taken to the Madan Mahal and to Pisan Hari Temple.

Seminar Condoles Sardar's Death.

The inauguration of the Seminar which was to have taken place on the 15th December at 5 p. m. was postponed due to the sad death of Sardar Vallabhbhai Patel, Deputy Prime Minister of India. The public meeting called for inauguration in the Assembly Hall of Government Engineering College was converted into a condolence meeting.

Dr. V. S. Jha, Director of the Seminar and Secretary to the Government of Madhya Pradesh, in the Education Department, while presiding over the meeting, said that there could not be a greater misfortune for the country than to lose a leader of the eminence and ability of Sardar Patel. India needed very badly the leadership and wise counsels of Sardar Patel.

Shri Shafiq-ur-Rehman Kidwai, the Associate Director, paid tributes to the work and achievements of Sardar Patel and said that they were too near the event to realise fully the extent of the great loss.

A condolence resolution was passed all observing silence for two minutes.

Role of Literacy in Adult Education.

Organisation and Techniques for the Liquidation of Illiteracy.

The following note on the "Role of Literacy in Adult Education" and the "Organisation and Techniques for the Liquidation of Illiteracy" by Dr. V. S. Jha, Director of the National Seminar on Adult Education, was circulated among the Delegates and the Observers:—

The scope of Adult Education is as wide as it is varied. A citizen in an enlightened State is entitled to opportunities of education of the type suited to his tastes and requirements so long as he is capable of receiving it. Even those who have had the good fortune of receiving education through schools and colleges are not less entitled to Adult Education than those who are illiterate. Men working in farms and factories, shops and offices, and in every other walk of life, require and should be provided, education which would not only enable them to do their work more efficiently but also help them derive joy from their work. The standard of national efficiency and of economic production can never be raised unless the masses enjoy the work in which they are engaged and know how to do it more efficiently. Thus conceived, Adult Education is universal education for all adults irrespective of the fact whether they had schooling or not. Adult Education also embraces various activities which are designed to raise the standard of informativeness of the people, to dignify social behaviour and to refine public taste. Public libraries, art galleries, museums, exhibitions, theatres and all such institutions are, in the widest sense of the term, institutions for Adult Education. From this broad comprehensive point of view, the scope of Adult Education includes, and extends far beyond, the activity concerned more particularly with the task of making people literate.

Reports received from various States indicate varying emphasis which is assigned to the work of literacy as an aspect of Adult Education. In some States experiments began by confining the work of Adult Education to mere removal of mass illiteracy. This attitude had soon to be modified in the light of experience gained; and along with the knowledge of the three R's, assortment of general, useful and practical knowledge was included in the

content of Adult Education. In some States, a greater degree of attention is now devoted to the work of removing illiteracy among the vast masses, while in others comparatively more attention is devoted to activities directed towards raising the standard of health, life and civic consciousness of the people. It is significant to note that no State or organisation in the country regards literacy as an end in itself and confines its activities to imparting instruction in bare reading and writing. Experiments, no doubt, are being tried in a very limited sphere, by organisations, which have a narrower objective, to restrict the work of Adult Education merely to enabling the people to read.

The ideal conception of Adult Education is to be comprehensive to admit of practical treatment, particularly, in the existing circumstances of our national life. The work of Adult Education in the country is of recent origin, and States and voluntary organisations have found it necessary to make a beginning somewhere and to attend to the most urgent social needs in this field. Limitations of finance and personnel, paucity of voluntary organisations, ignorance of the varied aspects of Adult Education have all contributed in one way or other to narrowing the scope of Adult Education activities. This need not be surprising. Educational ideals have to be interpreted according to the needs of the time and the actual scope of activities is bound to change with the circumstance created by time, place and socio-economic development of the society.

While limitation of the sphere of Adult Education is unavoidable, it has to be imposed with full awareness of the compelling circumstances in which it is inevitable and of the objectives it is proposed to serve. The tendency to drift is as disastrous in this sphere of education as in any other. The definition of the aim and scope of Adult Education must be determined by

South Indian Adult Education Association.

TAMIL MONTHLY முதியோர் கல்வி.

Will Commence Publication Shortly.

literate by 120 Voluntary Centres aided by the Government.

The total expenditure incurred upto 25-3-50 is Rs. 3,24,464-8-0.

To organise and supervise the work of the Centres there is a supervisory staff which consists of the Adult (Social) Education Officer, Orissa, in class I of the P. E. S., 12 District Organisers in S. E. S. and 6 Lady Supervisors in L. S. E. S. for the whole of the State. The Adult (Social) Education Officer is attached to the Office of the Director of Public Instruction, Orissa. The District Organisers have their Offices at the District or Sub-Divisional headquarters of each District. The Lady Supervisors have also their offices at the District or Sub-Divisional Headquarters of Districts.

For literacy work each Centre is getting kerosene oil and contingency at the rate of Rs. 6 and Rs. 5 a month respectively. Four hurricane lanterns, 30 slates, 60 slate pencils, one box of stick chalk, 30 charts and 30 sets of primers have been supplied to each Centre. Some selected Centres have been supplied with petromax lanterns. Three prizes of Rs. 5 each are also awarded to the first three successful candidates in each district to encourage competition. Teachers in charge of Managed Centres get remuneration at Rs. 1 per adult made literate after a course of three months.

In Madhya Pradesh

Following is a summary of the work done in Madhya Pradesh State :—

1. Total population—1,99,08,392.
2. Percentage of literacy according to 1941 census—12 per cent.
3. Expected percentage in the present census—20 per cent.
4. Expenditure during the year 1949-50 Rs. 29,62,663. (This amount is for expenditure on Social Education of which literacy work is a part.)

Organisation:—The scheme of Social Education is administered by the Education Department. The subject is in the portfolio of the Hon'ble Minister for Education. The Secretary to the Government, Education Department, is the link between the Government and the Director

of Public Instruction, who is in-charge of the administration of the scheme.

The normal administrative machinery of the Education Department is utilised for implementing the scheme with the following additional machinery set up for the special purpose of Social Education in the office of the Director of Public Instruction:—(1) Deputy Director of Public Instruction in-charge of Social Education. (2) Radio Engineer in charge of implementing the plan for installing 1000 radio sets in the villages (3) Educational Publicity Officer who is also in-charge of production of literature on Social Education. (4) Four Field Officers who are in charge of districts allotted to them for implementing the radio visual Education plan and for over-all work in connection with the working of the scheme in the 22 districts. (5) One Radio Assistant in charge of the central workshop of repairs and as an Assistant to the Radio Engineer. (6) Two Sub-Editors for production of literature on Social Education (7) Two writers (8) Chief Artist and (9) Assistant Artist (10) A clerical section.

The 22 districts of Madhya Pradesh are divided into eight Educational Divisions. They are under the charge of eight Divisional Superintendents of Education and three Inspectresses of Schools. There is no addition at this level for the purpose of Social Education. At the district level there were formerly 22 District Inspectors and 8 District Inspectresses of Schools. This staff has been increased by adding 22 Additional District Inspectors of Schools—one for each district.

Within the district there are 180 Assistant District Inspectors of Schools. Thirty posts of Assistant District Inspectors of Schools and 14 posts of Assistant District Inspectresses of Schools were added for Social Education work.

There are 750 Social Education teachers on Rs. 58 per month who are in-charge of organising Social Education classes in the area allotted to them. They also conduct Social Education classes themselves.

Recruitment of teachers:—Teachers for Social Education classes are recruited on voluntary basis. The summer course is conducted with the help of volunteers drawn from teachers, students

and educated citizens. The monsoon and the winter courses are mostly run by voluntary part-time teachers who are paid the remuneration of Rs. 5 p.m. and rewards of Rs. 2 per man and Rs. 3 per woman who passes the examination. The burden of conducting the Social Education classes in monsoon and winter time mostly falls on Primary School teachers. A majority of them had proved suitable for the work, but they required training.

Equipment:—Incandescent gas lamp, hurricane lanterns, black-boards, roll up black-boards, slates, books, chalks, pens, slate-pencils, kerosene oil and other stationery are provided free to a Literacy Centre and also a grant of Rs. 5 p.m. per Centre for contingencies.

Voluntary agencies:—The non-official agencies receive a grant of Rs. 5 p.m. for every teacher they engage for conducting a Social Education class. The teacher is also entitled to get rewards similar to those given to State-organised Centres. All the equipment for the Social Education class is given free even to a non-official agency.

The student organisations have been used for drawing volunteers for conducting the Summer Camps. Some students organisations have conducted the monsoon and the winter course also. Classes have been conducted in some prisons. Individual employers and their organisations, Trade Unions, Co-operatives, military personnel, and political, religious and social organisations have not yet come forward to render help.

Libraries:—Government have a plan for organising Social Education libraries throughout the State. A beginning on a voluntary basis has been made. In the district as many as 30 Social Education circulating libraries have been established. The other districts are also organising similar libraries on a voluntary basis.

In West Bengal

The following is a note on the work being done in West Bengal State :

1. Population—25 millions.
2. Percentage of literacy—16 per cent.
3. Number of Literacy Centres:—

During the period 15th August—to 14th November 1949, 376 Centres were working;

10,806 adults were admitted; and 4,944 adults or 45 per cent were made literate. During the period 15th November 1949 to 14th February 1950, 476 centres were working, and 5,760 out of 11,486 adults admitted of 50 per cent were made literate and during the period 15th February to 14th May 1950, 490 centres were working, and 5,700 out of the 11,074 adults admitted or 51 per cent were made literate.

4. Expenditure—Budget allotment for 1949-50 was Rs. 3,00,000.

Organisation:—At the State level, there is an Advisory Board consisting of well-known educationists and experts to advise and help Government in the matter of carrying out the scheme. Similar to the State body, every district has its own Social Education Council, and every village in which a Centre is working has a local Committee.

Administrative Machinery:—The administrative as well as the technical staff recruited for the implementation of the scheme is as follows :—

Head Quarters (Education Directorate):—Chief Adult Education Officer; Adult Education Officer; Upper Division Assistant; Typist; Film Librarian; Film Projectionist; and Assistant Film Projectionist.

District Staff:—District Social Education Officer; Circle Assistant; and Clerk.

Recruitment of teachers:—Literacy Instructor is recruited from the cadre of primary school teachers who are at least matriculates and preferably trained in the art of teaching. A batch of 600 such teachers has already been trained in specially organised Adult Education training camps for two months. Trained teachers also take up the work of imparting training to new teachers.

Expenditure:—The cost per centre is at the following rates is Rs. 30.

Allowance for the Teacher ...	10 p.m.
Contingency Expenses ...	"
Av. Literacy bonus ...	"
	30 p.m.

Equipment:—(1) Petromax Lamps and Kerosene Oil. (2) Maps, Globes, slates and pencils, (3) Black Boards; (4) Charts posters and pictures; (5) Books—Literacy a Primer and follow-on literature.

Work of the Indian Adult Education Association.

The following are excerpts from the report of the working of the Indian Adult Education Association during the period from December 1948 to November 1950.

The Sixth All India Adult Education Conference was held in Mysore on December 30th and 31st, 1948. The Association was lucky to have two international figures to inaugurate and preside over the deliberations of the Conference. Dr. C. V. Raman, the famous Physicist inaugurated the Conference in the Convocation Hall of the Mysore University and Dr. S. R. Ranganathan, Librarian of world fame, presided over the Conference on both the days. The Conference recommended to the Government to start a Central Training Institute for training superior staff for the organisation of Adult Education and to conduct research and experiment in methods and techniques of Adult Education. It also urged the Government to set up properly inter-co-ordinated agencies for the preparation of films, slides and pictorial charts for the use of Adult Education workers and institutions. The Conference called for State aid to voluntary agencies and organisations. These important decisions and other allied resolutions were circulated to various Governments and the Universities and we are glad to say that the resolution for starting a training institute for Adult Education workers has been accepted by the Delhi University and it is hoped very soon the scheme will be implemented. We are also glad to say that the Government of India have accepted the principle of giving aid to voluntary agencies or organisations. This year they gave grants to a number of Adult Education organisations.

Representations.

During this period the Indian Adult Education Association was given further recognition as the only national organisation of Adult Education workers in India. It was given representation on the National Commission for Co-operation with the *Unesco*. The President of our Republic, as the Chancellor of the Delhi University, was pleased to grant representation to the Association on Delhi University Court, and it was allowed to send two representatives to the *Unesco* Seminar on Rural Adult Education for Community Action held in Mysore in November last.

It is gratifying to inform the members that the Government of India made a grant of Rs. 20,000 to the Association in the year 1949-50. It was made available to us in April, 1949.

The Indian Adult Education Association has decided to bring out a Directory of all Adult Education organisations and agencies in India. But due to difficulties over which we had no control this decision was not implemented. Under the plan of work drawn up early this year, the preparation of Directory formed an important part, and we are glad to inform the members that the Directory in a draft form has been brought out.

The other important programme of work was the holding of the Seminar in pursuance of the recommendations of the *Unesco* Seminar held in Mysore. It was decided that a National Seminar on the organisation and techniques for the liquidation of illiteracy should be organised and the members would be happy to know that in spite of many obstacles and difficulties in our way—financial and otherwise, it was possible for us to hold a successful Seminar in Jabalpur. We are thankful to the Government of Madhya Pradesh who have given us generous help in organising it and placing at our disposal a newly built hostel of the Government Engineering College. The report of this Seminar would be made available to the members of the Conference.

In October last on the recommendation of Mr. R. M. Chetsingh, the Editor of the Journal of Adult Education, the management was taken over by the Association. It is proposed to bring it out as a quarterly instead of bi-monthly.

Social Education News Bulletin.

A regular monthly Bulletin called the Social Education News Bulletin containing information and activities of the workers and agencies in various States doing Adult Education work is being brought out from May. Owing to the financial stringency it is being cyclostyled in the office. This Bulletin is receiving good response and encouragement in Adult Education circles. It is supplied free to the members of the Association and other selected Adult Education agencies.

How to Organise Adult Education Activity

Shafiqur Rahman Qidwai Address

Following are extracts from the Presidential Address to the Seventh All India Adult Education Conference held at Hyderabad (Deccan) on 30th and 31st December 1950 delivered by Shafiqur Rahman Qidwai, Director, Adult Education Department, Jamia Millia, Delhi:—

Now that the Adult Education movement has developed and grown roots in the soil because of the changed political and social conditions in our country, it has become necessary to know what Adult Education actually is, how it is to be imparted and who can impart it.

The Adult Education movement in our country began a long time ago, but in 1937, when the representatives of the people took over the reins of Government in the Provinces, this movement first gathered momentum. The Governments were imbued with the desire to do their best for the people. They undertook the work of Adult Education with great pomp. But the people who were to implement the Adult Education schemes had no experience, no plans and no objectives. No lasting result was achieved. If the National Governments had stayed in power for a longer period perhaps one could have taken advantage of the experiments and set the movement on the right path. But in 1939, at the outbreak of the Second World War, they resigned and were replaced by the Governor's regime, which not only stopped all social and educational work started by the previous Government, but also, tried as far as possible to obliterate all their trace.

Now India has become free. In the Centre and in the States the reins of the administration are in the hands of the representatives of the people who are imbued with the desire to serve the people. The administration knows, and if they do not, they can be made to know, that democracy cannot thrive unless the people are educated and become conscious of their rights and duties. Knowledge is said to be the ornament of humanity, but it is the life and soul of Democracy. Not only the reform and progress but the very existence of organised society is dependent upon the masses being educated,

conscious of their rights and responsibilities and able to distinguish between what is beneficial for them and what is not. Everybody now understands this. The Central Government, the State Governments and the Social Workers understand the importance of Adult Education and in their own sphere are trying to develop it. But for two reasons work is not proceeding satisfactorily. First, lack of resources and secondly absence of proper planning and organisation. Both the Governmental and the private agencies are unaware of the technical knowledge required and they are carrying on their work, just as in 1937, without any set target, without proper knowledge of the needs of the people and without proper assessment of their own resources. It should be the first and foremost duty of this Conference to consider what is the meaning and purpose of Adult Education, what is its content and scope and how the problems of organising it should be solved.

The foremost obstacle which an enthusiastic Adult Education worker encounters is the definition of Adult Education and its scope. Some define it as literacy, and seem to think that nothing beyond literacy is included within the scope of Adult Education. Some others enlarge the scope to such an extent as to include everything on earth, political and economic changes and improvements, social reforms, religious propaganda, information and advertisement. Now-a-days the tendency to equate Adult Education with literacy is growing less and the tendency to include in it everything on earth is growing.

At the moment three terms are being used in connection with the education of the adult—"Mass Education", "Social Education", and "Adult Education". The correct meaning of these terms and their differences from each other are not

clear to many people. What I understand from these terms is as follows:—

Mass Education is a wide term. It can be made to include all education imparted to people of all ages and of all classes from the standpoint of social developments. In my opinion this term cannot be applied to the education of adults.

Social Education denotes that type of education which is given to people under a democratic Government with a view to make them conscious of their rights and responsibilities as citizens and to enable them to acquit themselves creditably in society.

Adult Education, in its wider context, includes all aspects of the education of the adult but generally it is used for his individual education. To my mind, it means imparting to the adult education which may help in the development of his personality.

Mass education is an all-embracing educational activity, which is being carried on by innumerable agencies according to their own ways. These agencies include Government Departments, private organisations and agencies, newspapers and the platform, the film and the radio. To organise all these agencies for a set purpose is possible only in a totalitarian State. In a democratic State, it is possible for the Government to keep a watch on their activity and as far as possible to direct them into constructive channels and prevent them from going astray. But with Social Education, the Government as well as agencies and organisations which are doing the work of educating the people are intimately connected.

Need for Investigation

So far as Social Education is concerned, our National Government paid due attention to it immediately after taking over the reins of administration. The Central Government itself decided to carry on this work on a large scale under its own auspices and gave substantial financial aid to the States to start this work. The objective was not only to make people literate within the shortest possible time, but also make them conscious of their political and social rights and responsibilities. But the tragedy is that after spend-

ing money and time in the first flush of enthusiasm the Government had to stop it because of financial stringency. Even now something is being done, but in the States due to the stoppage of the grant from the Centre this work has been discontinued and there is a danger that the preparatory work done will go waste. We would humbly request these States should continue to do something or other in the field of Social Education so that when better times come this work can be enlarged and expanded. To start anew will be difficult as well as expensive. If it is not possible to expand the work because of financial stringency then foresight demands that this period should be utilised for investigation and experiment so that the work of Social Education may be taken up on a large scale as soon as conditions allow.

The Government of India deserve our thanks and congratulations for their organisation of an International Seminar on Rural Adult Education for Community Action in Mysore. In the Seminar useful discussion on the problem of Social Education took place. In addition to the representatives of India, representatives from 19 countries of Asia, Europe and America and of some international organisations numbering about 85 participated in the Seminar and after discussing the problem of Social Education in the context of the national and international situation drew up a comprehensive report making some very important recommendations and suggestions. These recommendations were drawn up for all Asian countries, and it was suggested that National and Regional Seminars should be held to draw up detailed plans of work, taking into consideration the needs and resources of respective regions. In response to this suggestion, the Indian Adult Education Association held a Seminar this year on Literacy, which has concluded recently. The results of this Seminar will be presented to you in the Conference. *In another two months a Seminar is going to be held in Madras under the auspices of the South Indian Adult Education Association, and I hope that other regions will also hold similar Seminars so that a curriculum and a plan for Social Education may be drawn up.*

Features of the Problem

So far as the individualistic aspect of educating the adult, which I have termed as Adult Education, is concerned, the problem is more difficult and complicated. It would be better therefore to understand the meaning of this term before we discuss the curriculum and the technique of Adult Education. There are three or four important qualifications of Adult Education. (1) An Adult educates himself. The Adult Education worker is not his teacher. He is only a friend, adviser and helper. (2) The most important object of the education of the adult is to enable him to face the real conditions of life and to solve his practical day-to-day needs. (3) For the adult, education is secondary and his profession is primary. (4) Normally he can spare time for education only during his leisure, which is the only time when he can have recreation and rest.

Now when we consider the problem of Adult Education in the light of these four considerations, we will realise that it is not possible to draw up a common curriculum and programme of work for all adults. We have to draw up plans and curricula for all sections and classes. We will have to leave some margin for individuals having different temperaments and capacities. Therefore an individual or an organisation cannot draw one definite scheme and curriculum for Adult Education. There should be different agencies working on different programmes. Our Universities, lecturers and students, technical experts and National Welfare Departments and craft institutions can help us to draw up all sorts of curricula for all sorts of people. These institutions are manned by experts in art and learning, and if these people desire it, every adult according to his own capacity can achieve higher intellectual and artistic competence under their guidance and advice and thus fulfil his or her ambition.

The scope and content of the scheme, the period for which it should last will be different according to the capacity and resources available. In this respect it is very difficult to have a definite principle. On the basis of my own experience I can say only this much that courses lasting for long periods and covering a wide range of subjects cannot attract people, nor can they be useful but if the courses

are short and the range of subjects is not too wide, it would be easily acceptable and the chances of success would be greater.

After the curriculum comes the question of test or examination. There is no doubt that in the initial stages the adult is afraid of examinations, but all the same, each individual wants his labour to be rewarded with some certificate or diploma. Therefore in Adult Education also the need for examinations or tests and the award of diplomas, cannot be disputed. But these examinations should not be on the existing pattern. The purpose of these examinations should be not to ask questions to baffle the examinee, but to enable him to answer correctly after a little effort. It should not be forgotten that there is a difference between educational tests and competitive examinations. In competitive examination the attempt is to judge the maximum ability of the examinee, while in educational tests, the attempt is to know the progress, however little, he has made, so that he may gain greater confidence. Thus the examination itself becomes a useful medium of education.

I had earlier stated that in Adult Education, the adult educator is not a teacher but a friend, adviser and companion. This does not mean less work for the Adult Education worker nor does it mean that he requires no training. There should be no misconception on that score. On the contrary his task is much more difficult than that of a teacher, and demands, in addition to personality, a high degree of technical knowledge specially of psychology.

Question of Teachers.

The reason why the work in Adult Education has not succeeded as it should have done is that so far this work has been in the hands of religious, political and social workers who were amateurs from the educational point of view or in the hands of Primary School teachers, used to technique and methods followed for teaching children. The volunteers have had enthusiasm and also in some cases natural gifts for social service, but little technical knowledge and training. For Adult Education we require the following types of workers, who should be given different types of work. (a) Propagan-

dists, (b) Wardens and organisers, (c) Examiners, (d) Teachers and lecturers, and (e) Research scholars.

Till now only the need for training teachers has been felt and some arrangement has also been made in this respect. But in Adult Education, normal teaching techniques are not so important as in child education because there is not much of normal teaching. What is needed is the training of the urban and rural Adult Education workers to enable them to organise and develop this work; of authors to write books for the adults keeping in view the temperament and capacity of adults of various classes and professions; of scholars to investigate and do research on the correlated problems of Adult Education. But it is obvious that even after trained personnel are available the work of Adult Education cannot proceed further unless the necessary educational accessories like books, literature, charts, maps, audio-visual aids, implements for practical training in arts and crafts are available. Therefore preparation of these necessary educational accessories occupies a pivotal position in Adult Education. These accessories should be such as to take the place of the teachers, so that the self-educated adult should have as little need of the teacher as possible.

The task of preparing and publishing these accessories will, in course of time, be done by educational publishers and manufacturers on a profit basis but in the initial stage, to set up standards and models and to persuade publishers to undertake this business, special encouragement and aid is necessary.

The field for research in Adult Education and its allied problems is very wide. In order to discover the proper methods of teaching adults, it is necessary to find out the centres of interest of adults of various classes, sections and professions and teaching should be correlated to those centres of interest. It is quite obvious, their interest would lie in their professions, but in some cases they have deep interest in other values also. It is the task of the Adult Education worker to know these interests, to have an idea of their intensity and duration and also of causes of tiredness and means for its removal. In short the problem of educa-

tional psychology, curriculum making and organisation etc. provides a wide field of investigation and research.

An important objective of investigation and organisation of Adult Education work should be to provide leadership, guidance and co-ordination of the numerous agencies who are doing this work in one shape or the other. These agencies should be fully utilised in the work of Adult Education.

Co-ordination Needed.

I mentioned the Press, the platform, the radio, and the film as the media for mass education. But these media also influence greatly an individual's education, which we have termed as "Adult Education". In addition to these Government departments, political and social bodies, libraries, reading rooms, temples, mosques, churches, gurdwaras, dharamsala, discussion groups, clubs, health societies, meals, exhibitions, theatres, cinemas, and innumerable other agencies are doing Adult Education work. But since there is no co-ordination, discipline and organisation amongst them, nor any common objective, much energy is wasted and many an effort instead of proving useful, proves harmful. This state of things, can be best compared with the habits of those rivers and rivulets which irrigate the land round about them in normal times but destroy the crops when in spate. Just as it is necessary to dig canals to control the unbridled power of the flood water, it is imperative to organise all Adult Education agencies to achieve definite objectives.

In my opinion, for this purpose, setting up of Educational Centres in all localities and areas is absolutely necessary. Through these centres, Adult Education and Mass Education should be organised. For infusing strength, vitality and continuity in the Adult Education movement, I consider the importance of "Educational Centres" to be such that I would even suggest the setting up of a Centre just for the name. I have full confidence that these Centres, in course of time, would develop into active means of fulfilling real educational and social needs of their area. But these would be general and local organisations for Adult Education. In addition to these, there is need for Central organisations which would arrange to supply these

"Educational Centres" with various services e. g. library service, films, librarians, trained teachers, useful speakers, cultural missions, publishers, etc. It would be these central bodies which would make the "Educational Centres" in name into active "Educational Centres".

As the peoples' interest in Adult Education grows the need would arise for settling up Janta schools, Janta Colleges, Vidyapeeths, Educational Settlements, and Polytechnics for imparting technical and vocational training to adults.

Therefore in the future plan of Adult Education, the need and importance of "Educational Centres," of the Central service supplying agencies, and of Central vocational and technical institute cannot be ignored.

Official and Un-official Agencies.

The success of the Adult Education movement, in the ultimate analysis, lies in the co-operation and co-ordination of the various forces and agencies working for it. Amongst these are two powerful forces, the Government and the voluntary agencies. Because of lack of co-operation and coordination between these two, much money, time and energy is being wasted. If we have to make a success of Adult Education the Government as well as voluntary organisations, the most important of which is the Indian Adult Education Association, must join hands and draw up a plan of action with definite objectives. For the drawing up of a plan, it is obvious, a good deal of thought is required but one thing is clear and that is that a State alone cannot undertake the responsibility of educating the people of a democracy. This responsibility must be shouldered by the people themselves. But at the present moment, we have neither the ability, nor the resources to undertake the task. Therefore it is the duty of a farsighted Government to patronise and encourage and aid enthusiastic social workers and voluntary agencies and enable them to shoulder their responsibility. The Government should only watch them to the extent required to maintain order and discipline and should not fetter them with rules and regulations, which may kill initiative and damp enthusiasm.

In this connection I wish to express my gratitude to the Central Ministry of Education and congratulate them for the valuable aid and patronage extended to the Indian Adult Education Association and other voluntary organisations. By doing so, they have given an indication of their policy which has considerably stimulated Adult Education workers.

Seventh All India Adult Education Conference.

The Seventh All India Adult Education Conference was held in of the Osmania University, Hyderabad on December 30th and 31st, 1950. Shri Shafiq-ur-Rehman Kidwai, Director, Adult Education Department, Jamia Millia, presided. The Conference was inaugurated by the Hon'ble Sri Phool Chand Gandhi, Minister for Medical and Local Government, Hyderabad. Dr. Amarnath Jha, President of the Indian Adult Education Association, welcomed the Delegates to the Conference and gave a short account of the important development in the work of the Association. He made special mention of the National Seminar held at Jabalpur, which was attended by 63 Delegates and 17 Observers representing 18 States of the Indian Union.

Hon'ble Sri Phool Chand Gandhi in his inaugural address emphasised the necessity of the removal of illiteracy and spread of education and considered that "It was our moral as well as our legal duty" Shri Gandhi considered that the Seminars of the educationists like the one organised in Jabalpur had great value and said efforts should be made to organise further Seminars. He felt that the Colleges and Universities could make a valuable contribution to the efforts for spreading education among the people.

Shree Sajjad Mirza, Secretary of the Ministry of Education, Hyderabad State proposed Shri Shafiq-ur-Rehman Kidwai for the Presidentship of the Conference. The proposal was seconded by Sri G. Harisarvottam Rau of Madras. Shree Kidwai was garlanded on his nomination by Shri T. Madhia Gowda, President, Mysore State Adult Education Council.

Social Education-Mobile Units.

(BY SRI T. N. RAO, B.A., L.T., *Mobile Unit Officer, Anantapur*)

Sardar Patel, our late Deputy Prime Minister, in his address to Gujarat Vidya Pith, said: "We should accelerate the slow progress of education. We can make no progress without revolutionary changes in education." This is quite true, and what he had correctly stated, should be carried out both in letter and spirit. Revolutionary changes in education involve the finances of the State, and progress cannot be accelerated without adequate funds being placed at the disposal of the Educational authorities.

A free India burdened with 85 per cent of its population as illiterates, is really a drag on her administrative set up and an obstacle to her constitutional progress. Any effort directed to liquidate illiteracy and dispel ignorance cannot be a waste of funds. On the other hand, it is a sound investment capable of yielding very high returns. It may be argued that in these days of economic stress and strain, the time is not opportune for introducing revolutionary changes and innovations in our educational system. But it must be remembered that freedom from want also means freedom from illiteracy and ignorance. It is only a literate and cultured citizen that can contribute to the productive capacity of a country and also enrich his own personality, and increase his social and industrial productiveness and political efficiency. In this connection, I may quote here the interesting conversation that took place between the Father of our nation, Mahatma Gandhi, and the world-expert and champion of Adult Literacy, Dr. F. C. Laubach:

Mahatma Gandhi:—"I doubt whether India ought to become literate. Many of the greatest benefactors of the human race have been illiterate—Muhammad for example."

Dr. Laubach:—"Mr. Gandhi, you are right, but on the other hand, millions of us admire you and have read your books with great blessing. If you had not written these books, and if we had not learned to read, we should never have heard of you."

Mahatma Gandhi was forced to admit that he did believe in the literacy of India, but he added:

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

Laubach:—"This is exactly why India to become literate. The right

way to lift the masses above hunger is to teach them to lift themselves. Your illiterates have been the victims of educated scoundrels who have kept them in debt all their lives. Literacy is the only road, I see, to their complete emancipation."

In another context Mahatma said, "If there is a trained social (Adult) Education worker in a village, there is no need for the other constructive workers in it."

In pursuance of the sound views of stalwart world-famous men, the Government of India have made Social (Adult) Education their prime concern, and have come forward with financial aid to the State Governments for launching schemes of Social Education on a country-wide scale. A separate Department in our State under the Director of Public Instruction, Madras, to deal with Adult Education has been formed, and for the first time funds have been provided in the Madras Budget for this purpose. A four-fold programme of Social Education has been drawn up and put into operation:—

First, it provides for Adult Literacy Schools for spreading Social Education, among adults;

Secondly, training of Teachers for Social Education work;

Thirdly, starting of Rural Colleges in which higher education would be given to Adults who had some kind of education;

Fourthly, Audio—Visual Education (i.e.) Education through sound and silent films which have been specially selected for adult-appeal and effective propaganda in rural areas through well-equipped Mobile Units.

To achieve this object, the Government of Madras have purchased 5 (five) Austin Vans of 26.8 H. P. each van equipped with (a) 16 m.m. sound-projector, (b) generator, (c) Radio-gram, (d) Public address equipment, etc. These Mobile Units under an

Officer-in-charge should operate in four educational Divisions of the State and also in Madras, urban and suburban areas. They are planned to work more or less on the same lines as Propaganda Vans of the National War Front during the Second World War.

The aim of these Mobile Units is to attract the masses, particularly in the rural areas, during fairs and festivals, and other special occasions when people gather in large numbers and to do intensive propaganda through entertainment for spreading literacy among adults and through Social Education Centres, Adult Literary Clubs, Youth Movements, Citizenship Camps, and Social Workers Associations.

The Madras Government first prepared an elaborate scheme, on the presumption that a grant of Rs. 17.79 lakhs would be made available for launching a Social Education Scheme in its varied aspects. But the Government of India, while approving the scheme, cut down the provision on account of their present stringent financial position, to Rs. 1.57 lakhs, subject to the condition that the State Government contributed at least an amount equal to that of the Central Government towards that of the Central Government towards a scheme within a period of three years. A grant of Rs. 1.57 lakhs has already been made in the current year's budget for the continuance of the scheme of Social (Adult) Education. This is a supplemental grant of Rs. 1.57 lakhs, so that with the Provincial contribution Rs. 3.14 lakhs may be spent on Social Education. We earnestly hope that provision of the grant originally contemplated would be made available by the Central Government as soon as their financial position improves to facilitate a further expansion of Social Education.

The adult is quite different from a child in the matter of learning. By virtue of his age and experience he is well-versed in several technical matters affecting his welfare although he may not be able to read or write. He may also be culturally backward and may not come up to the level of his educated brethren. It is, therefore, the work of the Adult-Educator, to so

adjust his instruction as to suit his convenience, taste, temperament and inclinations. Being a hard worker throughout the day in the fields, especially in rural areas, he is prone to desire rest and a sense of disinclination to learn or to do anything after a day's work. Unless we provide him with education of a recreational type, essentially through entertainment, there can be no incentive on his part to attend Social Education Centres or Clubs or learn anything. Having due regard to this phase of Adult Psychology these Mobile Units are placed in the field so that they can serve them in all three aspects, Viz.,

(i) spreading literacy among adult illiterates;

(ii) fostering development of an educated mind among illiterate masses;

(iii) inculcation of a proper sense of rights, responsibilities and duties of citizenship with entertainment as the basic aim and method, talks, music, dramatic activities, variety entertainments, film-shows and other various attractive activities forming an important part of the work of the Social Educator.

The Mobile Units, with these attractive features, are to start functioning immediately and serve to remove the scourge of illiteracy and ignorance from among the masses. In this connection, I am reminded of the Bishop of Kumbhakonam's address at the Seventh South Indian Adult Education Conference held at Tanjore: He said:—

"We require more and more Social (Adult) Education Centres, Social (Adult) Education Teachers, Social (Adult) Education books, Social (Adult) Education charts, posters, models etc. Social (Adult) Education pictures and films, etc.

Above all we require the co-operation of the public and enthusiastic officials and non-official workers and organisations in the field of Social Education. Co-operation from all is the only way to make India one of the top-ranking sovereign Democratic Republican countries of the world.

Literacy and Social Education.

(CONTRIBUTED.)

The declared aim of the National Seminar held recently at Jabalpur was to devise means to liquidate Adult Illiteracy in India. In his address to the Unesco Seminar held in Mysore in 1949, the Education Minister of India, Maulana Abul Kalam Azad, had given priority to liquidation of adult illiteracy and even suggested a plan of conscription for the purpose. Again, in his message to the National Seminar, Maulana Sahab stressed the urgency of the national need for literacy and expressed the confident hope that the Seminar would be able to make practical recommendations as to organisation and technique for liquidating illiteracy. And it was expected that through exchange of ideas derived from field work experience, the Seminar would evolve some effective and feasible national plan of action.

Can it be said that the avowed aim of the Seminar was achieved? As a matter of fact, no attempt was made even to understand the aim; the very perspective in which Adult Education problems ought to have been, and had been expected to be, viewed, was woefully missing. Discussion was diverted to hazy generalities relating to what is called "Social Education." Dr. V. S. Jha, Director of the Seminar, delivered a wordy speech, very much beating about the bush. Those who had expected a lead from him—I was not one of them—got very much misled. With touching generosity he averred that Social Education was meant as much for those who were illiterate as for those who were literate. In another place, he said the pace of literacy was bound to be "slow" due to "various limitations," such as "paucity of teaching personnel." His approach was thus rather pessimistic and tardy.

I cannot help saying that Dr. Jha's speech was unhelpful to the cause of literacy. Organisations concentrating their effort on removal of illiteracy got poor compliment from him: he said they were pursuing "narrower objectives." The fact is, Dr. Jha's very approach to the question is faulty and fallacious. He would start with creating "social, economic and political awareness" in the illiterates, so that they might ultimately—that is, in some

dim, distant future—feel the need for literacy. Sound Social Education, he declared, was the inescapable pre-condition of the effective use of literacy. The discussion that followed Dr. Jha's speech, far from clarifying the issue and adding to knowledge of the problem, added to confused thinking. Shri Apte of Baroda said that literacy was a tool for Social Education which aimed mainly at making people enjoy life. Sri Nadkarni and Dr. B. B. Samant of Bombay said that there were phases of Social Education which were no less important and no less urgent than literacy. Those who spoke for the South Indian Adult Education Association were the only persons to give a proper place to literacy.

I am stating just the obvious truth when I say that only those who have experience of field work can understand the Adult Education problem; they alone can diagnose the malady; and they alone can invent and prescribe the remedy. I am not indulging in hyperbolic extravagance when I say that the South Indian Adult Education Association has done a very considerable measure of field work, in a sustained manner, and steadily for over ten years, unaided by the State, and in fact against discouragements, handicaps, hindrances and indifference. I can, and do, therefore, speak with the sanction of experience and knowledge behind me. I certainly do not object to the term "Social Education." This term, it is pertinent to remember, was originally favoured and used by Maulana Abul Kalam Azad in order to widen the objective. He at any rate has maintained his grip of the essentials. But we have enthusiasts who would be more royal than the king.

People, we are told, should be taught through Social Education propaganda to enjoy their life. Anything under the sun is Social Education, and no measuring of the work is possible, no assessment of progress is needed. One can keep on talking learnedly about Social Education and have the satisfaction of having fulfilled a spiritual purpose. The fact is, these Social Education enthusiasts do not realise that

they are dealing with adults who have read the Book of Life and acquired knowledge therefrom. It is futile to tell them what they know already. What they really need is help in solving their problems, the ability to help themselves. They must be given the key to knowledge, and that key is no other than fundamental literacy. They have already in them plenty of "social, economic and political awareness". This "awareness" is to them hazy like a dream, it is not real. One can see things only with one's own eyes, and not through the eyes of another person. Eyes cannot be borrowed. Literacy is the eye that is latent and that has to be opened. Literacy alone can make. Social Education real and fruitful, and help widen its sphere. A literate adult can understand and retain better than an illiterate adult the education imparted to him through the film, the radio and the Mobile Unit. In most instances, illiterate adults can neither comprehend nor assimilate the ideas retailed to them because they are denied and lacking in the means of examining the ideas for themselves through study of books. It is ridiculous to imagine that Social Education will lead to literacy. That is nothing but putting the cart before the horse. I honestly hold that liquidation of illiteracy is the first and foremost fundamental constructive programme before us. Everything else is either included and implied or secondary.

All available energy, money and time should be spent on achieving complete literacy; then every kind of improvement, social, economic and political, will follow as a matter of course.

The National Seminar at Jabalpur not only failed to achieve the desired aim, but was drab also otherwise. The atmosphere there was official, the decorum was official, the tone of the speeches was official, and the exchange of ideas, if any, was official. The conclusions reached, the recommendations made and the resolutions adopted were all in the nature of pious hopes, platitudinous utterances. The un-official wing of the Adult Education effort was conspicuous by its absence. Delegates and Observers from all the States save those from the four States of South India—Travancore-Cochin Union, Mysore, Madras and Hyderabad—represented the official effort, the official mind. The South Indian Adult Education Association was in fact the only un-official body that made itself felt. And yet, curiously enough this Association had no place in the Unesco Seminar held in Mysore in 1949 on Rural Adult Education and Community Action. The National Seminar at Jabalpur should have given commensurate position to un-official bodies. That did not happen perhaps, because a blight seems to sit on official arrangements for anything which means contact with the currents of national life.

Adult Education Activities in Andhradesa.

Honorary Organiser's Report

The month of October was intended to be devoted to an intensive drive in the Taluk Centres of the Nellore District and to an extensive tour of Literacy Centres in the Cuddapah district. On account of pre-occupations of the officers of the Education Department during the first few days of the month in connection with the S. S. L. C. examinations, and on account of Dussera Holidays, the intended time of 17 days for the tour in the Cuddapah District had to be cut down to 11 days and extended up to the 3rd of November.

The Nellore District Adult Education Association arranged a programme from

the 16th October. The weather grew so stormy that the programme could not be carried out. On the 18th, Gudur was reached by the evening. On the 19th a meeting was held of the teachers of the place and a talk was given to them. The District Educational Officer was present. Two Literacy Centres had been opened there, but were closed down on account of the peculiar conditions of labour in the mica business. The local workers split mica all through even at home. They had no interest in attending to self-education. How best to get this labour educated Sri G. Harisavothama Rao intends examining

by actual visit to mine areas. On account of the appeal made by him the teachers at Gudur have undertaken to try and again run a Centre or Centres. As there is an agricultural population also this must be possible. Sangaon was visited on the 20th October. The District Educational Officer opened an Adult Education Centre run by a Labour Co-operative Society. The labourers are erecting a good tiled pucca hut for the Centre by their own effort. Sri Harisarvothama Rau taught the first lesson, delivered an address to the local teachers and spoke at a public meeting. Sri Harisarvothama Rau toured the Cuddapah District from the 24th October to the 3rd of November. He visited fourteen Literacy Centres. He addressed public meetings at eight of the places visited, held special talks to teachers at five places and addressed students at two places.

He found that at one place the Deputy Inspector of Schools of the place, Sri K. Ramamoorti, was taking special care to guide the local Adult School teachers. This had a remarkable effect. As we have a large number of Senior and Junior Deputy Inspectors of Schools he has recommended that it would be best to ask each one of them to get an Adult Centre started at his own headquarters and by careful supervision oftener than usual to get them run as models.

As a result of the tour he has made certain suggestions to the Education Department for action.

Work done in November

After returning from the Cuddapah District tour on the 5th of November Sri G. Harisarvothama Rau remained in Madras till the 11th when he left for Nellore, Udayagiri and Kavali. He inspected the premises at Udayagiri for the proposed Government Adult Training School at Udayagiri, and sent a detailed report.

He met the Principal and Professors of the Rural College and issued detailed instructions to them in regard to teaching of Selections in Telugu and other matters. At Kavali, on the 13th, he addressed a public meeting organised by the Headmasters of the local High Schools and opened a new Literacy Centre at Voddepalem. At Nellore he interviewed the District Collector and suggested that organisation should proceed on the Firka basis wherever there were eight or more Literacy Centres in a Firka. The Collector, who is also President of the Nellore District Adult Education Committee, was good enough to issue instructions accordingly. As Literacy Centres in the District promise to reach the two hundred mark very soon, Sri Harisarvothama Rau, having decided on an intensive drive for about three days every month in the District, sought the assistance of the Collector for conveyance purposes and the Collector was good enough to promise help. Mr. Harisarvothama Rau returned to Madras on the 14th and left immediately for a tour in the Chittoor District lasting ten days. During that period he visited eleven Literacy Centres and seven libraries, gave talks to teachers at four places, addressed public meetings at four places and students at one place. At Madanapalle he met the Principal and Professors of the Theosophical College and discussed how best the University Extension Work could assist the Government's programme of Adult Education. They were good enough to promise that they would prepare talks covering the subjects in the syllabus and deliver the same to Adult learners if there should be a demand from Centres near about Madanapalle. There are two good Centres, one four miles from Madanapalle and the other 18 miles. Sri Harisarvothama Rau hopes it would be possible to assist these Centres by organising the offer of these Professors.

Scheme of State Campaign Against Illiteracy Sanctioned.

The following is published in the Fort St. George Gazette :—

Order—No. 2521, Education dated 8th September 1950.

The Government of India have sanctioned a grant of Rs. 6.86 lakhs towards the expansion of Adult Education in the State. The grant was got adjusted to State funds in March last. It has been laid down by the Government of India that the grant sanctioned by them together with an equivalent share of this State should be spent on the removal of adult illiteracy in the State. The Director of Public Instruction has accordingly framed a scheme for utilising the Government of India grant and the equivalent share of this State.

2. The Government approve the proposals submitted by the Director of Public Instruction for the expansion of Adult Education in this State. The several items of expenditure connected with the scheme are indicated in the annexure to these proceedings. The Director is authorized to incur expenditure on the items specified in the annexure subject to the amounts indicated against each.

3. Sanction is accorded to the creation of two posts of Adult Education Officers in the cadre of the Madras Educational Service with a person under each in lieu of the post of Adult Education Officer now borne in the Educational Subordinate Service. The two posts will be temporary for a period of one year to begin with. The Director of Public Instruction is informed that he may submit proposals for appointment to these posts as and when he considers that Gazetted Officers are necessary for implementing the scheme of Adult Education.

4. The Director of Public Instruction is requested to submit proposals for the appointment of Honorary District Organizers for work connected with the expansion of Adult Education [item (viii) in the annexure].

5. The Government authorize the Director of Public Instruction to take such steps as are necessary for the formation of Social Adult Education Councils in each District [item (ix) in the annexure].

6. Sanction is accorded to the appointment of Lower Division clerks not exceeding 15 in number under District Education

Officers, (one clerk for each officer) for work connected with Adult Education. The Director is authorised to decide which District Educational Officers should have the clerks with reference to the nature and volume of the work allotted to the Officers.

7. The Director is requested to submit proposals for the opening under direct Government management of the six Rural Colleges referred to in item (xvi) of the annexure.

8. The Director is permitted to issue such instructions as may be necessary for implementing the scheme of Adult Education sanctioned above without further reference to Government. He should so adjust the expenditure on the scheme that the entire grant of Rs. 6.86 lakhs given by the Government of India together with the equivalent share of this State is spent in full by the end of 1952-53. He is also given discretion to implement such of the items of the Scheme as are possible of introduction immediately reserving other items for a later period.

9. The Director of Public Instruction is requested to report the additional provision to be made in the current year's budget for the new scheme under "37 Education—General—S—Miscellaneous—A. General—(i) Excluding Post-war reconstruction—8 Other grants—Adult Education classes and night schools. The Accountant General is requested to admit the expenditure in audit pending provision of funds.

(By order of His Excellency the Governor)

S. A. IYENGAR,

Secretary to Government.

ANNEXURE.

Details of the scheme.	Cost. Rs.
(i) Provision of Adult Literacy Schools to employ teachers trained in Adult Education methods so far. (1,546 centres will be maintained at the rate of Rs. 250 per centre)	3,86,500
(ii) Training of 2,480 teachers (1,360 men plus 1,120 women) at a cost of Rs. 68 each	1,68,640
(iii) Provision of Adult Literacy Schools in 1,860 additional centres at at Rs. 250 a year	4,65,000

News and Notes.

Details of the scheme.	Cost. Rs.	Details of the scheme.	Cost. Rs.
(iv) Training of 100 graduate teachers of colleges and secondary schools in a specially shortened course of training in Adult Education methods	5,324	(xiii) Preparation of a Handbook to Social Adult Education teachers to be prepared in four languages	1,000
(v) Training of Student volunteers in 5 day methodical courses organised in the three University centres of Madras, Chidambaram and Waltair	3,000	(xiv) Guide book to the Social Adult Education scheme in four languages	1,000
(vi) College Students' Settlements of Social Adult Education to be organised in summer vacation from every Arts and Professional College of the Madras State	16,800	(xv) Remuneration to authors and encouragement to publishers to prepare suitable adult reading booklets including the expenses of the committee constituted for approving adult reading books	15,000
(vii) Training of 120 teachers—80 men and 40 women for Social Adult Education work in the city of Madras. (Orders issued in Memorandum No. 11375 C-4, dated 10th July 1950)	9,650	(xvi) Rural College sixteen in all (six Government and ten under private management)	44,470
(viii) Appointment of Honorary District Organizers with a fixed travelling allowance of Rs. 50 per mensem	29,400	(xvii) Six Mobile Propaganda squads to prepare villages for Social Adult Education effort and to organize Local Social Adult Education Committees on two-third grant in aid basis to be run by influential non-official associations	14,400
(ix) Formation of District Social Adult Education Councils with a provision to give actual expenses for touring done by non-official members with an annual lump sum allotment of Rs. 1,000 per one year	28,000	(xviii) Installation of Radio receiving sets on half grant basis	35,750
(x) Grants to Local Social Adult Education Committees at 8 annas per adult turned literate wherever such committees are formed and are functioning according to a constitution suggested	50,000	(xix) Appointment of a lower division clerk to each of the fifteen District Educational Officers which have heavy Adult Education work	12,272
(xi) Maintenance of the five film vans	63,630	(xx) Salary of Headquarters staff of two full-time officers in the Madras Educational Service, one for the South and one for the North of the Madras State including travelling allowance...	12,300
(xii) Purchase of 42 films for Adult Education at an average cost of Rs. 200 per film	8,400	(xxi) Salary of two peons including travelling allowance	2,300
			13,72,836
			or
			13,72,800
			in round figures.

Taluk Adult Education Committee formed in Erode.

A public meeting of prominent citizens was held under the auspices of the Erode Town Adult Education Committee at the Municipal Council Hall on 9-1-1951. Mr. V.T. Titus, District Educational Officer, presided. Sri N. Rangaswami Chettiar, Deputy Inspector of Schools, Erode, and Sri N. Venkatachalam read reports on the work done last year. The Deputy Inspector said that nine Adult Schools were now working in the Range. Sri P. S. Subbian and Sri J. Rajanayagam, Secretaries of the District Adult Education Committee, addressed the meeting.

A Taluk Committee with Sri R. K. Venkataswami Naicker as President, and Sri N. Rangaswami Chettiar and Sri N. Venkatachalam as Secretaries was formed.

The Chairman spoke about the Second South Indian Adult Education Week to be celebrated in February and the need for public co-operation for the work of Adult Education.

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

The Lady Willingdon Training College Adult Education Group 1949-50.

Shrimathi M.N. Saradambal, Secretary, Adult Education Circle, Lady Willingdon Training College, Madras, writes:—

The Adult Education Study Circle of the Lady Willingdon Training College consisting of 18 B. T. students started an Adult Education Class for women on the 20th August 1948. There were about 33 students who attended the class which was held from 11 to 4 p. m. Mrs. Mary was appointed to take charge of the class and she was helped by the B. T. students and the Training Section students in her work. Books, papers, and pencils were provided free to those adults who attended this class.

The illiterates who numbered about three were taught to read and write by using the Laubach Chart and Primers for teaching adults. Follow up classes were held for about six adults who knew a little reading and writing. About eight were prepared for the Eighth Standard Examination 1950. Renganayaki passed her Eighth Standard, and now she is doing her Elementary Higher Training (Basic).

The adults were also taught some popular songs and crafts like knitting, basketry and needle work. They thoroughly enjoyed attending the lectures given and the educational films which were shown to them occasionally. These adults had also the privilege of reading a monthly magazine called "Arivu" which was started by the members of the Study Circle. The magazine consisted of articles like stories, riddles and proverbs and the members were careful to see that they had also a knowledge of interesting scientific discoveries by contributing articles of the same. This indeed greatly interested the adults.

The group also took an active part in the Exhibition in Vidhiyanagar held in Madras in December 1949. Charts showing quick literacy methods prepared by the students and slides useful for teaching were exhibited.

This year, 1951 March, we are sending five students for the Eighth Standard Examination.

One group of B. T. students interested in Adult Education work have prepared charts useful for promoting literacy.

The High School teachers and students also took a keen interest in the Adult Education classes. With a view to liquidating the illiteracy of the adults and improving the knowledge and the education already possessed by them, a scheme of Adult Education was introduced in 1948 in our college as part of the Social Service Association. There are two sets of classes:—

1. For Men:—Most of them belong to fishermen class and range from the age of 18 to 45.

2. For Women and Girls.

The classes for the men are held in the evenings for an hour or more. Daily 16 to 20 men attended. They had been divided into three groups. One group consists of the beginners who learn to read and write. The other group had been having graded lessons and dictations. Each had an Exercise Note Book of his own which was corrected and marks were given then and there. This encouraged and pleased them.

Current events, some useful inventions, remedies and accounts of our country's great men are told to them. They evinced keen interest in their studies, especially in health and hygiene topics.

During the First South Indian Adult Education Week the men acted a drama pertaining to these courses and sang songs, and one gave a speech on the value of Adult Education, and charts were prepared for exhibition.

Adult Education Propaganda in Mathurai Division.

The following is a report of the work done by the Mobile Unit, Mathurai:—

In December 1950, the Social (Adult) Education Mobile Unit toured Madurai, Ramanathapuram and South Arcot Districts.

The work for the month commenced with the inauguration by Sri P. N. Chamu Nair of the Adult Education Propaganda work on 10-12-50 at Tirumangalam. Sri P. N. Chamu Nair, Divisional Inspector of Schools, Madurai Division, Madurai,

presided and guided the deliberations. A special feature of the function was that two women adults of the local Adult Literacy School for women came forward in public and spoke about their achievements after their joining the Literacy School, Tirumangalam.

The Mobile Unit next visited Aruppukottai for propaganda, and the Divisional Inspector of Schools, Madurai Division, took this opportunity to visit the Saliar Adult Rural College, Velayuthapuram, Aruppukottai, Ramanathapuram District.

The running of the Citizenship Training Course at the St. Mary's High School, Madurai, was also taken advantage of for propaganda work by the Mobile Unit, Madurai. Films were shown on Citizenship, Road Sense and Social Education for the benefit of the trainees. Four shows were given during the training period.

The main work for the month was the intensive tour undertaken in the district of South Arcot between 20th and 31st of December 1950. The all-famous Arudrarsnam at Chidambaram happened to fall during this period and full advantage was taken of the large gathering of pilgrims there.

The inauguration ceremony in the District of South Arcot was done on 21-12-50 by Sri C. Ganesamurthi. B. A. (Hons), B. T., District Educational Officer, South Arcot, at Vilvaroy-nathancheri, Cuddalore. Shri H. S. Paul, B. A., District Collector, South Arcot, presided.

With a view to educating the public, the Government van was taken round the streets of Cuddalore, and street propaganda was done.

There was a public meeting at Vilvaroy-nathancheri addressed by the District Collector, the District Educational Officer, South Arcot, Sri L. C. Richard, Municipal Commissioner, and Sri K. V. V. Subramaniam, B. Sc., L. T. Propaganda Officer.

On succeeding days, the Mobile Unit touched a number of villages in the Taluks of Cuddalore, Chidambaram, Tirukoilur and Tindivanam showing films and delivering propaganda lectures on Adult Education.

Panruti and Kilamoongilady, a Basic Education Centre, were visited on 24-12-50

and at the latter place, we had the opportunity of showing the van and explaining our work to the Hon'ble Sri B. Parameswaran, Minister for Rural Development.

Three days were spent at Chidambaram and on these days the shows attracted a large gathering of pilgrims.

Further visits were made to the villages in Tirukoilur and Tindivanam Taluks.

The work done during the month in the District of South Arcot was really useful, intensive and much appreciated by the villagers and people interested in rural welfare.

During the month of December, three Districts and in all 27 villages were visited and 22 film shows given. The general response of the people was good. The thanks of the Mobile Unit are due to all officers and non-officials who were of help in arranging processions and propaganda meetings.

The following is a report of the work done by the Mobile Unit, Mathurai, during November 1950:—

The Social (Adult) Education Mobile Unit, Mathurai Division, Mathurai, started its work from the night of 17-11-50. The Government Propaganda Van fitted with Cinema Projector, public speaking arrangements, Radio etc., reached Tirupparankundram, a famous pilgrim centre near Mathurai, on the night of 17-11-50. A public meeting was held and the van propaganda was inaugurated. After music and lectures in support of Adult Education, films were shown on Community Manners, Health, Handicrafts, Road Sense, Electric power etc. Sri K. V. V. Subramanyam, B. Sc., L. T., Propaganda Officer, Adult Education, Mathurai Division, presided. There was a good gathering.

The Mobile Unit toured many other villages in Mathurai District during November 1950, prominent among them being Tirumangalam, Kallupatti, Navanipatty and Melur. In all the villages films on Social Education were shown and Propaganda lectures delivered by the Propaganda Officer and prominent people of the locality. Special mention may be made of Sri R. Gurusamy, Principal, Gandhi

Niketan Rural Training Centre, Kallupattai, and Sri K. Kandaswamy B.A., L.T., Headmaster, Government Basic Training School, Kallupattai. In all the shows, the response was satisfactory and Inspecting Officers gave their best co-operation.

Social Education films

Sri Y. H. Sanjeeva Rao, Secretary, Social Adult Education Committee, Dharmavaram, writes:—

Sri T. N. Rao, B.A., L.T., Deputy Inspector, Propaganda, came over to Dharmavaram on 17-12-1950 with the Government of Madras Social (Adult) Educa-

tion Mobile Van. With the co-operation of the local Deputy Inspector of Schools and the local Social Education Committee, an intensive educational propaganda was conducted in the town and in the Harijan colony. In the Board High School premises, educational films of social importance were exhibited before an audience of over one thousand. In spite of chill weather, the public patiently sat through the programme appreciating the educative value of the films. Lectures were also delivered in the local languages on the responsibilities of individuals in society and the need for eradicating the illiteracy and ignorance of the masses for the successful working of Democratic Government in our country.

The Indian Constitution and Indian Education.

(Continued from page 315)

State would not by law impose upon it any other culture. Article 30 provides: "(1) All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice. (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority 'whether based on religion or language.'" In making Primary Education compulsory (vide Article 45), the State cannot compel that such education must take place only in the schools owned, aided or recognised by the State. Minority educational institutions also will be entitled to State aid in the same way as other institutions.

Another important provision relating to education is that education including Universities is included as item 11 in the State Legislative list (List II). But there are exceptions. Item 63 in the Union List (List I) refers to the Benares and the Aligarh and the Delhi Universities and other institutions declared by Parliament

by law to be an institution of national importance. Item 64 in List I refers to "Institutions for Scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance." Item 65 in it reads: "Union agencies and institutions for (a) professional, vocational or technical training, including the training of police officers; (b) the promotion of special studies or research; or (c) scientific or technical assistance in the investigation or detection of crime." Item 66 in it is: "Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions. Then though education is a State subject, items 65 and 66 in List I give the Union power to coordinate research all over India and see that the standard of research is not lowered in any other States. Item 25 in List III (concurrent list) is: "Vocational and technical training of labour." Thus in this matter also the Central Government has potent voice.

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Vol. II, FEBRUARY, 1951, 11/3/51 No. 4.

REGISTRAR

Chief Minister Praises 587
South Indian Adult Education Association 2-51

I am glad the South Indian Adult Education Association is doing magnificent work all these years in fulfilment of the objectives it is pursuing.

I congratulate all those public spirited ladies and gentlemen who are interesting themselves in this work of Adult Education, on the ceaseless effort they are making. Really they are working with the consciousness that while education of boys and girls is for tomorrow, the education of adults is for making to-day.

The Association is proud of the good response and co-operation in the work by the several District and local Committees, and also of the public in general. I hope that it will continue to enjoy the same patronage and support, nay even more, from every quarter in its performance of the noble and benevolent work of Adult Education.

SIAEA

EACH ONE TEACH ONE

PUBLISHED BY
THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION MADRAS

Adult Education Centre Opened in Swatantranagar.

'Swatantranagar', Krishnampet, Madras city, promises excellent results in Adult Education work. It is essentially a colony of Corporation employees doing sanitary work, comprising about two hundred families of 350 adults and 400 children. Only about fifty out of the two hundred male adults are literate in a very elementary sense, that is to say they cannot be regarded as fundamentally educated people. Women adults are all illiterate. The process of evolving corporate life in the colony has been going on for the past three years, especially since it was named 'Swatantranagar' on the Independence Day by Sri T. J. R. Gopal, who is its acknowledged leader. As Organising Secretary of the South Indian Adult Education Association, Sri Gopal is making an effective experiment in Adult or Social Education beginning with eradication of illiteracy in the colony.

Sri S. Airavatham, Publicity Officer, Second South Indian Adult Education Week Central Committee, presiding, a public meeting was held in the colony in the evening on Tuesday 15th January 1951. Sri Subrahmanyam, Sri Regunathan and Sri T. J. R. Gopal spoke about the value of literacy, the only key to understanding the problems of life in the individual, family and social spheres. Sri S. Airavatham said the colony would become a power to reckon with and to be wooed by candidates and parties in the first General Election under India's Republican constitution, if it achieved complete literacy within a period of three or four months.

On Thursday, 18th January 1951, at 7 p.m. Srimati Radha, Lecturer, Queen Mary's College, inaugurated an Adult Education Centre in the colony. In an effective speech she said it was not proper for adults to think that they had almost done with life and that there was no need for them to seek literacy. None was old where learning was concerned. Education was a process, and an integral part of life. Only through education could one understand his place in life and do his duty. Sri G. Harisarvothama Rau, one of the founders of the colony who has been bestowing parental care to its development and is deeply revered, presided on the

occasion. He taught a few adults to read letters he wrote on a blackboard.

A chat ensued wherein Sri A. G. Vilva Roy, Adult Education Officer, Madras State, took keen part. He advised the leading members of the colony to make a statistical study of their economic, educational and social conditions and needs, and instructed them how to carry out such a survey.

Regional Week Committees formed for Andhra and Kerala.

With Sri G. Harisarvothama Rau as President, and Sri P. Naghabushanam as Treasurer, a Regional Committee for Andhradesa was formed on 14th January 1951 for the purpose of organising and conducting the Second South Indian Adult Education Week Celebrations in the Telugu-speaking districts. The Regional Committee would function from Patamatalanka and in accordance with the directives of the Central Committee of the Week and the instructions of the Presidents of District Adult Education Committees. It will give and seek co-operation, in co-ordinating official and unofficial effort. It will publish the Brochure of the Week in Telugu and send copies to individuals and institutions interested in celebrating the Week.

A Similar Regional Week Committee for Kerala was formed on 6th January 1951 with Sri K. A. Mukundan, President, Malabar District Board, as President, and the District Educational Officers of North, Central and South Malabar as Vice-Presidents, and Sri E. Raman Menon, B.A., L.T., as Secretary, for organising and conducting the Week celebrations in the Malayalam speaking areas from the 5th to the 9th of March 1951. Active steps are being taken by Sri Raman Menon and his band of Adult Education enthusiasts to see local Committees are formed in all important centres. The Brochure of the Week will be published in Malayalam, and copies sent to all interested in the Week.

As wings of the Central Committee, the Regional Committees are free to act in their respective areas in any manner suited to local requirements and always consistently with the aims and policies formulated by the Central Committee.



The Hon'ble Sri K. Madhava Menon, Minister for Education and Law, and President, Central Committee of the Second South Indian Adult Education Week, and the Hon'ble Mr J.L.P. Roche Victoria, Minister for Food and Fisheries and Chairman of the Working Committee of the Second South Indian Adult Education Week, have sponsored the Provincial Adult Education Fund with a target of One Lakh of Rupees.



Adult Literacy School, Kuruvikulam

A function in connection with the Adult Literacy School, attached to the Government Basic Training School, Kuruvikulam, was held in the premises of the Training School on 3rd December 1950, Sri M. R. Perumal Mudaliar, M.A., I.T., District Educational Officer, Tirunelveli West, presiding.

A drama was enacted (உருகுமணி) by the adults in the night.

The District Educational Officer, in his concluding speech, emphasised the need for Adult Literacy Drive in our country and appreciated the work done by Sri P. Irungola Pillai, the teacher in charge of the Adult Literacy School.

Sri V. Subramaniam, B.A., I.T., Head Master of the Training School, proposed a vote of thanks.

The D. E. O. visited the school on the 4th December and was much pleased with the progress of the adults. A report on the working of the Adult Literacy School was read out by Sri P. Irungola Pillai.

Sengulam Adult Education Committee

Dr. R. Sambasivam, M.B., B.S., presiding a meeting of the Adult Education Committee, Sengulam, was held on 7th January 1951, in the premises of Ponniah High School to decide on celebrating the Second South Indian Adult Education Week. A Committee was formed for the purpose, with power to co-opt and secure the co-operation of all individuals and institutions.

The Municipal Commissioner, Thiruchirapalli and the Thiruchirapalli District Educational Officer were requested to give permission to teachers and pupils to sell flags and otherwise take part in the Week celebrations.

The Committee met again on 15th January 1951 in the premises of Arokyamatha Koil, Dr. Sambasivam presiding.

A resolution was adopted paying a tribute to the memory of Sardar Vallabhbhai Patil.

It was resolved to augment the funds of the Committee through Patrons paying

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ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. II

FEBRUARY, 1951.

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EDITORIAL

For Making To-day.

The Chief Minister of Madras, the Hon'ble Sri P. S. Kumaraswami Raja, inaugurated the Second South Indian Adult Education Week at Rajaji Hall, on the 17th instant. He was perfectly correct when he said, "While education of boys and girls is for making to-morrow, the education of adults is for making to-day". We are very sorry that a few earnest men still in the field of education miss this truth, and talk wildly about Adult Education. They still cling to the notions of the British aristocratic days and take no heed of fast changing times. We are particularly sorry that Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the University of Madras, should have let himself go in this manner. If what is reported in the Press be true, he appears to have stated that all the enthusiasm at present in evidence for Adult Education was artificial and that the first and most essential thing was to see that the children did not remain illiterate. Let every adult say, "Let my children be not what I am". Fine rhetoric but total failure of correct thinking in a responsible Vice-Chancellor. When an adult knows that he is in a bad state of ignorance, should he not take steps to get out of that ignorance? Shall he continue ignorant in the expectation that his children will learn some day and serve all purposes of human existence? Does the Vice-Chancellor hold that all adults are incapable of learning? And will he go forth propagating the idea that adults shall not improve their own lot by learning through self-education? If this is where eminence

in intellectualism leads men to-day, it is not probably their fault. It is the fault of their training.

Dr. Lakshmanaswami Mudaliar appears to have further stated that there was feverish activity to educate the adults so that they might be expected to vote properly, which many of them knew, would never be achieved. If the Doctor is so convinced that no education would make the adults properly vote, he is at perfect liberty to attack Adult Franchise and deny the ordinary man this privilege. The question of proper voting is only one question involved in Adult Education. Adult Education is Education for Life, including all aspects of a man's existence, social, economic, political and spiritual as well. Literacy, in the case of the adult, is the most important means for self-education. The urgency of making the adult literate lies in giving him the opportunity to educate himself and contribute to the building up of the present. The progress of our national life in the immediate present rests on the conduct of the adult to-day. Under this day's world conditions we cannot afford to wait for our development in a leisurely way till all our children are brought up to maturity in the knowledge of letters. If the adult spoils the game to-day, it is spoilt for our children and in their interests also the adult must get educated here and now. In fact, if half the children of school-going age do not go to school still after more than quarter of a century of effort, it is because their parents are illiterate,

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and industries, of his health, of the sanitation of his village, of his own economic condition and to utilise his leisure well.

In fact, as Sri Harisarvothama Rau put it in his inaugural address, the Indian Adult is expected to set an example in co-operative living as against the competitive race of life that has brought the world to the verge of destruction. Organisers of the right type of education for adults require very good training, and we are glad that the State Board of Adult Education has started aright. Travancore-Cochin claims already 48 per cent of literacy. It should not be difficult for the State to achieve cent per cent literacy in three years' time if they set in motion a force of about 250 Organisers and those in turn prepare actual Adult Education village

workers for every village of every Pagudi (Firka) encouraging them to mobilise local educated people to adopt the Each One Teach One process.

In this manner, Travancore-Cochin may have not only literacy well-established, cent per cent, but also a small army of well-trained village Welfare Organisers to turn literacy obtained to the best uses of society. We congratulate the State Adult Education Board upon the start they have made and wish them all success. We appreciate the spirit in which the Hon'ble Minister for Education and the Director of Public Instruction are handling the problem of Adult Education setting up a Board which may act with vigour, expeditiously and effectively.

dragging on a dreary existence in ignorance and poverty of all resourcefulness arising out of that ignorance. If any priority should be claimed, it should really be for Adult Education. But we do not desire to be so foolish as to demand that priority; for, we consider the full functioning of the future depends on the cultural greatness of our children. It is foolish to be dogmatising about priorities. Life is a composite whole, and absolute emphasis on one aspect of it would often ruin life itself. Progress in all departments should go hand in hand with needed stresses now here and now there. We have no quarrel with those who stress the need of children's education. It is there already with crores spent every year and with results still very far from satisfactory. On that account we may not jump up and say, "Scrap children's education." Governments have just taken up the programme of Adult Education. These programmes may not be expected to be wondrously successful even as they start. Let us study them, offer constructive criticism and get better results.

Taking advantage of Dr. Lakshmanaswami Mudaliar's remarks *The Mail* has again begun to sermonise that the Government should provide for the instruction of children before pursuing any scheme for Adult Education. *The Mail* goes further and states that the Adult Education programme in this State has failed. The cat is out of the bag when *The Mail* gives the reason for the failure. It appears the workers ignore the easiest and quickest way of teaching Indian languages, namely, by adopting the Roman script. Enough has

been written in these pages about the Roman script. But, let us present one other aspect of the question to *The Mail* and its supporters. *The Mail* continues to publish lessons under the caption "Tamil for Everybody through the Roman Script". The letter signs used in these lessons are given; see page 11, issue dated Saturday, 17th February 1951. They are forty-seven in number. If *The Mail* talked less of Roman script and concentrated its effort on simplifying the Tamil script, it would probably find that no more than 107 symbols will equally do. As we have so often said our business is not Script Reform. It is making the best use of what we have at present as evolved in an indigenous manner, not foist something foreign. We may assure our friends like *The Mail* that if there should be any failure of the present Government scheme, it will not be because Adult Education is not a paramount necessity, but because friends like *The Mail* are unhelpful in their attitude, and the Department has not yet properly understood the need of brisk and unhampered action by a proper body of men—official and non-official combined—as the supreme directive of a true mass movement. Even if the Government scheme should fail, which we believe will not happen with all the difficulties we have, Adult Education has come to stay, and it shall not stop at the bidding of people, however powerful or intellectual they may be. We are glad that the Press in general is quite in sympathy with us and helpful. We commend what *The Hindu* and *The Indian Express* have said.

Adult Education Training and Research Centre.

Sri G. Harisarvothama Rau, our Editor, and Vice-President, South Indian Adult Education Association, inaugurated on Monday, 19th February 1951, the Adult Education Research and Training Centre started by the State Adult Education Board of Travancore Cochin at Trivandrum. Fifty students are being trained to undertake serious responsibilities as Organisers of

Adult Education Centres. The period of training is six months. As per a small booklet issued by the Board, the aim of Adult Education should be to make the adult aware of his rights and duties as a citizen. To this end, he should know how to read and write, as books are the best means of auto-education. He should be able to take better care of his agriculture



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The Uniqueness of India's New Constitution.

BY K. S. RAMASWAMI SASTRI.

Free India's Constitution is the longest and most remarkable Constitution in the world, because Free India's leaders consulted all the existing Constitutions and selected their best features and sought to fuse them into a unity as best as they could consistently with the genius of the country and its historical legacies. The penultimate Constitution was that which was being worked under the Government of India Act, 1935, and its main features were naturally retained, as they were wise in themselves and the Indian people had found them suited to their inherent genius. The principle of Cabinet Government based on Cabinet Responsibility was adopted from the British Constitution and is consonant with the genius of real Democracy. A unique feature of the Constitution of Free India is the declaration of Fundamental rights, and it was taken from the Constitutions of the U.S.A. and of Eire. The Federal character of the political structure was taken from the Constitutions of Canada and Australia.

The Preamble of the Indian Constitution contains certain key ideas which must be remembered and visualised again and again when we seek to interpret the Constitution aright. It is the purpose of every Preamble to state the object and policy of the legislation. No doubt the terms of the Preamble cannot qualify or cut down the language of the enacting sections if the same be quite unambiguous and clear. But if a doubt arises from the terms employed by the Legislature, we can and must look to the Preamble to explain and elucidate the Act. A Preamble has been rightly described as "the key to open the mind of the makers of the Act and the mischiefs which they intended to redress." The opening words of the Preamble are: "We, the people of India etc". This shows that all powers are derived from the people of India, and emphasises the ultimate sovereignty of the people. It follows from this basic

fact that no State or group of States can modify the Constitution to any extent or secede from the Union. The Preamble shows also that India has become a sovereign democratic Republic. Such sovereignty implies both external sovereignty in the sense of the Indian Union's independence of the will of other States and internal sovereignty or its power to compel the obedience of its units. The aim is a Social and Economic and Political Democracy. The Indian Constitution is based on unrestricted Adult Suffrage and is thus fully democratic, but it does not contain any provision for direct action by the people by way of the Initiative, Referendum or Recall. The power of amending the Constitution is vested by Section 368 not in the hands of the electorate but in the hands of the Legislature. The Preamble says that the Indian Government is a Republic i.e., the State has an elected President as its head and any citizen who has completed the age of thirty-five years can aspire for such Presidentship. Another unique feature is the emphasis not only on Liberty and Equality and Fraternity but also on Justice inclusive of social and economic and political Justice. Such Justice implies from the social point of view the abolition of social inequalities, the provision of social security and social insurance; it implies from the economic point of view the promotion of an egalitarian society and the prevention of the concentration in the hands of a few of wealth and means of production to the common detriment (see Section 39 (e)), and it implies from the political point of view universal adult suffrage and the abolition of communal reservations and the throwing open of employment under the State to all citizens without any distinction of race, caste, sex, descent, place of birth or religion. (Article 16).

A noteworthy unique feature is that the name 'Bharat' by which the people of India called their Motherland in ancient times

has been restored to it (Article 1). Though India is a Union of States, it is not a Union effected by a compact between the units, but is a Federal Union effected by the Constituent Assembly which distributed the powers between the Union and the units. Formerly, the Indian States were treated differently from the Provinces, and they had their own separate Instruments of Accession to the Union, but now the States and the Provinces are treated on the same footing and all are called "States." Further, a very vital unique feature is that the Residuary Powers are vested in the Centre (see Article 248). The great statesman whom we have recently lost Sardar Vallabhbhai Patel reduced the 600 odd Indian States into a few States by integration and merger and has made India a strong and compact State. This feature and the vesting of Residuary Powers in the Centre are very unique and noteworthy features. Nay, the Union can give directions to the States. Failure on the part of a State to carry out the direction of the Union would entitle the Union to supersede the State Government by assuming to itself the powers of the latter (Articles 356 and 365). The Centre can also control the administration and legislation in the States. Legislation by a State is subject to disallowance by the President, when reserved by the Governor (Article 201). The Governor of a State is appointed by the President of the Union and shall hold office during the pleasure of the President. Thus the Constitution of India is federal, and not unitary, during normal times, but can become unitary during times of emergency. The political weakness of ancient and mediaeval India was due to want of strength in the Central Government but the possibility of such a weakness has been eliminated by the new Constitution of India.

Another unique feature of the Indian Constitution is the provision which it has made in Article 3 that the Parliament can bylaw (a) form a new State by the separation of territory from any State or by uniting two or more States or by uniting any territory to a part of any State, (b)

increase the area of any State; (c) diminish the area of any State, (d) alter the boundaries of any State, and (e) alter the name of any State. Thus there is ample provision for the formation of States on a linguistic basis if a clamant call arises therefor.

A very valuable and unique feature of the Constitution is the elaborate description of Fundamental Rights in Part II. Such a description is more difficult in India than elsewhere because we have many religious and heterogeneous elements in India. The Constitution has sought to harmonise the Fundamental Rights of the individual and the collective welfare of the people. The rights are justiciable and the Courts can and must protect them, and any act of the State, legislative or executive, which contravenes them would be void to the extent of such contravention (see Article 13 (2)). In England the courts protect the liberty of the individual as against the Executive but not against the Legislature as the latter is omnipotent. But in India, as in the U.S.A., the courts can protect the Fundamental Rights of the individual against all encroachments both by the Executive and the Legislature.

I regard Part IV which deals with the directive principles of State Policy as the most valuable and unique portion of the Indian Constitution, even though the rights stated therein are not justiciable. Under it the Union authorities and the State authorities and the local authorities must carry out various welfare directives such as the prohibition of liquor, the encouragement of cottage industries, the organisation of the Village Panchayats etc., Part IV declares the right to work and to education and to Social insurance; it assures a minimum wage to workers; it provides for the compulsory education of children; and it provides various other measures for the establishment of a Welfare State in India and of international peace.

Thus the Indian Constitution has both strength and flexibility and expressly affirms the Fundamental rights of the individual and aims at the creation of a

Welfare State and universal peace. There are certain advantages in unwritten Constitutions like that of England whereas there are certain other advantages in the written Constitutions like those of U.S.A., Eire, Canada, Australia etc. The Indian Constitution has brought together the best points of various Constitutions and has given India a wise and flexible and strong

Constitution. In the case of written Constitutions, the inherent principle of growth is generally by legal interpretation. In the U.S.A., the doctrine of implied powers has been called in aid without resorting to formal amendments of the Constitution. In India also a similar expedient must be resorted to for achieving the aims and ideals of our Constitution.

Kidwai leads Unesco Mission to Indonesia

Shri Shafiq-ur-Rehman Kidwai, who presided over the Seventh All India Adult Education Conference held at Hyderabad in December, has left for Indonesia as Head of an eight-man Unesco Mission.

The main objective of the UNESCO Mission is to help Indonesia carry out an education campaign against its high illiteracy rate, estimated between 50 to 90 per cent of the population. By training teachers to run schools in resettlement areas, the Mission will aid the Indonesian Government's plan to transfer part of Java's excess population to the island of Sumatra. In addition, new teachers are needed to handle an expected rise in school attendance throughout Indonesia. At present, only 25 per cent of the country's school-age children are in classrooms.

This year, Mr. Kidwai's eight-man team will establish a demonstration school and teacher training centre near Jakarta in what UNESCO calls Fundamental Education, the process of teaching the illiterates both how to read and how to use newly-acquired knowledge to improve their standard of living.

With Mr. Kidwai will be three UNESCO specialists in literacy training, audio-visual education aids (such as films and film strips), and low-cost education materials. Mr. Kidwai himself has collaborated in the writing of more than 250 textbooks in India. Experts on health, agriculture and handicraft industries also will be members of the team. They will come from three other United Nations Agencies, the World Health Organisation, the Food and Agriculture Organisation, and the International Labour Organisation.

This Mission is carrying out the first phase of a projected five-year technical assistance programme for Indonesia which with its population of 80,000,000 is the largest country south of the Equator. In later years, a model rural community school and a rural teachers' training centre will be established, with Indonesia educators taking over more and more of the programme.

The centre's cost for this first year has been estimated at \$. 82,000, but \$. 30,000 of this sum is to be used to provide scholarships and fellowships for Indonesian students and educators.

Mass Illiteracy is Incompatible with the Status of Independence.

Chief Minister Urges Quickening of Adult Education Effort.

The Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister of Madras, inaugurating the Second South Indian Adult Education Week at Rajaji Hall, Madras, at 5.30 p.m. on Saturday the 17th February 1951, declared that a Welfare State could be evolved only by a literate and educated people. He added :—

"I am glad that the South Indian Adult Education Association is doing magnificent work all these years in fulfilment of the objectives it is pursuing."

Sri K. S. Ramaswami Sastri, President of the Association, took the Chair. He said the Association had been doing most effective propaganda for over a decade, the Hon'ble Mr. J. L. P. Roche-Victoria playing a vital part as its General Secretary during the period. The Association was organising, at the behest of the Government of India, a Regional Seminar on Adult Education in the Besant Memorial School Gardens, Adyar, Madras, in coming April.

Welcoming the Chief Minister, speaking for himself and the Education Minister who was away on State business, the Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary of the Association, gave an effective reply to critics who thought money spent on Adult Education was wasted. No progress was possible, he asserted, if people could not understand what was being done for them and what they themselves were expected to do.

Mrs. R. Radha, proposing a vote of thanks, said liquidation of illiteracy concerned women more than men, and appealed to the Women's Welfare Department with its great resources to take to Adult Literacy work.

A few batches of adults and boys who had wended through busy streets in the city in processions carrying placards and shouting slogans and reached the outskirts of Rajaji Hall in time, acclaimed the Chief Minister on his arrival.

Sri T. J. R. Gopal, Organising Secretary of the Association, garlanded the Chief Minister and the Food Minister and the Association President.

Proceedings began with silent prayer and a song relating to Adult Education sung by Shrimathi A. Saraswati, Lecturer, Nirmala College, Coimbatore.

Hon'ble Mr. J. L. P. Roche-Victoria's Welcome Speech.

Welcoming the Chief Minister and requesting him to inaugurate the Week and the Adult Education Exhibition, the Hon'ble Mr. J. L. P. Roche-Victoria, Chairman of the Second South Indian Adult Education Week Committee, said :

When the First South Indian Adult Education Week was celebrated in February 1950, some of the districts could not participate in it, the message of Adult Education not having percolated far enough and the Week itself being an experimental adventure undertaken by the South Indian Adult Education Association. All the same, the First Week had been a great educative success and indeed led the Association to undertake a Second South Indian Adult Education Week with confidence and courage. The people had responded to the call, and great enthusiasm prevailed throughout the State for Adult Education. The progress made was being canalised, and the achievements of the First Adult Education Week were being consolidated. The Second Adult Education Week was being celebrated throughout the State more systematically and on a larger scale. The various Departments of the Government were playing their part. Collectors had been requested to see to the success of Week and help form District, Taluk and Firkha Committees on a permanent basis to

promote Adult Education effort in a sustained manner. The entire Education Department was also in full swing, the Director of Public Instruction having issued the necessary circulars. Soon the State would be launching upon a Literacy Drive, whereunder it was expected illiteracy would be scotched in every nook and corner.

There had been no lack of critics of Adult Education activity. Their line of attack was two-fold: firstly, they contended that the progress achieved by the work was not commensurate with the amounts spent by the State and Central Governments and secondly, they argued that the amount spent on Adult Education could profitably be spent on Elementary Education. His reply to them would be that in view of the vast nature of the problem, it might not be possible to keep regular records of the work turned out by the different agencies, although they were impressing upon the workers the need for maintaining correct and up-to-date records. Further, the results achieved by Adult Education work could not be measured precisely by any kind of yard-stick. It could be ascertained only by a perceptible improvement in the social consciousness of the people. As for the second point, he pointed out that the State was spending a very large sum on education, both Elementary and Collegiate; but, at the same time, they could not afford to shut their eyes to the fact that no real progress could be achieved, if they did not attempt to educate the vast multitude of illiterate adults in our country. Without making the masses literate, Government could not introduce new schemes with success. Even in the case of the food production schemes launched by the Madras Government, if only the ryots were literate, it would be much easier for them to follow the instructions given to them.

The Government, therefore, were definitely of the view that Adult Education was necessary and compared to the amount spent on Elementary and Collegiate education, the money spent on Adult Education was very small and the Minister hoped that people would not grudge the Government spending even this little amount.

Even in such advanced countries as America and Britain, they were still doing Adult Literacy work; India, which was so

much backward in literacy, should adopt the same line of action with much greater enthusiasm than that evinced in other countries.

The Chief Minister's Address

Inaugurating the Week and opening the Exhibition, the Hon'ble Sri P. S. Kumaraswami Raja said:—

Ladies and gentlemen,

I am very happy to be associated, with the pleasant function of inaugurating the Second South Indian Adult Education Week this evening. It is indeed a pleasure and a privilege for me, to participate in this important and eventful function, which marks the commencement of the celebration of the Adult Education Week on the State-wide basis. The great success the First Adult Education Week last year had achieved, and the enthusiastic public response and co-operation it enjoyed, were the credentials that induced the organising of the celebration of the Second Adult Education Week this year, with greater effort and enthusiasm. It is indeed commendable and even appropriate, that the South Indian Adult Education Association, Madras, has decided to celebrate the Adult Education Week every year as an annual festivity, of great significance and utility.

National Significance

The problem of Adult Education is of national importance. That the need for Adult Education is supreme could be realised easily when the problem is viewed in context of the great political status we have attained and of the political events, which are to take place consequent on that status. The advent of our country's freedom and independence, and our emergence as a great Republic call for supreme action and effort on our part to banish speedily the evils that remain as a blot on our society. The evils, which have their hold on the majority of our countrymen almost as chronic disease are many and varied, the foremost among them being the illiteracy of our masses. Illiteracy and ignorance are incompatible with our country's status as an independent Republic. Democracy, in order that it may be a true and strong one, useful to the people, should be based on the literacy of the

people. Striving as we do for the growth and development of our infant democracy, it is the first and foremost duty of ours to fight the scourge of illiteracy among our masses. The uneducated mass, cannot construct or constitute benevolent democracy which is the aim and ambition of our Constitution.

The Constitution of India is indeed a great achievement which the Republic of India could boast of. In many respects it is considered as a model. But however good its intentions are, and however benevolent its provisions be, it undoubtedly and inevitably depends for its success, on the people, the electorate, who are the real masters to work the Constitution, and guide the machinery of the public administration. So it is their intelligent exercise of discrimination of men and matters that is the real foundation of the success of the Constitution. Enfranchisement based on Adult Suffrage is the great achievement of the makers of our Constitution. And it was in fact the very objective of the freedom struggle that we fought for years under the aegis of the Indian National Congress. We have achieved it. And to-day we are to solve the problem as to how best to realise the fruits of that great political reform. However, the unfortunate feature of our people is that a vast majority of them are steeped in illiteracy and ignorance. Suffrage, if handled with care, prudence and intelligence, can work for the good of the people. But if misused or abused, it will lead to results disastrous to the safety and security of the country as a whole. Enfranchisement based on adult suffrage will be meaningless, nay even prove hazardous in the hands of the electorates, if a majority of whom are illiterates. Devoid of discrimination, the illiterate masses, are likely to be exploited, by evil forces at the elections. The elections are periodical events, on the outcome of which, depends the country's progress.

Ensuing General Election

We are on the eve of the great political event of the General Election, the first of its kind we are going to have. And the nation is going to record its verdict, on which, depends our country's progress and prosperity. People are going to choose their representatives, who are to be at the helm of affairs of public administration.

tion, and who therefore are charged with the function of laying and shaping policies, for the governance of the country. And this right of choice is conferred on every son and daughter of India that has emerged out of minority, irrespective of any distinctions based on birth, status, or social or religious differences. It is vital that the electorate should be in a position to know, how best to exercise their discrimination and choice. And this objective could be well secured through Adult Education.

Gentlemen, Adult Education is a non-political and non-sectarian issue. It is a problem on which there could be no two opinions. It shall be the concern of every one who has at heart the welfare and progress of our country, to work unreservedly and whole-heartedly for the success of this scheme. Adult Education offers a common ground, for every educationist and educational institution, and every official and non-official to work in co-ordination for the common good, the liquidation of illiteracy. Those who aid and co-ordinate, with this benevolent work of Adult Education, would be really rendering service in the national cause.

Adult Education is a problem, requiring our earnest and immediate attention. But to attempt liquidation of the existing adult illiteracy through the regular process of schooling will be beyond the possibility of achievement. The ordinary schools for children and adolescents cannot be the proper place for the education of illiterate men and women who have to toil hard the whole day for their daily bread. The provision of other suitable classes for them at convenient centres during hours when they are free from regular work, is therefore an absolute necessity. The problem of educating the adults must be tackled by methods suitable to their age and conditions.

What those methods are, are matters to be prescribed by educationists and reformers. In this Adult Education Week itself, you will witness an exhibition of Adult Education materials, demonstration of Adult Education Instruction methods, and also entertainments, educative of Adult Education ideology. It is not the intention nor the part of the scheme, that the Adult Education work, should be attended to, only in this Week and at no other time. While Adult Education is a problem of all importance, which requires the focussing

of our attention perennially, this Week is intended as a course of propaganda and for giving incentive to further work.

Main Object of the Week

The main object of the celebration of this Week is to arouse the desire for adult literacy, which would mean the spread of knowledge and enlightenment among our masses, on which depends their economic and social betterment. By education, they are made to learn more about the affairs of our country and to associate themselves more and more with them. This Week gives rare opportunities for the educationists and social workers to render service to our unprivileged countrymen, the illiterate adults. That pithy maxim, so beautiful and impressive "each one — teach one" shall be the principle guiding the work of Adult Education. The spirit of it is that each literate shall take it as his civic duty and responsibility to shape at least one illiterate brother or sister of his into an enlightened and a more useful citizen of the State.

Gentlemen, I am glad, that the South Indian Adult Education Association is doing magnificent work all these years, in fulfilment of the objectives it is pursuing. It is doing work with perseverance and earnestness in the realisation of the all importance of the problem, especially in view of the great political event of general election based on adult suffrage, which we are going to face shortly. It is the same urge of civic responsibility that has impelled the Association to organise this Adult Education Week. I congratulate all those public spirited ladies and gentlemen who are interesting themselves in this Adult Education work, on the ceaseless effort they are making. Really they are working with the consciousness that while education of boys and girls is for making tomorrow, the education of adults is for making to-day. The Central Association is proud of the good response and co-operation in the work by the several district and local committees, and also of the public in general. I hope that it will continue to enjoy the same patronage and support, nay even more, from every quarter in its performance of the noble and benevolent work of Adult Education.

Gentlemen, I wish that this Week shall be attended with every success. I thank the organisers of this function heartily for the honour and privilege conferred on me

this evening. Now I have great pleasure in inaugurating this Second Adult Education Week.

President's Appeal.

Sri K. S. Ramaswami Sastri, explaining the purpose of the Week said: The idea of celebrating the Adult Education Week happily and aptly occurred in February 1950, for the first time. The Indian Constitution Act was placed on the statute book on 26-1-50, and it not only stated the four pillars of the Constitutional edifice to be Liberty and Equality and Fraternity and Justice, and declared the Fundamental Rights, but also conferred Adult Suffrage and laid the foundations of a Welfare State by enacting the directive principles of State policy. We cannot conceive of a Welfare State without total, cent per cent, literacy, including juvenile literacy, on the basis of free, universal and compulsory Primary Education as also Adult Literacy. That is why the Central Government as well as our State Government are keen about Adult Literacy and gave grants last year and have given much larger grants to the extent of Rs. 14 lakhs this year. The Madras State Government have placed on the statute book a Public Libraries Act. They have also set vans moving to impart general knowledge to the public.

The South Indian Adult Education Association, under whose auspices the celebration of the Adult Education Week has been taking place last year and this year, has done considerable propaganda work and social service work for over a decade under the inspiring lead of the Hon'ble Mr. J. L. P. Roche Victoria, our Food Minister, and is now glad and proud that its efforts have won public appreciation and State recognition. It is now publishing an excellent monthly journal, the 'Adult Education Review,' and is actively engaged in producing literature useful to adult literates.

The Hon'ble Mr. K. Madhava Menon, our Minister for Education and Law, is keen about achieving complete literacy quickly. The Hon'ble Mr. P. S. Kumaraswami Raja, our Chief Minister, has been taking an abiding interest in Adult Education work, and has inaugurated the Second South Indian Adult Education Week celebrations today. His Excellency the Governor of Madras has wished the movement well and said recently, when inaugurating the College Lecturers Adult Education

Training camp at Adyar on the 4th instant, that the ideal of service ought to be our inspiration in this great cause of the total liquidation of mass illiteracy. Mr. A. G. Vilva Roy, Adult Education Officer, has conducted the training course with credit to himself and benefit to the trainees. We are planning to hold in April-May the first State Adult Education Seminar for which the Central Government have given a grant of Rs. 5,000.

We should never forget that the four freedoms of the Atlantic Charter could never become a reality unless there is the basic fundamental freedom, namely, freedom from ignorance. Democracy, in spite of its defects, is the best form of Government that the wit of man has devised. But it is a difficult national job and presupposes not only literacy but also education and culture in the citizens and also a high spirit of patriotism and perfect national integrity and character. Otherwise it will disappear in a welter of inefficiency and nepotism and graft and corruption. It is a job that cannot be done by mere self-complacency or vainglorious shouting of slogans. India is a free federal democratic Republic. Eternal vigilance is the price of freedom; a perfect balance between central strength and autonomy of units is the only guarantee of a good federation; the political awareness of all the citizens alone will save democracy; and the responsible Government of the people by the people for the people is of the essence of a Republic.

But India will not be content with a mere political democracy. Mahatma Gandhi sought to rest it on Truth and Non-violence, and fused together ethics and economics and politics. He gave us the grand concept of 'Ramarajya,' and said: "Ramarajya can be religiously translated as 'Kingdom of God on Earth'." politically it is perfect democracy in which inequalities based on possession and non-possession, colour, race, creed or sex vanish. In it land and state belong to the people, justice is prompt, perfect and cheap, and there is freedom of worship, speech and the Press—all this because of the reign of self-imposed law of moral restraint. Further we are living in a world which is euphemistically called One World because Science is supposed to have conquered Time and Space, but which because the heart of man has lagged behind has led, really to Two Worlds, namely, the world

of Capitalism and the world of Communism and threatens to become yet more in number with the threatened formation of two big blocks. India has to steer clear between the Scylla of uncontrolled Capitalism and the Charybdis of materialistic Communism based on violence and class war and total regimentation of life and may have to cling to the way of evolutionary State Socialism and Parliamentary Democracy.

We are thus celebrating the Second South Indian Adult Education Week in a time of stress and strain. The war clouds are gathering. This is the census month. A few months later we shall be having the first election under the new Constitution on the basis of adult suffrage. The Adult Education movement is keenly appreciated and desired by the people and the Government and the Education Department will be tested in the coming years by their sincerity and efficiency in their doing of such work.

It is therefore too late in the day to discuss theoretical questions as to whether the Government should not concentrate on Elementary Education and drop Adult Education. As matters stand now, half the number of our boys and girls stand out of schools owing to the dearth of school buildings and of teachers. Time and tide wait for no man, and soon these boys and girls grow up and swell the ranks of the adult illiterates. The growth of population and the betterment of life will also increase the number of adult illiterates. Nay, the boys and girls who have had a smattering of education have been lapsing, and are likely to lapse into illiteracy because of the evil example of the illiteracy of their parents. It is hence necessary—nay, inevitable—that we must give battle to the evil of illiteracy on both fronts simultaneously, namely, the adult front as well as the juvenile front.

Further, adult literacy can be best imparted by persons who get a training in adult psychology and adult literacy methods. The illiterate adult is naturally a tired person after his breadwinning work for the day is over, and is likely to feel shy in the presence of the literates. It is up to us to be kind to him and bridge the gulf between us. Further, let us do the work in a spirit of humility and not in a spirit of highbrow patronage and with a superiority complex because the illiterate villager has often a fund of philosophy and commonsense and traditional lore far

superior to us, the vain literate towns folk.

Let us never fail to realise that we literates must feel it to be an injury to our souls and a personal insult to the dignity of our common human nature if we leave our brothers and sisters to remain illiterate. Dr. Laubach's slogans "Each One Teach One," and Mobilise the literates to teach the illiterates" "and India shall become literate" should be our watchwords. Students and teachers, literates of all descriptions, State and the people—in fact, all—should give a helping hand and India must stand abreast of the U.S.A., Britain and the U.S.S.R. in literacy and education as in political freedom and social unity and economic prosperity.

Women and Adult Education

Proposing a vote of thanks Mrs. R. Radha, Lecturer, Queen Mary's College, Madras, and Joint Secretary, Second South Indian Adult Education Week Central Committee, said:

I consider it a great privilege and honour to propose, on behalf of the South Indian Adult Education Association and other sponsoring bodies, a very hearty vote of thanks to our Chief Minister, Sri P. S. Kumaraswami Raja, who by inaugurating the Second South Indian Adult Education Week today has given in telling words a most magnificent lead to the Adult Social Education campaign in our State. It is but fitting that our popular Ministers should play their part in an effort meant and calculated to liberate our masses, both men and women, from the thralldom of illiteracy. Our thanks are due to Sri K. S. Ramaswami Sastriar, who as President of our Association has appropriately occupied the Chair on this occasion, and who as the Bheeshma of our public life adds the weight of his erudition and wisdom to every movement calculated to raise the moral and spiritual level of our people.

It would be superfluous, if not impertinent, for me to mention the role played in the past, is being played now in the present, and will certainly be played for many more years to come by our respected leader, now also a Minister, the Hon'ble Mr. J. L. P. Roche Victoria. Most of us here know that our Association, a pioneer body in its field, is a pet child of his, which he has brought up with good care and in good health. But for his sustained

stewardship, as the General Secretary of the Association since its inception, the war against illiteracy could not have achieved such splendid progress even in its present phase. We owe him, for the signal service rendered, a debt we cannot easily pay save by following him and adding our own quota of service in the cause. How can we, on this occasion, forget our Education Minister, Mr. K. Madhava Menon, who contributed to the educative success of the First South Indian Adult Education Week and has given great impetus also to the Second Week we are celebrating to day, as President of the Central Committee?

I am grateful to the organisers of the Week, and in particular to our enthusiastic Organising Secretary, Mr. T. J. R. Gopal, for having given me this pleasant duty of proposing a vote of thanks to our distinguished leaders and guests. I should be missing the opportunity if I do not mention the role that we women can and ought to play—a comparatively important and dynamic role, I daresay. Women are kindness in human form; born leaders they are, and can help cure the malady of illiteracy. It is said, and rightly, that if you educate a man you are only educating an individual, but if you educate a woman you are really educating a generation. Every mother turned literate means a Primary School strated, albeit within the limited orbit of her family. An educated mother knows better than an illiterate one how to bring up her children and effectively help in the unfoldment of their capacities and in the development of their personality. I cannot but feel proud and happy about the Women's Welfare Department taking part in the Adult Education Exhibition opened here to day. I venture to address a word of appeal to the Department, to take active and sustained interest in liquidating illiteracy among women adults. The Department is rich in resources which could be effectively utilised to achieve literacy among women, which is the master key to the solution of all problems.

Every good cause has had its critics, friendly and otherwise. Even so, Adult Education effort has its detractors who speak in plausible terms. They are only confusing themselves. They cannot mislead the public. The critics say that if all effort is concentrated on promoting

Elementary Education, the problem of Adult Education will solve itself, that is to say, in some dim, distant future. The argument sounds logical, but it presents only one side of the picture. The critics would seem to be oblivious, or they choose to ignore the existence, of a vast number of adult illiterates. Would the critics have these large numbers of adult illiterates drag on and die as illiterates? Are they not an obstacle to the development of democracy? And then, there is the grim fact of hundreds of superficial literates relapsing into illiteracy. The need of the hour is fundamental literacy. Adult literacy helps fructification of Elementary Education. Literate and educated parents would see to their children doing justice to their homestudies which play a vital part in their educational advancement. Adult Educationists are no less alive and no less devoted to Elementary Education than the critics of Adult Education. Those who discredit Adult Education are not real champions of Elementary Education, which they may pose to be.

Adult Educationists want to fight illiteracy on both the adult and juvenile fronts, so that cent per cent literacy may be achieved as quickly as possible; if they lay stress on achieving adult literacy it is because our political status renders adult literacy urgent, and also because adult literacy is easily and quickly achieved. An adult has greater receiving and retaining capacity than a school-going child. The adult has a cultivated and informed mind and knowledge of men and matters derived from his occupational experience. Adult illiteracy is an obstacle to progress. Literacy is indispensable to progress. There is really no room for any controversy. I cannot do better than quote in full our Chief Minister's letter of good wishes sent to our Week Committee, which gives a conclusive reply to the critics. He says: I am glad that the Second South Indian Adult Education Week is to be celebrated in February 1951. Among the problems that are to be tackled immediately for the social progress and for the promotion of democracy in our country, literacy stands foremost.

Illiteracy, which is still found largely in our population, should be liquidated with all speed, so that the great opportuni-

ties offered by our political freedom and the democratic form of Government that we have adopted as the pattern of our country's constitution, may be availed of and utilised by our people diligently and intelligently to their maximum advantage.

For the grown-up men and women, regular schooling is unsuitable for their acquisition of literacy. But the problems of spreading literacy among them should be tackled by the methods chalked out by the South Indian Adult Education Association.

I heartily congratulate the Association on the great efforts made and enthusiasm evinced by its members towards the realisation of the Association's objective. By their work in the field of Adult Education, they are really doing a great act of national service. I wish their endeavours all success.

The Government of Madras, as you are aware, are getting ready to launch a literacy drive which would last for three years and on which a sum of Rs. 14 lakhs is going to be spent. The first step in the Government scheme has been taken, college lecturers are undergoing a short training course in Adyar. Government effort no doubt means a great deal especially a popular Government such as ours. But that will not do by itself. It must be supplemented by effort from the people. Adult Education work is patriotic work, a common task for all. It behoves every citizen and every private institution or organisation to rise to the occasion, and make our democratic set up real. With our poet Bharati I declare gift of knowledge is the best that a literate can make to his illiterate brother. We should look upon Adult Illiteracy as Public Enemy No. 1, and fight it with all our resources, with a will to victory, and rest not until it is vanquished and destroyed beyond resurrection.

Aid Entertainments.

A series of entertainments in aid of the Provincial Adult Education Fund, in Gokhale Hall, from Sunday, the 18th to Wednesday the 21st, February, formed the main feature of the Week celebrations in Madras.

The first entertainment was by the Krishnan-Mathuram pair and party. Repeated many times though it might be, any performance by the famous pair has a

freshness and vigour of its own and keeps vast audiences rollicking. Sri N.S. Krishnan added to his old theme a scene of an illiterate bemoaning his fate. At the end of his performance which kept even constitutionally gloomy people in a continuous state of high hilarity for the spell of two hours, Sri N. S. Krishnan made a stirring speech urging an all out war against illiteracy. Education, he said, had in days of yore a rather cribbed course even in India where learning and knowledge had always commanded high respect, partly because of the superstitious belief that education was a boon conferred by Goddess Kali or the six-faced Subrahmanya. It was only from recent times that education had come to be regarded as a civilising process meant for all men and women, and as a social responsibility of the State. Homage of gratitude was due to the first man who hit upon the idea of fighting illiteracy and ignorance on the adult front, and to the South Indian Adult Education Association which was developing the idea on proper lines and with great sincerity of purpose.

Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, proposing a vote of thanks, praised Sri N. S. Krishnan for his keen interest in the promotion of Adult Education and added that with the unfailing support of one who had a marvellous power of commanding public attention, the Adult Education cause was bound to make headway.

On Monday, 19th February 1951, Pandit V. Natesan, Editor, *Pravasi*, presiding, Shrimati V. S. Subbulakshmi gave a performance of high class vocal Carnatic music, to the accompaniment of violin by Sri Ennapadam Padmanabha Bhagavathar, Mirdangam by Sri V. Ramanathan, and Gatum by Sri Vilvathri Aiyar. That was the first time she entertained a Madras audience. She has delighted for years appreciative audiences in Mysore State and elsewhere. After singing a few Thiagaraja Kirtanas in the right orthodox order and style beginning with *alapana* and showering surprising cadences during the *anupallavi* stage, she sang a number of songs in Tamil, understandable to the audience and appropriate to the occasion. The violin was charm and delicacy throughout to be expected only of an adept. The mirdangam, though handled by a comparatively young man in the making, took the audience back to the days when

Alaganambi and Pakkiri reigned. The Gattam was a class by itself, and Sri Vilvathri Aiyar who is regarded as an institution by himself, justified his reputation.

Pandit V. Natesan, in a short stirring speech, said: India's wise men of the past, like Appar and Sundirar, had given a high place to Adult Education. Adult Education alone could help solve problems that world conditions had created for India, more especially the problems of an infant democracy; it was therefore the supreme requirement of the hour, and it was satisfactory that Government were rising to the occasion. The South Indian Adult Education Association deserved credit for doing effective propaganda, and for having induced the State to accept Adult Education as its policy. The Association was fortunate in having an excellent Organiser in Mr. Gopal and an experienced Publicity Officer in Mr. S. Airavatham.

Sri S. Airavatham, Publicity Officer, South Indian Adult Education Association, paying a tribute to Shrimati Subbulakshmi, said she was a blessed person in every sense of the term, a product of Lord Murugan's grace. Her music was something more than merely artful and scientific; it simply flowed like *amrita* transmuted into *dhvani*; it was no whit inferior to that of much advertised professionals. In due season she was bound to have her place in the world of enjoyers of pure classical Carnatic music. She had pledged herself to give any number of free performances in aid of the Adult Education cause, and the Association was grateful to her.

Shrimati Vijayanthimala and party enacted on Tuesday, 20th February '51 a delightful dance drama, "Sri Krishna Thulabaram". Mrs. Roche Victoria presided on the occasion. The Hon'ble Mr. J. L. P. Roche Victoria also was present. Shrimati, Vijayanthimala was beauty taken perfect symmetry of feminine form, charm floating before one's vision, with some of the graces attributed by Kalidasa to Sakuntala especially the eyes of a frightened fawn. Acting as Bhama, she maintained the symbolical narration of the story at arresting level throughout, assisted by a trained set. Every one of the accessory actors did well; only Sri Krishna deserved a better face. It looked as if one of the two Gopis was meant to enhance by contrast the beauty of form of Shrimati Vijayanthimala, while the other one, a

lovely child, made herself enjoyable with her head-swings and eye flashes. Accompaniment music provided excellent background.

One of the distinguished guests who enjoyed Shrimati Vijayanthimala's performance was Shrimati Anna Sanchez of Chilli, South America, on a study visit to India. She is now studying Indian philosophy with the assistance of Sri T. Janardanam of Sudha Dharma Mahamandal, Mylapore. She was introduced to the audience by Sri K. S. Ramaswami Sastri. Garlanding Shrimati Vijayanthimala, Shrimati Anna Sanchez expressed her appreciation and delight in the following terms: "I am very happy to be here to day. I enjoyed the dance very much. It is India's culture at its best, and has universal appeal and spiritual value".

Sri K. S. Ramaswami Sastri thanked Shrimati Vijayanthimala and party for the performance.

On the last day of the Week Mr. R. G. Pereira, Vice-President, South Indian Adult Education Association, presiding, Mr. N. C. Parthasarathy, Mrs. N. C. Parthasarathy and good number of girl students gave an orchestra performance of instrumental music. Only experts could successfully attempt such a highly technical performance.

Mr. G. Harisarvothama Rau, former President and now Vice-President of the Association, explained to the audience the significance of the Week.

Mr. R. G. Pereira, thanking Mr. Parthasarathy and party for the performance, said that the propaganda done by the Association for many years was just then bearing fruit. The Week was meant to strengthen that propaganda.

Mr. T. J. R. Gopal, summing up the Week proceedings, said the Adult Education movement was non-party and non-sectarian; its door was open no less to advocates of Dravidistan and intellectual Communists than to Congressmen. If the Government and the people were supporting the movement as evidenced by the Week celebrations, it was because its aims had an inherent appeal to the social conscience of the people. It was because of the validity of its objectives, that it was possible for the

Hon'ble Mr. J. L. P. Roche Victoria, its accredited leader, and others to do what little they had done. A vast amount of work of propaganda and organisation remained yet to be done, and it need seasoned persons to plan and co-workers to work out programmes of action.

Continuing Mr. Gopal said he was greatly indebted to Sri Gupta of Ratna Cafe, Triplicane, Sri Kumaraswami Raja, a well known businessman in the confectionary line, Mr. D. Ponnuswami, a retired official of the Income Tax Department, Mr. R. G. Pareira and his sons, and Mr. W. K. Swamy, Radio Engineer, for the magnificent support they had given to the Week celebrations; to Messrs Gomez, Viraraghavan and Thirugnanasambandan and Student volunteers like Mr. Nachinarkinian and Veeraragavan for the very good work they had done both in the preparations for and the celebrations of the Week.

Adult Education Exhibition.

The Exhibition in Rajaji Hall was open to the public on all the days of the Week. The publications of the Association, charts and continuation literature in the regional languages, copies of the 'Adult Education Review' and Adult Education materials lent by the Director of Public Instruction, and a good variety of the materials being used in the Arundale Adult Education Centre, Adyar, were the interesting and instructive fare provided for visitors who came to learn. The Women's Welfare Department set up a delightful section full of hand made articles indicative of great feminine skill. A model of a woman sitting with a child on her lap was so excellent that many a visitor viewing it from a distance mistook it for the reality. The young ladies in charge of the section were all courtesy and ready with information to visitors eager to know and willing to learn things. The Veterinary Department of the Government of Madras had a section of exhibits instructive of animal breeding and animal diseases. The officers in charge of the section took great pains and evinced considerable patience in explaining every exhibit to every visitor who indicated the least readiness to learn.

A Request to Readers.

The Central Committee of the Second South Indian Adult Education Week are grateful to the Government of Madras, District Collectors, Divisional Revenue Officers, Tahsildars, Officers of the Education Department, Presidents of District Boards, Chairmen of Municipal Councils, Presidents of Major Panchayats, Principals of Arts, Professional and Training Colleges, Headmasters and Headmistresses of High Schools, Social Service organisations, the Mayor of Madras, and others, for the excellent co-operation they gave in making the Second South Indian Adult Education Week a great success.

The Week was celebrated throughout the State—except Kerala which has been permitted to hold the Week in March—generally on the lines of the programme determined by the Central Committee, with appropriate additions and modifications warranted by local conditions and requirements. Processions were taken out, mass meetings held and entertainments and exhibitions arranged. Flags and tickets were sold and donations collected. Old Committees were revived and strengthened, and new Committees formed for Districts, Taluks, Firkas and villages. Some schools and colleges and other institutions had their own Committees formed for celebrating the Week. New Adult Literacy Schools and Adult Education Centres were opened in many places.

We earnestly desire to give full publicity in the 'Adult Education Review' to reports of the Week celebrations. It would be quite impracticable for us to approach the various agencies concerned individually and get reports from them in time and in due proportion. We therefore, through the medium of this journal, appeal to them to send us their reports with all details. It would be our endeavour to form a picture of the Week celebrations for the whole State and size and adjust the reports accordingly. We appeal to District Educational Officers in particular to help us with consolidated reports of the celebrations in their respective areas, since by virtue of their position they could easily gather and collate information and send the same to us, without putting themselves to any serious additional strain. The reports will be published in the March issue of the "Adult Education Review".

S. AIRAVATHAM,
Publicity Officer.

T. J. R. GOPAL,
General Secretary.

Second South Indian Adult Education Week Central Committee.

Organisation of Adult Social Education in India: Need for Seminar-trained Workers.

BY T. J. R. GOPAL.

Organising Secretary, S. I. A. E. A.

Adult Social Education calls for specially trained teachers. It is essentially an unofficial effort which can be made effectively only by local committees, local leaders, and Seminar-lived and Seminar-trained Social Worker type of personnel depending mainly on public support, and able and willing to carry on without doles from the State. These and other organisational intricacies of Adult Social Education effort are dealt with thoroughly in this article.

Under the Republican Constitution the free India State recognises and is pledged to pursue, Adult Education as a fundamental responsibility. The objective of the Constitution is an order based on Liberty, held by Equality and insuring Justice. Now, Liberty is not a boon to be conferred and taken. It is deserved and asserted and exercised. Equality is a fact recognised and to be respected, and it presupposes the prevalence of Liberty. Justice accrues from, and stands on, Equality. Only the educated people can assert their Liberty and enjoy Equality and give and take Justice. An uneducated mass cannot build a Democracy, much less a Welfare State. Illiterate adults, it is true, are not necessarily uneducated, but the education they possess is much too thin to be real.

Madras State has been chosen, quite appropriately and rightly, for a Literacy Drive by the State. The Drive is to last for a period of three years. The Government of India have made for the purpose a grant of Rs. 6.86 lakhs and, in addition to this, the Government of Madras are to spend an equal amount. The scheme was sanctioned in September last. Under the scheme, being put into operation, one hundred graduate teachers of Colleges and Secondary Schools are to be trained in a specially shortened course in Adult Education methods; Student Volunteers are to be trained in five-day methodical courses organised in the three University centres of Madras, Chidambaram and Waltair; College Students Settlements of Social Adult Education are to be organised in the Summer Vacation from every Arts and Professional College of Madras State; eighty men and forty women are to be trained for Social Education work in the City of Madras; every District will have

an Honorary Organiser and a Social Adult Education Council; sixteen Rural Colleges, six under Government management and ten under private management, are to be run; and six mobile Propaganda Squads are to go about preparing villages for Social Adult Education effort and organising local Social Adult Education Committees.

The success of the State Literacy Drive would depend on the spirit in which it is worked and on the quality and measure of co-operation that the public would give. It is however a well known fact that official machinery moves but slowly, so much so that sometimes enthusiasts feel discouraged. Besides, the official scheme is conceived not as an independent venture but as a desirable side issue. Elementary Education is the primary concern of the Government and they generally act on the view that if Elementary Education is made universal in course of time, of course as quickly as possible, there will come a time when there will be no Adult Education problem at all. According to Government, adults are those who are above 13 and below 40 years of age.

Purpose of Seminars

Adult Education effort should be, as it has been hitherto, essentially and mainly non-official. Its fructification depends on its being planned and executed by non-official bodies, but with official support. In other words, unofficial effort should play the primary part; only then it will achieve the desired results. The unofficial agency is doing much useful work in Bombay City and in Mysore State generally. The Seminar on Rural Adult Education and Community Action held in Mysore in 1949

was a great success because it was unofficial in approach and conception, although the official agency representing the Government of India was a bulwark of strength. I lay so much emphasis on the unofficial character of Adult Education effort because the nature of the problem demands it. Adult illiterates cannot be made enthusiastic about becoming literate by mere pressure. They have to be persuaded and won over to the cause. Such winning over pre-supposes dynamic leadership which can be expected only from workers imbued with zeal for social service.

The Unesco Seminar held in Mysore, the first in Asia, was a great success. United Nations Educational Cultural Organisation is working for peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for Justice, for the Rule of Law and for Human Rights and Fundamental Freedoms. "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." The Unesco seeks to forge the "defences of peace" by spreading literacy and providing a basic minimum of education including hygiene, agriculture and citizenship for all the peoples of the world. The aims of the Unesco Seminar were to bring together experts from all parts of the world to study and compare the methods pursued in their respective countries for solving specific educational problems; to use the study group methods on an international level; to draw up plans for action and to live for a period as an international community. These aims were realised in a large measure, and a number of valuable recommendations were made. In implementation of the recommendations made by the Unesco Seminar, the first National Seminar was held in December last at Jabalpur, under the auspices of the Indian Adult Education Association, Delhi. Delegates and Observers from all the States in India representing both Governments and unofficial organisations like the South Indian Adult Education Association participated in the National Seminar. They lived as a national community, exchanged ideas and debated plans of action. The aim of the National Seminar was to devise ways and means to liquidating adult illiteracy. But there was a good deal of rambling talk about Social Education, and

due attention was not paid to the aim of promoting Adult Literacy. Delegates from South India however waged a battle royal for the cause of Adult Literacy. Thanks are due to Sri Harisarvotthama Rau who spoke for our Association and Sri A. G. Vilva Roy Adult Education Officer, who represented the Government of Madras, for having won for the cause of Adult Literacy its due place in the scheme of Social Education.

Role of Literacy in Social Education

There is no reason for our feeling discouraged by the trend of discussions at Jabalpur. I am hopeful that before long the advocates of Social Education would come to assign to Adult Literacy its due place. After all one learns only through experience. Adult Social Education problems should be faced and tackled and solved with reference to local conditions and needs. They cannot be discussed and disposed of in a theoretical manner. The basic question is this: Can you impart education effectively to an adult who is illiterate? True, the illiterate adult is not necessarily an uneducated person. He has lived a life of his own and seen things for himself. He has read many a chapter from the Book of Experience. He can certainly follow talks on health and hygiene, community sense and citizenship responsibility and even appreciate what is said, endorse what appeals to his commonsense, and reject that which his judgment disapproves. All the same, he is at a grave disadvantage as against a literate adult who encouraged and inspired by the talk can and would like to read books on the subject. Reading will widen his mental horizon, and he may feel like collecting his thoughts and committing them to paper with a view to sharing them with his friends. An illiterate adult is, for all practical purposes, a blind person who has to be led by another; whereas a literate adult can see things for himself and walk straight without the fear of being entangled in an accident. There is no such thing as one seeing with or through the eyes of another. Either one sees for himself or does not see at all. Eyes cannot be borrowed. Unlike his unlucky illiterate brother, the literate adult can, if he wants to, rapidly acquire knowledge of facts through study of books. Adult Social Education should therefore begin with literacy. As a writer in the January issue of the *Adult Education*

Review, has put it, "Social Education propaganda, when the indispensable pre-requisite of literacy is lacking, is putting the cart before the horse, mere beating about the bush, sheer sound and fury signifying nothing, no better than ploughing the arid sands of the Sahara. Literacy is to Social Education what *ravai* or rice is to *Pongal*. What the average man in India lacks is the capacity to learn, see and understand things for himself. Only literacy can make good that deficiency and give the Eye to Knowledge. Literacy is therefore the sovereign remedy for all ills, economic and social, national and international."

The question of Language

The South Indian Adult Education Association is planning the first Regional Seminar to be held from the fourth week of coming April in the Besant Memorial School Gardens, Adyar. An attempt was made at the National Seminar at Jabalpur to conduct the proceedings and group discussions in Hindi. A National Seminar should certainly be conducted in a national language, if one exists. Hindi is of course spoken by a very large number of people in India, but has not yet become in fact the national language of the country. We Delegates and Observers from South India would have found ourselves abandoned and segregated, had the organisers of the National Seminar successfully insisted on Hindi alone being the medium of expression. At the Regional Seminar we are organising, we would adopt a definite course. Since it would be regional for the whole of South India, English will have to be the language for the plenary sessions of the Seminar. Adult Educationists of North India may like to attend our Regional Seminar. It would be absurd for us to ask them to stay where they are! Indeed their participation in the Regional Seminar may help make it more fruitful than otherwise. We should therefore invite and welcome them to our Regional Seminar. For instance, we can ill afford to miss a great Adult Educationist like Sri V. S. Mathur, the live wire of the Indian Adult Education Association, Delhi.

Discussion and study groups in the Regional Seminar would however be formed on the basis of language. We would be having groups for our four languages, Tamil, Telugu, Malayalam and Kannada. Groups on language basis are not merely necessary

but very desirable. Teaching Tamil to adults has to be done in one way and, teaching of Telugu in another way. There are various methods, you know, the Sound or Rhythmic method, the Picture method and so on. The method that suits Tamil best may not suit Telugu or Kannada. The best method should be chosen for each language, and no fetish made of any particular method. Advocates of different methods for teaching the same language will have to meet in a group, examine the methods scientifically and reach fruitful conclusions. I am sure such group discussions will yield excellent results, because here in South India, adult illiteracy is being attacked systematically in all the four language areas, and we have men and women of vast experience and knowledge. The aim of every group, as indeed that of the Regional Seminar itself, would be to devise ways and means to effective and quick liquidation of illiteracy—to achieve fundamental literacy in other words.

Social Service Seminars

The idea of Seminars is worth developing especially by an organisation like the Madras Social Service League. It is not necessary that those who meet in a Seminar should all be persons who have worked in the Adult Education field, and have records of service to their credit. Many of them may not have had any experience of work and knowledge of the problem. It will do if they are imbued with a desire to know the facts of the problem and learn the ways to solving it. A Seminar is to Adult Social Education workers what a Training School is to those who wish to become teachers. It is community living on high level, where a sense of social responsibility, a spirit of social service, is created and nurtured. Those who have lived as intellectual comrades and as a spiritual community in a Seminar are the right sort of persons who can successfully shoulder the social responsibility of educating their fellow adults. There is need for any number of such workers, for the educational problems of India are many and varied and complicated. I would therefore welcome the formation of a large number of Social Service organisations, and each such organisation conducting a Seminar at least once in a year. Every college should have a Social Service organisation attached to it. Social service should be regarded as a course supplementary to college education

and encouraged by the authorities of the college, and the students themselves, I have no doubt, would take to it with avidity. What is college education for, if it is not to be translated into Social Service?

Now I shall indicate briefly on what lines an organisation like the Madras Social Service League should plan and work out Adult Social Education programmes. A certain number of members, neither too few nor too many, should arrange to live for a period of at least three weeks as a community of Social Servants. A small number would not be productive of the necessary spirit; a big number would be unwieldy and prove to be disruptive. I would fix the figure at forty to be divided into groups of eight or ten to study different aspects of the problem. Each group would have its own leader, and engage itself partly in study of facts and partly in field work; it may devote the fore-noon to study and discussion and the evenings to field work, the aim of field work being practical approach to some aspect of Adult Education and experimenting of method. The group leaders should meet at least once in two days, if not daily, to exchange experiences, the Supreme Director of the Seminar presiding. Plenary sessions of all the participants should be held at least once, if not twice, a week, to pool experiences and collate knowledge. The language of the Seminar should necessarily be the language of the local people; otherwise the Seminar will be no good. The point is so self-evident that I need not labour it. You have to touch the spirit of the people if you want them to advance educationally and socially; and the language they speak is the medium for that spirit to express itself. Attached to the Seminar there should be a Reading Room and library for adult learners. The Seminar should be held in a central place surrounded by groups of dwellings or villages in the immediate vicinity, so that it may be easy for people of the dwellings and villages to go over to the Seminar centre, to listen to talks and see pictures and for groups to visit the dwellings and villages to study and survey Adult Social Education problems.

We want a Crusade

Seminar-lived and Seminar-trained workers alone can do effective Adult Social Education work. They should not

allow their Seminar experience to lapse. They should, instead, use that experience, working in bands, to create and run Adult Social Education Centres in various groups of dwellings or villages. An Adult Social Education Centre should be a Literacy School-cum-Community Club. It should be possible for a band of six or seven Seminar-lived and Seminar-trained workers to start and run at least one Adult Social Education Centre effectively and successfully. Every Social Service League, whether or not attached to an educational institution, can get at least half a dozen bands of workers Seminar-trained, and through them organise and keep going half a dozen Adult Social Education Centres. Can we not have started and keep running a net-work of Adult Social Education Leagues spread all over the State? The task is not so big as some good people fear and other good people imagine. No stride is too big for a giant, and we have got to be giants in spirit and revolutionary in action, if we are to wipe out mass illiteracy and mass ignorance. I know the youth of India, being myself one of them. They will, as ever before, respond magnificently to the call of national service provided the call is sounded by dynamic leadership. The cause is so good and great that it is bound to elicit such leadership even if it does not exist now. The whole thing is a question of attitude and not of policy. If you regard adult illiteracy as a chronic disease, you will not tolerate it even for one moment. If, on the contrary, you look upon it as a minor ailment, which time alone will cure, then you are not going to remedy it at all, it will continue to dog your footsteps and thwart and frustrate every nation-building effort. Great conquests are made not on the physical plane, but through the soul commanding and compelling action. Mahatma Gandhi once said he would give Swaraj in one year if the people acted in a certain way. He was laughed at by so-called intellectuals. At the end of the year, Britain, through her Viceroy, was compelled to take serious notice of a Dependency she had neglected and derided for long years; India discovered her soul; we became a self-respecting nation. Some years ago, many of our so-called intellectuals thought that total Prohibition was moonshine, and that if it was enforced, the administration would come to standstill. Total Prohibition has since been

introduced, and we have not collapsed. Of course we are having some difficulties, but we are facing them and surmounting them in order to achieve common good, not merely the greatest good of the greatest number. We should treat mass illiteracy as a menace to our very existence, and fight it on all fronts. We want a crusade against adult illiteracy.

Psychology, Women, Finance.

I have dealt with almost all the basic facts and trends of adult Social Education. Let me now mention a few more points which are no doubt important, but do not require elaborate treatment at my hands. The points are: (1) adult psychology; (2) the need for statistical survey; (3) the women aspect of Adult Social Education; and (4) ways and means to securing the necessary finance. No Adult Social Education Centre can be run successfully without the co-operation of the local people. The best and right way to secure such co-operation is to start an Association of local people and keep it running as a support to the Centre. The local people would then have the joy of improving themselves and promoting a good cause. In fact most of the work in the Centre should be done by members of the local population who have had the blessings of literacy bestowed upon them. A Centre run by such personnel and in such a spirit creates and fosters a sense of self-reliance and self-respect.

A statistical survey of educational conditions and requirements, desirable in itself, is an effective way of starting the people to think for themselves and then they would be able, as a matter of course,

to act for themselves. A band of Seminar-trained workers going about with local leaders visiting every dwelling and making enquiries about the educational requirements of its inmates will forge a link of social sympathy so essential to national progress.

If I have not dealt with the women aspect of Adult Social Education in detail, it is not because I think it is unimportant but because I think at any rate in our country women are not a community distinct and separate from men; there is no conflict of interests between men and women; and we have no such thing as a women problem in our country. Adult Social Education however is especially important for women because, every dwelling with literate women adults would start functioning as a Primary School; children would learn things quickly from literate rather than illiterate mothers.

How are we to find the large sums of money required for a crusade against adult illiteracy and adult ignorance? Here again it is a question of attitude, and not one of policy. Once you succeed in instilling into adults the desire for literacy and knowledge, they will themselves volunteer to pay for their education. You have to do propaganda by every possible means, and on every possible occasion and create a sweeping urge and a tantalising momentum. You can raise money by selling token flags and token tickets and aid entertainments and tapping all sources of private philanthropy. If you are earnest, you will find no difficulty which you cannot overcome.

Await Early Release: "WOES OF AN ILLITERATE"

(படியாதவர் படும் பாடு)

Continuation Literature

By L. C. RICHARD, M.A.

Joint Secretary, South Arcot District Adult Education Association.

Have you noticed how eager the newly-literate are to read written word. Their thirst for knowledge is so unquenchable that we often find them standing street corners trying to spell out sign boards, advertisement boards and headlines of cast away news-sheets. It gives one not a little pleasure to observe our own adult literacy pupils who are just learning to spell out words giving to us news that such as such a film is about to be exhibited at such and such a cinema from such and such a date.

But it is always observed that the newly-literate have, as conditions are today, only these forms of continuation literature for their education. Are there only sign boards and cinema bills available? Is it not possible to see that something more suitable and something more systematic are supplied to them? The moral and mental damage done to the newly-literate cannot be adequately measured until we come across misguided propaganda literature and objectionable slogans printed on hand bills and distributed to the working classes, sometimes openly, and sometimes surreptitiously. Cinema bills and advertisement boards are not so injurious as slogans, such as "Down with the Ministers" and "Down with the Northerners". The dawn of intelligence synchronises with the dawn of understanding of destructive propaganda. How shocking!

It is therefore imperative that people interested in the Adult Literacy movement should arrange to prevent the supply of injurious matter to the newly-literate. We are not able to do that to-day. In the Adult Literacy Schools that have been started in the South Arcot District, especially in the schools run within the Municipal area, we have been able to supply "Ananda Vikatan" and other newspapers with bold head lines and wall type news which may help and attract the newly-literate to read them. Further, we have been able to supply Primers and First Readers collected by the school children on the Book Day of the last Adult Education Week and kept in the District Adult Education Library at Cuddalore. These Readers have thus come in very handy, but I do not think they give satisfaction.

What is it that we need? To begin with, we need wall-newspapers or Weekly

news-sheet printed in colours, if possible to be exhibited in Adult Literacy Schools with selected matter. I am sure the need for Continuation Literature in the first stage can be supplied by such regular wall-newspapers or news-sheets to be issued either from the District Headquarters or from Madras by the Central South Indian Adult Education Association. Secondly, we need booklets on lines even better than the recent releases by the Central South Indian Adult Education Association, Madras. We need short printed articles on modern themes. These have to be written in short paragraphs in short sentences with familiar words, and they must contain facts which are of a grinding nature. Professor Laubach has often suggested that short paragraphs on a simple subject may be written out, read out and handed out to adult pupils in the Adult Literacy Schools.

The opportunities are great not only for the Central Adult Education Association but also for the district organisations. Dr. Laubach suggests that essays and short articles written by High School pupils may also be obtained and distributed. We would go one step further and propose that every person interested in the Adult Literacy movement should write at least one booklet suitable for a rural population, apart from his teaching 10 illiterates.

In England, it is good to point out, the Friends Social Union has brought out publications on Housing, Unemployment etc. These are handy books and priced so low (1 sh.) that the adult population can very well purchase them without much difficulty. During the last Adult Education Conference in our State the Education Committee called for booklets on Marriage, Food etc. to be published and distributed to adult pupils. But the

outturn is meagre. If our objective is to see that Adult Literacy develops into Adult Education, then this question of Continuation Literature should have to be seriously tackled even now. Rural Colleges and workers' education cannot thrive without an ocean of Continuation Literature to feed them.

And, moreover, the other danger is very great. If, without proper preparation, we plunge into the Adult Literacy movement in India, it may hold up the movement as it happened in Thailand. The literature of to-day is not wholly fit for the newly-literate to read. In such circumstances, the necessity for the production of Continuation Literature is urgent. Upon the education of a people, the fate of a nation depends. Misguided propaganda among adults who are newly-

literate may land the country in disaster which may very well prove fatal to the nation.

I would therefore plead for immediate attention to the production of Continuation Literature of the right type in available quantities. The need of the hour is a wall-newspaper or at least a column may be opened for lessons in Adult Literacy and Adult Education in our vernacular dailies. The "Seattle Times" in America comes out with a weekly column on Adult Education under the caption "Live & learn". The "Madras Mail" is doing it indefatigably for the Roman Script; some of the vernacular dailies in the State are doing it for Hindi and it will not be long, I hope, before an enterprising Tamil newspaper opens a column or encloses a folder on Adult Education and literacy in its weekly issue.

Propaganda in Pollachi.

The value and urgency of Adult Education in free India was stressed by speakers—Sri S. Kolandaiswami, Junior Deputy Inspector of Schools, Pollachi Range, and Sri P. S. Subbian, Sri Subramania Thevar, Supervisor of Municipal Schools, Sri K. Subramanya Iyer and Mr. Thomas Wesley, Secretaries—at a meeting held on 4th January 1951 of the Pollachi Urban Elementary School Teachers' Association and the Rural Elementary School Teachers' Association. The teachers were urged to start and run more and more of schools for adults with a view to making them literate, and to celebrate the Second South Indian Adult Education Week from 17th to 21st February 1951 in an effective way. Tributes were paid at both the meetings to the memory of Sardar Vallabhbhai Patel.

Sri R. Vembu, B.A., B.T., Deputy Inspector of Schools, Pollachi Range, presided, Sri P. S. Subbian and Sri S. Kolandaiswami, Joint Secretaries of

Pollachi Taluk Adult Education Committee, and Sri Ananda Padmanabhan addressed a meeting on 6th January 1951 of the Elementary School Teachers' Association, Kinathukadavu Centre, and exhorted the teachers to do their best in spreading literacy among adults and in conducting the Second South Indian Adult Education Week from 17th to 21st February 1951, effectively and successfully.

Thanks to the effort made by Sri P. S. Subbian, Councillor, the Pollachi Municipal Council has complied with the request of the Pollachi Taluk Adult Education Committee, and, accordingly, Sri R. Vembu, B.A., B.T., Deputy Inspector of Schools, Pollachi Range, gave a talk on 1st January 1951 from the Municipal Broadcasting Station on the need for increasing and sustained co-operation between the departmental officers and the public, in Adult Education work.

Organisation of Adult Literacy Campaigns in India.

Vilva Roy Committee's Recommendations to the National Seminar.

Sri A. G. Vilva Roy, Adult Education Officer, Madras State, as a Delegate, played a decisive role in the discussions on the problems of Adult Social Education at the National Seminar held at Jabalpur in December last. He was Convenor of the Sub-Committee which was formed to make recommendations on the organisation of campaigns and on techniques for the liquidation of Adult Illiteracy.

The following is the Sub-Committee's Recommendation on intensive and extensive literacy campaigns:—

Reports from the different States and voluntary organisations indicated that a stage has now been reached when in view of the urgent need for liquidation of illiteracy, in the shortest possible time within the limited resources of men and money, at our disposal, it is essential to pool experiences and to decide whether the campaign for literacy should be launched all over the region extensively or intensively in specified areas.

Experience has shown that the opening of the Literacy classes all over the country without careful planning is not likely to yield results commensurate with the amount of the money and energy expended. It is, therefore, necessary to plan economically for effective supervision and efficient guidance and thus to make the limited resources go the longest way and at the same time reduce all other administrative difficulties to the minimum.

Concentration of Effort.

Thus considered, it would appear advisable to start Adult Education Centres in carefully selected compact areas or groups of contiguous villages, where Primary Education has already been provided and where there is previous background of social uplift work or where the local people have expressed or shown, directly, interest in these campaigns. No hard and fast rules can be laid down regarding the size of such compact or specified areas, as local factors are likely to vary from State to State and from region to region. The area should, however, be such as can be entrusted for supervision purposes to one officer and in which there would be the possibility of turning out a specified number of adults literate within a few years with minimum cost.

Such areas should be spread all over the country in such a way that no part

of it is neglected. This concentration of effort in selected areas should not give priority to a particular district or part of a country or to a particular community or vocation but only for administrative convenience and for getting the maximum return. The plan should be to have in a specified time at least one such area of concentrated effort in each territorial unit. The Literacy Campaign in the compact area is not to be continued *ad infinitum*, but only till such time as the turn over of the literates is commensurate with the expenditure and energy involved. As soon as this point of saturation is reached, the area should cease to be a compact area for purposes of concentrated effort. Further education of adults should, however, continue through follow-up activities such as library development, continuation classes and other plans, with the help of local leaders.

Though in view of limited resources, this Seminar recommends that in general the concentration of effort should be made in compact or specified areas, fairly spread over the entire country, and not to neglect any particular part, it is recognised at the same time that it would be unfair and inadvisable to neglect individual villages which are not contiguous, where local enthusiasm and initiative is so great as to warrant the starting of intensive work in Social Education including literacy. It is but necessary to give all possible encouragement in such cases. No effort on concentration which precludes an opportunity to other areas to develop can be justifiable. On the other hand, the success of concentrated effort in selected areas may prove an incentive to scattered villages to demand the opening of such classes. The contiguous villages in a compact area should be encouraged to show a spirit of healthy competition and

the other villages should also catch the contagion of their enthusiasm. Thus the effort for eradication of illiteracy should be intensive as well as extensive with due emphasis on intensive work in compact areas. The proportion between the two may depend on local conditions.

Though complete eradication of illiteracy means leaving no person, whatever be his age, illiterate, it is necessary for evident reason to concentrate for the present on the age group of 14 to 45. Those above 45 need not, however, be debarred from attending the classes if they choose to do so. Those below 14 should not be allowed to come to the adult class, unless in the area concerned, Primary Education has not made any headway. Similarly, where the number of adults in the age group of 14 to 21 is sufficient to form a class, it may be advisable to do so for psychological reasons.

Total eradication of illiteracy being impossible, if new illiterates continue to be added, it is necessary that Elementary Education should develop side by side, otherwise the aim of total liquidation of illiteracy is bound to fail. It is not practicable and advisable, or even necessary, to exclude any adult on the basis of low intelligence as the percentage of adults, who will not be in a position to obtain even literacy, is absolutely insignificant.

Equal or even greater stress needs to be laid on literacy amongst women for evident reasons, in spite of all difficulties and handicaps that are likely to be encountered, as an educated woman in a family is an insurance against illiteracy.

Organisation of Literacy Campaign.

Illiteracy is the problem of about 90% of the people of India and the problem is getting bigger all the time because our numbers are growing yearly while the rate of progress of literacy lags behind woefully. The number of illiterates swells every year in spite of the attempts made by Governmental and private agencies.

Given the willingness on the part of the adult to learn he can become literate in his mothertongue in a few weeks; and yet we find that the Literacy Drive does not progress fast enough. The problem of the organisation of the campaign against

illiteracy therefore requires our urgent attention so that the resources spent on it are profitably utilized.

Literacy in India today is predominantly a rural problem and the success of this campaign against illiteracy would eventually depend not only on the schemes employed but also on the little details of organisation worked out with thoroughness. Some practical hints on the problem of organisation are given here at some length as it is probable that any or all of them may be of help to the man on the spot — the practical worker — in the different States of India making due allowance for local conditions.

The problem of organisation therefore resolves itself into the following items of work:—

(a) Working up enthusiasm among adults for learning and creating an atmosphere in favour of their learning. With this end in view a vigorous propaganda may be organised in the locality utilizing processions, bhajans, yakhshagana, Kathakali, Bhurra Katha, Lalits, Lok-Geeta, Wall posters, sign boards, cartoons, etc., pressing into service propaganda squads and vans if and when they are available.

(b) Providing facilities for the adult's learning.

(c) Organising all literates and sympathisers of the movement including the local influential men and women and helping them form a local Social (Adult) Education Association. The Association may be helped to form an Executive Committee comprising the most influential and public spirited men of the village i.e. President of the Village Panchayat, Village Head-man, the Bhajan-Mandals, and other social workers.

(1) This Committee may conduct a survey of the village and maintain a census register of adults up-to date.

(2) Organise Social Education Centres including Literacy Classes.

(3) These Centres will serve as Village Clubs and Community Centres and may be housed in the existing local school buildings if separate buildings with an atmosphere of their own are not available.

(4) Make the local literates take a pledge that they would each make at least

one person literate in the year and help them keep the pledge.

(5) Assist the worker in charge of the Social (Adult) Education Centre to run it efficiently by enrolling illiterates and getting them to attend as regularly as possible so as to become literate within a few weeks.

(6) Organise the local youths and use them to make this drive a dynamic one and to form local Social Service Squads from among them.

(7) Organise local talents to give entertainment and cultural programmes.

(8) Arrange to get the active co-operation of all the nation-building departments of the State with a view to improving the economic condition of the village.

(9) Certify illiterates on admission to the Social Adult Education Centre, present newly made literates for the literacy tests and organise public meetings for the award of certificates.

(10) Advise in regard to fixing of holidays and hours of instruction for the Centres.

(11) Organise Adult Literacy propaganda during fairs and festivals.

(12) Arrange to get advice to develop cottage industries and crafts and arrange for the demonstration thereof.

(13) Collecting and administering a local Social Adult Education Fund in the best interests of the drive.

(14) Organise Literacy Days and Weeks.

(15) Organise "Make-your-own home-literate" drive successfully.

(16) Fix a date by which the entire village would become literate and make an all-out effort to achieve success by that date.

(17) Render the local stationary and travelling libraries popular so that every literate will have a book and every book a reader.

(18) Arrange to put sign boards in front of each house showing the name of the head of the family in bold letters; and exhibit the names of objects in open places the objects themselves.

(19) Arrange to put up boards with the inscription "There is no illiterate in this house", "There is no illiterate in this street", and "There is no illiterate in this village", and publish the facts in the newspapers.

(20) Publish in the newspapers the names of the local voluntary workers who have done meritorious service in this work.

(21) Maintain a Roll of Honour board of the best voluntary workers in the village.

(22) Display posters with quick literacy charts at places frequented by the villagers and in the farm sheds and pass smaller editions of these charts to the homes in the village through the children, to enable the villagers to use them in their literacy effort.

(23) To arrange to give demonstrations of adult teaching at chosen places including street corners in the village so that literates might learn to begin teaching the illiterates.

(24) To persuade every literate adult to teach an illiterate and every illiterate adult to learn from a local literate.

The Committee shall raise funds through its own resourcefulness possibly with Government's grants of eight annas per literate made in a village forming the nucleus of this fund. This village Adult Education Fund shall be spent on the following items:—

(a) Subscriptions to newspapers and periodicals printed in the local language.

(b) Supply of quick literacy charts, primers and other self-teaching aids to individual houses.

(c) Purchase of approved early Reading Books for new literates.

(d) Decoration of the Social Education Centre so as to make it attractive to adults.

(e) Provision of bright lights in the Centre.

(f) Awards of book-prizes to the heads of houses made wholly literate.

(g) Awards of book-prizes to the local workers for meritorious Adult Literacy service rendered.

(h) Award of book-prizes to the husband who makes his wife literate.

(i) Celebrations of Literacy Days and Weeks.

(j) Free supply of note-books and pencils to adults attending the Centres.

(k) Arrangement of entertainment and cultural programmes.

(l) Donation to approved non-official Social Service organisations for satisfactory work done in effectively helping to spread literacy in the village.

(m) Any other item connected with the local Adult Literacy effort subject to the approval of the Social Education Officer.

(d) The Executive Committee shall have a president who shall be elected by its members. The local Social Education worker shall be its Secretary and the village Patel (head-man) shall be the Treasurer.

The Treasurer shall maintain the necessary accounts and keep all the money in excess of Rs. 5 in the nearest Post Office Savings Bank.

*Note:—*This constitution may be introduced by each State in villages by stages to suit local conditions.

In order to get the fullest co-operation of the various nation-building Departments working in the areas, it is suggested that a District Social (Adult) Education Council may be formed possibly with the District Collector as the Chairman. The District heads of all the nation-building Departments will be *ex-officio* members of this Council in addition to other influential non-official public-spirited men and women who are interested in this work. The District Education Officer will be the Secretary and Treasurer of this Council. This Council will take all possible steps to effectively assist in the successful implementation of the State Social Education Scheme in its area. It will devise ways and means of organising the necessary publicity and propaganda to prepare villages and wards in towns chosen by it as fit for starting Social Education Centres. To this end it will draw priority lists and arrange to start local Social Education (Adult) Committees in them on sound basis and help them in all respects.

University students have been frequently doing social service under the inspiration of the Principals and members of the college-staff. In several Colleges Social Service is being attempted in a systematic way. With a view to assisting all Colleges to give fuller opportunities to a much larger number of students to do Social Service on voluntary basis the following scheme, in outline, of Social (Adult) Education through University students is recommended for immediate implementation in all Arts and Professional Colleges in the Indian Union.

A Scheme for University Students

The aim of the scheme of Social Adult Education through University students is two fold. Firstly, it is the spread of literacy and useful knowledge among adults. Secondly, the aim is to enable the future leaders of India to know real India, the village, intimately. This scheme will help the University student know the common man and his lot with sympathy. The ultimate effect of this scheme on the student will be "the higher the education, the nearer the village".

Students in every Arts, Professional and Training College in every State may form themselves into a Social Service League and elect a Student Leader and a Deputy Leader. The Principal will be the *ex-officio* President and Treasurer. The Leader and Deputy Leader will assist the President in conducting the activities of the League usefully.

The League shall have for its object the making of a literate India in the quickest possible time. To this end the members will first make their own homes, inclusive of servants, literate. The League will organise for the benefit of its members training courses in the quick methods of Adult Literacy, run Adult Education Centres under its auspices and encourage members to do Adult Literacy work in villages individually and in groups during vacations. Wherever possible, an every Day Science Exhibition may be organised in villages, and informational and cultural talks given. Monthly holidaying in villages and Literacy marches by members may also be organised when propaganda to create an atmosphere in favour of literacy effort by the grown-ups may be done. Members will strive to teach by turns in a local Social Adult Education Centre run by a trained worker. Assuming that an Adult School in a town works for five days in a week, 20 willing college students may teach in it by turns so that four of them would teach on any one day for an hour and a half. By this arrangement a student would do Adult Literacy work only once a week.

A Workers' Register may be maintained at every Social Adult Education Centre showing:—

1. Date
2. Serial Number
3. Name
4. Age

5. Calling (i.e. College & Class)
6. Local Address
7. Time spent in teaching from—to—
8. Signature
9. Remarks

A Social Service League Corner will also be maintained by the members. This service corner will be a room or other apartment in the College where a Students Social Service Exhibition will be organised with charts, reading sheets, wall newspapers, pictures, photographs, slides, original essays for the use of the new literates, and general essays of interest to villagers, etc., prepared by members.

A Roll of Honour Board showing the names of members who have done meritorious service in the field will adorn a prominent place in the Exhibition.

The League will raise its own funds through donations, entertainment and mutual subscription. A Social Service League fee of annas four per term may also be collected from students along with the usual tuition fees.

A Students' Social Service League Journal entitled 'Down With Illiteracy' may be published as a quarterly to exchange thought and experience in the field among the members.

An inter-collegiate competition may be run in this field during vacations and a Flag of Honour and regional rolling shields instituted. Individual records will find mention in the certificates issued by Principals.

Preference in Government Service

Such individual records may be valued by Government for employment in public offices as a preferential qualification.

The University Students' Social Service League may also choose a slum or other backward area in the neighbourhood of the college as the college-settlement and plan and carry out work with a view to improving it in all possible ways year after year. The League may carry out a Health, Economic and Educational survey of the settlement area and strive to effect improvements according to plan besides assisting the inhabitants as far as possible, in their endeavour to raise themselves. To help in this endeavour the following arrangements are suggested:

1. A member of the staff of each college may be trained in a specially shortened

course in the organisation and technique of Adult Education employing University Students.

2. Student volunteers may be trained in five-day methodical courses in different centres of the State.

3. Summer Social Service Camps of the Student volunteers from every one of the Arts and Professional Colleges may be put through preferably with State help.

4. The University may prepare small booklets on different topics of interest to the adults, besides aiding students in Social Service League Work.

5. College and school buildings with their equipment and such of the staff as may volunteer may be converted into Adult Education Centres.

The members of the Students Social Service League may work in these Centres during the vacation and put through a programme of Every Day Science Exhibition, talks on subjects on which adults require information and variety entertainment such as music, folk dances, dialogues, mimicry physical feats, magic shows, educative dramatization etc. The services of students may be secured on a purely voluntary basis.

The literate men of the army may be detailed periodically in peace time for doing their national service or the eradication of illiteracy in their own native villages and wards of towns. Such men may do Social Education Service under the auspices of the Village or Town Social (Adult) Education Committees.

Trade Unions and other Labour organisations may be requested to give top priority to "Down with Illiteracy Drives," among their members.

Very early steps have to be taken to prevail upon the industrial employers to provide facilities for making their employees literate in the quickest possible time. It would be helpful to the cause if a time limit could be set as a condition of licence to make all employees literate. Likewise expeditious arrangements may be made on similar lines in regard to Plantation and Railway labourers.

Every educable convict may be made literate and to this end quick literacy methods and materials may be employed in Convict School, and teachers therein got trained for this work. Remission in sentences could be given to the prisoners who make rapid progress.

Co-operative Societies may run Social Adult Education Centres in chosen places from the Common Good Fund.

Social Organisation

Boy Scout and Rover Organisations, Home Guards and like organisations may do Adult Literacy Service in three ways:—

- (a) by helping the formation of Social (Adult) Education Centres on right lines,
- (b) by assisting the existing centres to work better and with fuller attendance, (c) and by helping in teaching by turns the adults at established centres.

All the non-official organisations may profitably supplement the State effort principally doing propaganda and getting persons in walks of life to spend their spare time in Social Adult Education Centres, lending a helping hand either in teaching the illiterates or disseminating knowledge.

Women's Organisations

All women's organisations such as Widows' Homes, Widows' Associations, Ladies' Clubs and Associations may give first priority to this problem of eradication of illiteracy among women. Wherever possible the Centres may be housed in the Child Welfare Centres. These Women's Organisations may be given State help when they do this work.

Wherever Primary School teachers are employed to teach in these Centres, arrangements may be made to relieve these teachers from the daily school work, a couple of hours earlier in the afternoon so that they might be better fitted to do this work.

How to Prevent Relapse into Illiteracy

(2) Prevention of relapse into illiteracy is insured by helping the adults keep up reading habit. This would be possible with the provision of reading simple and easy reading material suited to the adult mind and interest. It would be worthwhile utilising the periodical publicity material of the various nation-building Departments in this regard. To this end, the pamphlets and other journals issued at intervals by the Agricultural, Health and other Departments may be printed in fairly bold type employing short and simple words. The libraries in the State may work in close co-ordination with the Social Adult Education Centres. Books may be

sorted to suit the level of the new literates and arranged to be sent round to these new literates individually, care being taken to give the adults the books they want.

Increasing opportunities to read without effort should be made easily accessible to the busy adults in the villages. Wall newspapers, news bulletins, placards, notices etc., suggest themselves as suitable aids in this behalf. Where possible reply post-cards may be arranged to be sent to the adults who may be encouraged to reply to them.

To give a fillip to the Adult Literacy Drive a suggestion was made that an 'Illiteracy Tax' may be imposed on every illiterate adult it being operative, say after a period of three years from its date of promulgation. There was a second suggestion that the literate adults should be paid at a little higher rate. A third suggestion was made to give planned revenue remissions to the literates. While appreciating these suggestions, it was considered that any such suggestion to be practicable must come from the villagers and that the matter may be considered by the Village Committees in the first instance.

AIMS AND OBJECTIVES

The following is the Draft of the Recommendation of the Sub-Committee on Item No. 6 of the Draft Working Paper:—

Before starting literacy work, either of the intensive or of the extensive type, it is, in the opinion of the Seminar, necessary to formulate the aims or objectives of that work, and to devise a syllabus designed to fulfil them. It would also be desirable to settle the duration of the courses and the number of sessions which will be held in an year of activity.

It has already been expressed by the Seminar, while considering the Role of Literacy in Adult Education, that the mere acquaintance with the mechanics of reading and writing, i.e. the ability to read and write the alphabet and simple words, would serve little purpose. If literacy is to be of practical use the aim must be to train the illiterate adult to read in his own language with facility and full comprehension, at least the Reader of the first primary standard, head lines in newspapers and simple matter printed in bold type or written legibly. Full knowledge of the necessary

conjoint consonants would also be necessary to achieve this aim. The standard may be a little lower in writing but the training must enable him to sign his own name and to write an occasional letter or a simple message. The adult's knowledge of Arithmetic should enable him to count, read and write upto 100, add and subtract numbers upto 50, work out simple multiplications and understand simple fractions. He should be able to keep simple accounts and have an idea of one thousand, ten thousand and a lakh. He must be able to recognise current coins and currency notes and local weights and measures and to do simple calculations required in his everyday life.

The considered opinion of the Seminar is that in Adult Education, the literacy work should not be divorced or separated from Social Education. Even the teaching of the three R's should be so designed as to include topics on health, hygiene, general knowledge, civics, land-marks of history, folk-lore, elementary geography, everyday science, principles and value of co-operation, improved methods in agriculture (particularly in rural areas) and learning, of new crafts and handicrafts. In teaching health and hygiene, mother-craft and child-welfare should be given due importance. The above topics can be introduced effectively through recreational activities.

The need of preparing suitable text-books, talking points, guides and hand-books to enable the teacher to teach intelligently, efficiently and effectively must be provided for.

The time to be devoted to the literacy work and to Social Education topics may vary according to the circumstances, but it would be generally convenient and fruitful to devote half the time to literacy and half to other topics in the beginning and at the end of the class.

In determining the duration of the course, sound planning would demand that the duration and the number of sessions are fixed with due regard to the exigencies of the particular area. Periods of agricultural activities or inclement climate will have to be excluded. Some period will also have to be reserved for intensive campaign with the help of student and teacher volunteers, if the State intends to carry on. The Seminar is of the opinion that it is not possible to lay down the duration of each session with rigidity but experience shows

that taking into consideration that an adult may not be regular in attendance, it should at least be of four months. The Seminar is conscious that teachers of exceptional ability may be able to finish the syllabus indicated above in a shorter period but the ability and limitations of an average teacher and also the physical and psychological conditions under which the teacher as well as the adult have to work, should be the prime factor in determining such duration. The instruction per day may vary between one hour to one and one-half hour and may be increased when the adults, as a community, have greater leisure.

The Seminar considered whether there should be fixed dates or periods for starting the sessions of the courses. Though it would be advisable to open all the classes in an area at the same time for administrative convenience, it may not be possible to insist on this rigidly. The classes may be started as soon as or whenever the prescribed number of adults are enrolled. The periodical statistical returns should be such as would enable the authorities to evaluate the progress properly and exercise the necessary control.

As regards splitting up the syllabus in small courses, the Seminar is of the opinion that it is yet too early to pass any opinion on such schemes which are being tried in some areas. The Seminar, however, apprehends that such splitting up of the syllabus in small courses may affect continuity of teaching and the further progress of the adults as they may drop out as soon as the first small course is over. It would, therefore, be desirable to have one continuous course in which completion of the full syllabus is accomplished.

Methods and Techniques.

Methods and techniques of teaching adults deal with human material and no investigation dealing with human material can deduce such accurate laws for guidance as in the investigation of physical phenomena. Further, in dealing with the psychology of the adult and the methods that we should adopt in making him literate our experience in India is still limited and we cannot afford to make definite assertions at this stage. While the time for specialised intensive research has not yet arrived, we should remember that we shall be doing great service to ourselves, and to research in the field, if every one of us would take stock of our own work from

time to time, record experiences and collect data based upon the same.

For obvious reasons for the purposes of Adult Literacy Campaigns in our country, we have taken the lower limit of age as 14 and the higher limit as 45. Psychologically this age range may fall into a number of sub-groups, the first group below 17 or so, the second between 17 or so to 20 or 25, the third between 25 and 35 and the fourth above 35. With our present limited resources in men and money such elaborate grouping is difficult of attainment. But generally, splitting up the learners into two groups, the first up to 20 and the second above that age, may be considered to be helpful at this stage. It is, however, possible that under certain conditions a boy of 17 and a man of 45 may sit together happily to learn. It is likely that general temperamental set up of the individual may have to be cared for more than the age.

Probably, grouping based on the advancement in learning would be more appropriate for the time being. The adult is a voluntary learner. Attendance on his part may be irregular. He would need individual attention. That is not possible in a whole class but grouping by advancement in learning as suggested may be of immense use. Certain features of an adult's set-up may be taken for granted. He has often an inferiority complex. He knows he is illiterate and may think he is too old to learn. He is sensitive. Therefore, he needs special encouragement and appreciation. At every stage of class work this should be kept in mind.

The adult has experience of life which a child has not; his vocabulary is much greater. His powers of reasoning are developed. His power of associating ideas has an extensive range. He is advanced in analytical power. His outlook is practical. He aspires to achieve. He looks for results. He toils throughout the day for his existence, and is generally tired and worried. He badly requires recreation and entertainment. In all these ways the adult differs from the child. The technique and methodology of dealing with adults has to be therefore different.

We may not proceed straight to the teaching of reading and writing. Preparation for it has to be made. Before a centre starts it is necessary that the teacher should have general acquaintance

with the Adults of the locality in various ways as for example when he takes the census or when he prepares the ground by propaganda. Even at the class a preparatory stage is necessary to put the adults out of his excitement, worries and tiredness. Group singing, bhajan, light cultural recreation like a shadow play, and the like may serve the purpose.

Purposeful and Life-centred.

The teaching technique should be purposeful and life-centred in as much as we may not expect response from the adult if it is mechanical, and not touching his life or his interests. Words, sentences or narratives, whichever may be chosen, should be in keeping with this objective. The fantastic or the artificial should be avoided. As Social Education is, for the present, our main purpose the adult's life and his interests should be studied in relation thereto and such words, sentences and narratives should always be employed as would refer to social well-being.

The study of (1) the Adult, (2) his reactions to technique and methods, (3) the implications of Social Education (4) and the content of Social Education thus becomes a necessity in the teacher. Therefore, proper training of the teacher should be provided for. The period of such training has differed in different States extending from just a few days to two months. In some areas literacy had been carried on by one agent and Social Education by another. However, we have seen how, even as we impart literacy, we have to realise the adult is a Social Unit with reactions of his own in all directions. It is necessary therefore to give every literacy teacher sufficient training in the technique and methods of Social Education, including, wherever possible, study of and training in local craft or crafts woven round literacy. A month's training may generally suffice.

Ours is a land of various developed languages with scripts of their own differing widely in their symbolism. Therefore this Seminar may not go into detailed survey of methods. It is true that provided the learner has a will to learn and the teacher has a passion to teach, they will cross all hurdles and achieve their objective. But that condition of affairs is bound to be exceptional. The average adult and the average teacher have to be taken for

purposes of our plan. The planning in our methods of imparting literacy with a view to making acquisition of literacy attractive, easy to the extent of being almost a pastime and pleasurable should be aimed at.

The methods and technique of teaching the illiterate adults will have to be gradually evolved out of experiences of the workers in the field. Never-the-less, the following general observations are made with regard to teaching the adults with a hope that adjustments may be made with due regard to particular individuals, situations and purpose of instruction. All the illiterate adults in a Centre may not arrive punctually at the scheduled time. It is necessary, therefore, for a teacher to keep patience. He should start off with his class even with a small number. Before an adult settles down to the work of learning in a period, it is helpful if an informal contact is formed with him first by a piece of conversation relating to his domestic and professional or avocational life, e.g. enquiring about the health of the inmates of the house, how his work in the field or factory is progressing, weather etc.

The preparatory or introductory part of a lesson should be based upon the experiences of the adults and as far as possible instances from his own surroundings should be cited to make a realistic approach. Even when the lesson is progressing, concrete instances from the learner's own life are helpful e.g. in teaching Arithmetic the local market rates can be mentioned. Similarly, in teaching Geography, the village produce and in teaching civics, news about the village affairs or city incidents could be made use of. In other words the introduction to lessons and as far as possible the development of the lesson should have a direct bearing on adults' experiences regarding their trade, avocation and other means of occupation.

Rajasthan Educational Exhibition.

The Education Department of the Rajasthan Government is organising an All Rajasthan Educational Exhibition at Jaipur in the first week of March 1951. The Exhibition will last for eight days. One of the sections of this Exhibition will be

It is necessary to use a direct simple form of language to enable the adults to grasp the contents easily. As far as possible ideas may be conveyed in the language of the learner.

For subjects of the curriculum for the adults, the details of lesson planning will differ from subject to subject. They may not be laid down here.

The Unesco Seminar at Mysore recommended that the unit of reading should be a sentence. Where this method is adopted it is suggested that to start with, the sentences must be very short and simple so that some of the advantages of the word method could also be combined. It is hoped that workers in the field will be able to pool their experiences in this direction in the future. It will be interesting to know the experiences with regard to the alphabet method too.

Various types of charts may also be helpful. Picture, Colour and Song have a fascination of their own to the adults and they may very well be pressed into service. Good big wall pictures, wall newspapers, cartoons, pictures in periodicals as well as posters, magic lantern slides, projector films etc. can well be appropriately used for this purpose.

Most of the illiterate adults are devoutly religious. Properly timed chorus singing of bhajans etc. may begin and end the day's work. Apart from joy and rhythm involved in chorus singing, the activity fosters a better sense of community life and lends a sanctity to the entire working.

Above all it is necessary to be very polite in behaviour with the illiterate adults and always to make them feel by action and speech that we are of them and for them.

reserved for Social and Adult Education Exhibits.

The Department has addressed all Adult Education agencies, official and unofficial, for information on (a) definition of Social and Adult Education, (b) Present facilities for Social and Adult Education.

Adult Social Education Work in Bombay City.

The following Note on Social Education work being done in the City of Bombay prepared for the Bombay City Social Education Committee by Mr. B. M. Kapadia, its Secretary, was circulated among the participants in the National Seminar at Jabalpur :—

Population and Literacy :—

	Population.	Percentage of literacy.
In 1941	15,00,000	39%
In 1949	29,00,000	50%

Jurisdiction of the city is extended since April 1950 to cover Greater Bombay, of which the approximate total population is 40,00,000. Adults made literate : 1,54,202 men and 35,350 women : Total 1,89,552. There are about 2,500 classes conducted per year at present which make about 25,000 adults literate.

Expenditure :—The Bombay Government pays a 50 per cent grant of the total expenditure, while the Bombay Municipality pays annually Rs. 50,000. The rest is collected by way of public donations. For this the Committee celebrates a special Social Education Week every year. The Second Social Education Week was inaugurated by Shri Purushottamdas Tandon on 10th December 1950.

Organisation :—(a) The Bombay City Social Education Committee is being appointed by the Government of Bombay every three years with about 26 members consisting of non-officials and officials. The Committee is free to formulate its own scheme and plans and to carry them out. Its founder President was the Hon'ble Shri B. G. Kher, the present President being Shri Champaklal G. Modi.

(b) The administrative machinery : It consists of the Social Education Officer, two Deputy Social Education Officers and nine Assistant Social Education Officers including three lady officers. The city is divided into eight zones each under an Assistant Social Education Officer with about 100 classes under each. Under him five Supervisors—part-time employees—work with 20 classes each. Each class consists of 25 adults.

(c) For every post a minimum qualification is put down, but in the case of approved abilities for social work, this is relaxed. In case of the teacher, the minimum qualification is a vernacular final certificate. About 750 to 800 teachers are appointed and each gets Rs. 15 as

salary plus Rs. 3 as contingency allowance.

(d) Classes : (i) Literacy class, which includes all the courses of Social Education classes for four months. (ii) Post-literacy classes provide further education for eight months. The city is a multi-lingual one and hence classes are run in Hindi, Marathi, Urdu, Gujarati, Kannad, Tamil etc.

Training of teachers :—Short term courses are held every year. Besides this, fortnightly meetings of teachers and supervisors under each officer are held to discuss the methods and matter for the next fortnight.

Equipment :—All are free, text books, slates and pens, black boards, three lanterns or electric lights, sign board, etc.

Library :—(i) The circulating library : Boxes containing about 50 books are circulated amongst the classes. At present there are 103 such boxes. (ii) The general library : For the circulating library, the Committee publishes its own literature also, 36 books in all the languages. It publishes a fortnightly *Saksharata Deep* in Marathi.

Voluntary co-operation :—There are three types of classes.

(a) Employers' classes : The cost of such a class is completely borne by the Management of the mill or factory, for the classes run for their employees only. The Millowners' Association has accepted the scheme of the Committee for such classes. The mill runs a class or classes in their premises just after and before their working shifts. Out of 70 mills, eight have already started such classes.

(b) Voluntary classes : The material is supplied free by the Committee to any individual or Association wishing to run such classes. About 40 such classes have been conducted during the year.

(c) Grant-in-aid classes, receiving fixed grant at 50 per cent of their approved expenditure.

For general co-operation, 70 Chaw Committees and seven local committees are working at present.

Students' co-operation :—The school and colleges in the city have agreed to establish Social Service Units to help voluntary efforts. The scheme is being worked out at present.

Social Education Vans show cinema shows, about two every evening. Street corner propaganda is also carried on with the help of the vans which are equipped with loudspeakers. The Committee has two such vans at present.

Cultural programmes : Adults of five classes meet once in a week and organise a programme of entertainment and cultural items. These are so arranged as to serve to give Social Education and also

to entertain the adults. About 200 such programmes were held last year.

The Committee is carrying on its Social Education work in a big compact industrial area—perhaps the largest in India. While the content of the work is almost the same as in rural areas, its conditions and organisation differ to some extent. With the addition of the suburban areas in what is now called Greater Bombay, it is estimated that there are still about 14 to 15 lakhs of illiterates in the age group of 15 to 40. With its limited finances, the Committee is trying its best to liquidate this mass illiteracy in the City of Bombay in the quickest time possible.

Second Social Education Week in Bombay.

Inaugurated by Congress President Sri Purushothamdas Tandon.

The Social Education Officer, Bombay City, writes :—

The Bombay City Social Education Committee celebrated its Second Social Education Week (10th Literacy Week) in December last. Enthusiastic preparations were made by a representative Week Committee under the Chairmanship of Miss Kapila Khandvala and a bumper programme was arranged. The Week was inaugurated by Shri Purushottamdas Tandon, President, Indian National Congress, at a huge mass gathering of 20,000 people at Jambori Maidan, Worli. It was the first mass inauguration in an entirely Labour area and it was highly successful. In his address, which was on a high moral pitch, Shri Tandon emphasised the need of independent thinking, of driving away old superstitious beliefs and of developing the mental habit of distinguishing between good and bad.

Torch Processions.

Four torch processions throughout the city heralded the beginning of the Week. The Hon'ble Shri Morarji Desai, Minister for Home and Revenue, Government of Bombay, Shri Sohrab Modi, the well known film producer—director—actor Shrimati Kapila Khandvala, Chairman of the Week Committee, and Shri Champaklal, G. Modi, President of the Committee, started these processions from various centres in the

city. Shri Morarji Desai asked the torch-bearers and workers of the Committee to see that the light of learning was spread far and wide throughout the city through Social Education. The other processions started from Delisle Road, Sewri, and Naigaon and converged at Nardulla Tank, where they were addressed by the leaders. Thousands of workers joined in these torch processions singing Social Education songs and shouting literacy slogans.

Mass Meetings

Mass meetings of men and women were held in several parts of the city throughout the Week to carry the message of Social Education to the masses. The 12th of December 1950 was observed as "Main Social Education Day", when meetings were held in schools and colleges and the purpose of the Social Education movement was explained to the students. At one such meeting the Hon'ble Shri Vaikunthlal Mehta, Minister for Finance, presided, and addressed the students. At a meeting at St. Xavier's College, Shri B. M. Kapadia, Social Education Officer, appealed to the students to help the Social Education movement. Shri K. B. Kasotia, Deputy Social Education Officer, also addressed meetings in several schools. Thousands of Student Volunteers sold one anna, four anna and one rupee tickets and made box collections all over the city for the Social Education Fund on this day and throughout the Week.

The G. T. High School has thus collected Rs. 3,800.

Radio Talks

Another feature of the Week's celebrations was talks from the Bombay Station of the All India Radio given in Hindi, Marathi, English, Gujarati and Kannad on Social Education. Amongst those who gave these talks were Shri S. K. Patil, Mayor of Bombay, Shri M. P. Patil, Minister for Agriculture and Forest, the Hon'ble Justice Shri M. H. Bhagwati, Vice-Chancellor, University of Bombay, Shri Raj Bahadur Singh, Editor, the *Navbharat Times* and Shri Champaklal G. Madi, President, Bombay City Social Education Committee. These talks specially helped to create an interest amongst the cultured classes in Social Education matters.

Parliamentary Debate

A very interesting Parliamentary Debate was held on 12th December at St. Xavier's College Hall when the proposition, "This House is of the opinion that literacy should precede Adult Franchise", was passed unanimously. The Hon'ble Justice Shri M. S. Tendolkar presiding over the debate characterised the grant of Adult Franchise as a risky experiment, but hoped that it

would turn out well. Well known professors, lawyers and businessmen like Prof. C. N. Vakil, Shri Purushottamdas Trikamdas, Shri E. A. Ghasvala, Shri K. K. Shah, Shri D. D. Vimadalal, Shri Gordhandas G. Morarji participated in the debate to make it very lively.

The Hon'ble Shri B. G. Kher, Chief Minister of Bombay, inaugurated on 13th December 1950, Social Education classes at Corn Products (India) Ltd., which conducts these classes during the working hours of the factory. Shri Kher emphasised the need of big employers of Labour emulating this example, and hoped that other mill and factory owners would start such classes within the working hours and in the factory premises and thus help to solve the problem of Social Education.

The Week's celebrations for the last two days, 15th and 16th December, had to be cancelled on account of the sad demise of Sardar Vallabhbhai Patel. The Committee's officers and workers joined in the funeral procession in the evening and mourned the loss of the great leader. This sad event put a stop to the Week's activities; however it is expected that about Rs. 50,000 will be realised from the Week's collections.

Propaganda in Tindivanam.

Sri. K. V. Sivasubramanyam, Deputy Inspector of Schools, Tindivanam Range, writes :—

The Adult Education Propaganda Officer, Government of Madras, Mathurai Division, visited Perumukkal, Kilsiviri, Saram and Olakkur villages of the Tindivanam Taluk in connection with the HARIJAN DAY on 30-12-50 and did propaganda through lectures, broadcast of records etc. A big public propaganda meeting of about 3000 people was held in the Board Higher Elementary School grounds, Olakkur at 7 p.m. when Sri K. V. Sivasubramaniam, Deputy Inspector, presided, and Sri K. V. V. Subramaniam, Adult Education Propaganda Officer, spoke. The policy of the Government in speeding up Adult (Social) Education was explained by them and the meeting was followed by a film show through the Government Publicity Mobile Van on Adult (Social) Education and rural recon-

struction. Sri Munusami Iyer, Head Master, stressed the need for opening an Adult School in the village, and proposed a vote of thanks.

After a big procession of 1500 children and variety entertainment, a big public propaganda meeting was held on 29-12-50 at 7.30 p.m. in Sekar Park. Sri. A. Venkatesan, I. A. S., Sub Collector, presided and explained the value of Adult Education. Sri K. V. Sivasubramaniam, B. A., Sc., Deputy Inspector, and Sri Ramalingam, Municipal Commissioner, also spoke. Sri K. V. V. Subramaniam, B. Sc., L. T., Propaganda Officer, Adult Education, Government of Madras, Mathurai Division, explained the policy of the Government in regard to Adult Education and exhibited through the Government Publicity Van films on Community Health, Manners, Handicrafts, Rural Reconstruction and Road Sense. The meeting was largely attended.

Chargaon Experiment in Social Education

BY K. B. KASOTIA

It was a great surprise for the Delegates assembled at the National Seminar on Rural Adult Education held at Jabalpur recently to know what an amount of Social Education and reconstruction work was being done in a remote village. Chargaon, in Mandla District, 28 miles from Jabalpur, when they paid a visit to the Social Education Centre there.

The Delegates who came from all parts of India included Mr. Shafiq-ur-Rehman Kidwai, Associate Director of the Seminar, Mr. Harisarvottama Rau veteran Adult Educationist from Madras, Sardar Ujagarsingh of the Punjab, Mr. V. S. Mathur of Delhi, Mr. B. M. Kapadia of Bombay, Mr. A. R. Deshpande, Deputy Director of Public Instruction, Madhya Pradesh, and others. The party consisting of about 50 Delegates were taken to Chargaon in the roomy Social Education Vans of the Madhya Pradesh Government by Mr. S. P. Verma and Mr. N. G. Dixit, Educational Officers. The visitors found Chargaon a little village-situated in the midst of a small valley surrounded by forest-clad hills on all sides.

Traditional Welcome

As the name indicates, Chargaon is a collection of four smaller villages now formed into one village. A two-mile long winding approach road constructed by the villagers themselves led us to the tiny village. The reception at the entrance to the village was in the traditional mode. Men with old type muskets fired shots in the air and the women about forty in number dressed gaily and bedecked with flowers carrying "mangaldeep" or earthen pots with auspicious lights put in them, received the visitors by showering "galgota" flower petals on them, and chanting songs of welcome. Such a warm welcome from these innocent backwards forest people was very touching.

Chargaon has a population of 325 souls all living in small huts with thatched roofs constructed by the villagers themselves. Of the population 242 are Gonds, while the rest are Kurmis, Luhars, Ahirsl, and Dhutias. The Social Education Department started their reconstruction work in the village in July last and within six

months the progress was quite encouraging. Fifty-four men and women were made literate in the Social Education Centre and 32 others were receiving education at present. Another batch will join the Centre in the next summer so as to make the village cent per cent literate.

Community Centre

The visitors saw the Community Centre of the village. It was a small cottage with its mudwalls white washed and with three or four rooms. On the walls were written Social Education slogans and other interesting information. It was here that the villagers gathered for their community meetings and discussed village matters. The Social Education class also met here. A Co-operative shop supplied cloth, agricultural implements and other articles of daily need to the villagers.

"Ram Kothi" or "Reserve Granary"

A peculiar feature of the place was the "Ram Kothi" or the village granary. When the harvest is reaped and the grain is all collected and measured, it is a custom among the villagers that they count the first unit measured as "Rama" and not as number one. The subsequent measures are counted as 'two', 'three' and so on. Thus the first unit is a sort offering to God for His goodness in giving timely rain and producing a bumper harvest. This first measure goes to form the "Rama" Kothi or Reserve granary, which is used for the common purposes of the whole village. Is this not really a principle of "Ram Rajya" that the villagers follow?

The visitors went round part of the village and saw the huts also which they found to be scrupulously clean. They then went to the meeting place, where a small stage decorated with woodland greenery and flowers was prepared. The Gonds gave a demonstration of their aboriginal folk dances which were very rhythmic and the music tuneful. They also sang songs on the benefits of Social Education all in their Gond dialect. A dialogue by two Gond women showed the need of learning the three R's and another dialogue by men demonstrated in a very

practical manner the evils of drinking. We learnt that though there was a liquor shop in the vicinity of the village, most of the people had given up the drink habit after the starting of the Centre.

Shri Ramsingh Thakur, the village leader, welcomed the visitors on behalf of the village folk, most of whom were assembled here. Shri S. R. Kidwai, Associate Director, congratulated the villagers on the excellent reconstruction work being done in the village under the guidance of Social Education workers. Shri A. G. Vilva Roy, Adult Education Officer of Madras, asked the gathering to resolve to make the whole village completely literate within six months, to which the gathering responded enthusiastically.

Kalpi Aboriginal School.

From Chargaon, the visitors proceeded to the Aboriginal India Middle School at Kalpi situated two miles away from Chargaon. Here 60 Gond students living in the hostel attached to the school were being educated. The school building was made of bamboo and wood with thatched walls and it had a large meeting hall. Besides the regular school curriculum, pupils received instruction from about ten teachers in Agriculture, Carpentry, Drawing, Basket-work, Poultry farming, Bee keeping, Weaving and other handicrafts.

Folk Dances Encouraged

It was pleasing to note that old folk lore was not a neglected subject as in some other such schools mentioned by Prof. T. B. Naik. On the contrary, Gond folk lore and folk dancing appeared to be a principal item of training and the students gave a delightful exhibition of Gond dances to the visitors. Amongst those dances, the 'Bemar', the 'Zumar', the 'Sajani', the 'Karma' and 'Sayala' the dances evoked great admiration from the visitors. In the 'Zumar' dance the pupils used the 'Chatkola'—a sort of contrivance made of a bamboo strip and two wooden rings, which gave a sound when struck similar to that of the "Dandia sticks" in a 'Garba' dance in Gujarat. The 'Bemar' was a highly rhythmic dance mostly performed by the 'Baiga' tribe amongst the Gonds. This was a dance in which ordinarily men and women both participated and danced in a double ring,

round a pole. During the dance the girls got on the shoulders of the men and the dance continued the girls standing on the shoulders with their hands linked together. This required not only stamina for men dancers, but a great degree of balance for the girls which could only be acquired by long practice.

These dances may not be comparable with the dances of Bharat Natyam, yet they show perfect rhythmic movement of the feet, the hands and the body and a technique of their own. They were mainly group dances and not individual dances. These simple dances were accompanied by songs of the harvest or the marriage occasion and showed how the aborigines had turned folk dancing into a perfect art.

Football on Stilts

The school pupils were not only adept in dancing but were quite proficient in a modern game like football and that also on bamboo stilts. The boys gave an exhibition of the game at night—helped by special lights provided by our Vans which showed that they could play football running on stilts with as much ease and speed as if they were running on the ground. Playing football on bamboo stilts is, indeed, worthy of being introduced in our town schools and colleges.

A look at the small exhibition completed the visit of the delegates. Here one could see beautiful specimens of basket making from the 'Katki' fibre, simple furniture made from wood and bamboo, a number of beehives and few large size portraits of national leaders drawn in water colours. We were surprised to find how these well drawn pictures came to be exhibited here and we were more surprised to learn that they were painted by the drawing teacher of the school who had never received any training in a school of art. We found that the teacher, Shri Mohanlal, had trained the students also in the work.

The Chargaon Social Education Centre is one of such 25 Centres being conducted in each District by the Madhya Pradesh Government. The work being done at Chargaon shows the whole scope and possibilities of social reconstruction in the backward villages of the country, and more centres of the type would certainly lead to quicker uplift of the aboriginal communities and an all round national progress.

XXV All India Educational Conference

REV. JOHN G. P. NAUMANN, CONVENOR, M. R. C. C.
Adult Literacy Committee, Tamil Nad.

The South Indian Adult Education Association deputed me to attend the XXV All India Educational Conference held in Hyderabad from 28 to 31 December together with Sri G. Harisarvothama Rao and Sri T. J. R. Gopal as representatives of the Association. As time was short, I took the plane from Bangalore soon after my last Christmas service to arrive in Hyderabad on the morning of the 28th. As I found out later, I could have saved my breath and money, for when I arrived at the spacious grounds of the Osmania University, I found that the arrangements for the Conference were still in the embryo stage. Confusion reigned in the Arts building where the "Reception Committee" had set up its headquarters as more and more Delegates and visitors started pouring in till their number had reached close to 3000. It was a thrill to see so many parts of India represented and so many languages spoken. By the time I had secured a place for lodging and found a place to eat, darkness had settled on the grounds of what is perhaps the largest University in the East.

The Joint Council of the All India Federation of Educational Associations met that evening in the spacious Library Hall of the beautiful Arts building. The draft resolutions presented had been drafted rather hurriedly, and I admired the skill with which the Chairman, Dr. Amarnatha Jha, consolidated the various suggestions offered to reformulate them. The opening session got under way the next day at 9-30 in the huge pandal erected outside the Arts building. There were chairs for nearly all the 3000 Delegates and visitors and the public address system functioned admirably well. There was n't a hitch throughout all the sessions. Most of the speeches were read and contained much good advice. The huge garland proffered almost eclipsed the Chief Minister. The Minister for Education, Mr. B. Ramakrishna Rao, pointed out that the Conference would concern itself chiefly with the problem of the medium of instruction and the content of instruction and envisaged a thorough overhauling of the system of Secondary

and higher stages of education as a result of the deliberations of this Conference. The President, Dr. Zakir Hussain, laid stress on the necessity of providing an integral all sided education to the masses to make them fit to meet the exigencies of life. Swami Ramananda Tirth then opened the exhibition of industrial arts which had at the time not yet taken concrete form and got into full swing only the second day of the Conference.

The various symposia then took place in the spacious rooms of the Arts building. Though spacious, they were not large enough to cope with the large attendances at some of the sections. There was a large "floating population" of visitors, who made it a point to go from room to room and avidly obtain possession of the literature that was being freely made available. Enough printed matter was passed out to make an imposing looking brief case for a conferee. Many of the opening speeches of the symposia could have been cut down and more room given to discussion of muted points. Sometimes the choice of the Chairmen was not too fortunate.

The symposium that drew the largest crowd was the one on "The proper Equipment of the Primary School Teacher". Under the able Chairmanship of Sjt. Ariyanayakam the meeting considered the need of Basic Education and voiced its support. There was also a courageous stand by a young woman who insisted that the proceedings be held in Hindi, but her advice did not prevail. The objection on the part of one of the teachers that Basic Education was all right for the country but impracticable for the city was countered by the assurance that productive craft work was not the only nor the main phase of Basic Education, but that creative art should be given a primary place in any scheme of Basic Education.

The evening of the first day was marked by an interesting lecture by Dr. Chris De Young who spoke on 'Educational reciprocity' and stressed the importance of exchange of ideas between the East

and the West. One admired his courage in beginning his lecture with some words in Telugu. As no one knew that he was going to launch out in that tongue, many thought that he was speaking in Latin! In bringing to conclusion this first Khattri Memorial Lecture, Sri M. N. Roy pointed out that this Conference had as its task to "educate the Educator."

The next day, a Saturday, made up in a choice menu of intellectual delicacies for the skimpy menu of the mess halls, where the wails of the Gujarati people for better chappaties and the sighs of the Madrasis for "Kapee" and more and better "mor" with their skimpy rations of rice so-called were making themselves heard more and more. Of special interest was the symposium on the Aborigenees section, where the announced subject of "The urgent problem of removing the illiteracy of the Aborigenees of India (Bharat)" held out hopes of something of practical value. But after the Chairman got through reading his speech, in which he pointed out that Adult Education should not be limited to making people merely literate, and several speakers had voiced their dissent with Government's policy of forcing unwanted benefits such as clothes and strange food on unwilling aborigenees, it was too late to give attentive ear to the main speaker, Mr. A. G. Sharma, whose topic was "Methods on Removing Illiteracy." For by that time the Adult Education Conference had begun in the main pandal. The announcement of this had not been printed in the program and it was sparsely attended. In his Presidential address on 'How to Organize Adult Education' Sri S. R. Qidwai pointed out that till recently the Governments of the Provinces had embarked on schemes of Adult Education with great pomp and show, but had not implemented them with proper plans and objectives. He deprecated any attempt to equate Adult Education with Adult Literacy and laid special stress on Social Education. Of special value was his suggestion that authors should write books for adults keeping in view the temperament and capacity of adults of various classes. He also pointed out that it was the duty of a far-sighted Government to patronise and encourage and aid enthusiastic social workers and voluntary agencies and should not fetter them with rules and regulations which might kill initiative and

damp enthusiasm. This struck a welcome chord in one who had been trying to get some sort of Government recognition for short-term training courses for voluntary workers (of Tanjore Conference resolution that Government be asked to give due recognition to such courses).

Having decided to attend the symposium to be held after lunch on "The Importance of Vocational Guidance", but finding that the Chairman had under-estimated its importance by being over an hour late, I began to join the "floating population" and visited various Conferences, but found little that would apply to Adult Education. In the course of my wanderings I dropped in on a meeting where they were considering asking Government to appoint a Minister of Physical Education. I breathed a sigh of relief when I saw how Sri G. Harisarvothama Rao very ably nipped this resolution in the bud.

Not wanting to return from Hyderabad with only pictures of "notables" in my camera, I decided to take the excursion to see the Char Minar, etc. But I missed the one and only excursion bus and had to make it by various and devious means, as a result of which I got only a "twilight picture" of the famous monument. But I had the satisfaction of witnessing the standstill of traffic as the Nizam passed by with his entourage. There was a lot of whistling on the part of the traffic policemen, but when the procession of cars came they passed by so quickly that I failed to get a proper "Darsan". I was tempted to make the irreverent comparison between this and some Conferences I have attended. Much Noise but Little Action, or "Much Ado about Nothing".

Sunday morning was set aside for the "Grand Romantic Feats" of Miss Saraswathi Bai, but the person responsible for the inauguration of these feats took all the romance out of them by appearing on the scene over an hour late. (Perhaps he was disgruntled would be Minister of Physical Education!). So, many of the Delegates did not get back in time for the General Session of the Adult Education Association meeting at 10-30. By the time I returned on the first bus back to the University grounds, it was time to catch the plane for Bangalore. A New Year's Service in my parish was the reason for this sudden exit. Because my taxi ran out of petrol and petrol bunks had run out of it too, I barely caught the plane.

ADULT EDUCATION REVIEW

In conclusion, I would say that the Conference was of benefit chiefly on account of the many contacts one makes with people from different parts of India and the exchange of ideas one has with them. It is also encouraging to know that

there are so many people interested in the education of India's youth who face the many problems of the future with an intrepid courage. I take this opportunity of thanking the S.I.A.E.A. for having made possible this highly educational visit.

Adult Literacy Campaign in South Arcot District.

Collector Mr. H. S. Paul's Advice to Taluq Committees.

Under the able stewardship and earnest guidance of its Collector, Mr. H. S. Paul, South Arcot District continues to play its leading role in the drive against Adult Illiteracy. In his speech at a meeting of the South Arcot District Adult Education Association, Mr. Paul urges Taluq Committees to take especial care of the teachers.

A meeting of the South Arcot District Adult Education Association was held on 4-1-51 at 5 p. m. in the Court Hall of the Collector's Office, Cuddalore, with Sri H.S. Paul, Collector President, in the chair. Besides the Chairman the following persons were present;

Sri C. Ganesamurthy B. A. (Hons), B. T. District Educational Officer, Secretary; Sri L. C. Richard, M. A., Municipal Commissioner & Joint Secretary; Sri G. M. Arumainayagam, B. A., L. T., Headmaster, S. P. G. High School; Sri J. Sathyanathan, Treasurer, Cuddalore Taluq Committee; Dr. V. Krishnamurthy L. M. P., L. O., Sri J. Nityanandam, B. A., L. T., District Board Educational Officer, South Arcot; Sri Srinivasan, B. A., L. T., Headmaster, Basic Training School; Sri R. S. Periyanna Kaunder, Gingee Taluq; Sri K. Kesava Kini, B. A., Deputy Registrar of Co-operative Societies; Rev. Father A. Lourduwami, Parish Priest, Cuddalore; Sri M. Shanmugha Odaiyar, Chairman, Municipal Council Villupuram; Sri Ramachandra Rayar, Vada Krishnapuram, Bhuvanagiri; Sri M. S. Ramaswami Mudaliar, B. A., L. T., Deputy Inspector of Schools; Sri T. Mayava Nadar, Thagadi, Tirukoilur Taluq; Sri A. S. Muthuswami, Tirukoilur Taluq; Sri A. Vellaya Mudaliar, Kurinjipadi, Cuddalore Taluk; Sri S. Karuppiah, Tittagudi; Sri T. R. Chakrapani Aiyengar B. A., Shrimati Rajalakshimiammal, B. A., L. T., Headmistress, Basic Training School, Kilamungiladi, Chidambaram; Sri V. Sundaram B. A., Revenue Divisional Officer, Chidambaram; Sri K. Sivasubramaniam,

B. A., Divisional Officer, Tirukoilur; Sri A. Venkatesan I. A. S., Sub-Collector, Tindivanam; Sri S. Rathakrishna Aiyer, Statistical Assistant to Collector; Sri R. Thiagaraja Pillai, B. A., District Welfare Officer, Cuddalore; Sri Sivananda Mudaliar, Vice-Chairman, Municipal Council, Cuddalore; Rao Shaib M. R. Duraiswami Aiyer of Villupuram; Sri V. Krishnamurthy B. A., Deputy Prohibition Officer, Cuddalore; Rev. Henrickson, Y. M. C. A., Cuddalore; and Sri J. Sathyanathan, Treasurer, Cuddalore Taluk Committee.

The Report for the month ending 4-1-1951, on the working of Adult Literacy Schools in the District was read and approved.

The President brought to the notice of the Committees that complaints regarding non-payment of allowances were still heard from various parts of the District. He hoped the Taluq Committees would see that they did not default in future and pointed out that further sums had also been distributed to the Taluq Committees from the District Committee's funds. The President also called for specific reports of the working of Taluq Committees to accompany the copies of their proceedings sent to him.

The outturn of the Supervisor of Adult Literacy Schools indicated diminishing returns and in view of this and the supervisory agency now available in the District through departmental officers the termination of his services would only be in the fitness of things. A clerk to do the work at the centre, he viewed, would be

much more useful, at the moment. He further wished that the list of schools in each Taluq should be brought upto-date before the next meeting with reference to the District list. He called upon the Headmasters of High Schools in the District to take interest in Adult Literacy work and start Adult Literacy Schools in their premises.

The letter from the South Indian Adult Education Association, Madras, dated 5-12-50 regarding the celebration of the Second South Indian Adult Education Week from 17th to 21st February 1951, was then considered, and it was resolved to celebrate the Week from 17-2-51 to 21-2-51, and to sell one lakh of flags. The programme drawn up by the South Indian Adult Education Association was adopted generally except the suggestions for the Mobilization Day. Instead, the President proposed that all propaganda meetings should be held only in the Adult Education Centres in the District already started by the District Association in order to stabilize them. The following Sub-committees and personnel were approved. The President particularly made it clear that each Sub-Committee should meet twice before the 3rd of February 1951 and finalise the arrangements.

1. Finance Sub-Committee; 2. Ladies Sub-Committee; 3. Organisation and Propaganda Sub-Committee.

The Finance Sub-Committee consists of the following: Sri V. Sundaram, B. A., Revenue Divisional Officer, Chidambaram, President; Sri S. Rathakrishna Aiyer, B. A., B. L., Statistical Assistant Secretary; Sri L. C. Richard, M. A., Municipal Commissioner; Sri P. T. Srinivasan, M. A., and Sri S. Gnanadesigam Pillai, B. A.

The Ladies Sub-Committee consists of the following; Dr. (Mrs) Vaidyanathan; Mrs. L. C. Richard, Convenor; Sister Pascal Mary, B. A., L. T., Head Mistress, St. Anne's Girls' High School; Mrs. Sureswathi Duraiswami, M. A., M. Sc., L. T., Superintendent, Government Girls School, Shrimati Rajalakshimi Ammal, B. A., L. T., Head Mistress, Basic Training School,

Kilmungiladi; Mrs. R. Manuel, M. A., L. T., and Mrs. Nataraja Nadar.

The Organisation and Propaganda Sub-Committee consists of Sri C. Ganesamurthy, B. A., (Hons), B. T., District Educational Officer, Sri L. C. Richard, M. A., Secretary & Convenor; Sri P. Shanmugam Pillai, Tahsildar, Cuddalore; Sri T. R. Chakrapani Aiyengar, B. A., Dr. V. Krishnamurthy, L. M. P., L. O., Sri G. Srinivasan, B. A., L. T., Headmaster, Government Basic Training School, Sri R. A. Sivananda Mudaliar, Vice-Chairman, Municipal Council Cuddalore; P. R. Srinivasa Padayachi, M. L. A., President, District Board, S. Arcot; Sri R. V. Sundara Reddiar, B. A., B. L., Public Prosecutor; Sri R. Thiagaraj Pillai, B. A., District Welfare Officer, South Arcot. Sri V. Ramachandra Mudaliar, B. A., Special Development Officer, and Rev. Henriksen Y. M. C. A., Cuddalore.

The question of fixing up of the best Adult Literacy School in the District for the Presidency prize was considered, and it was resolved to request the District Educational Officer, South Arcot, Cuddalore, to have the schools at the following places visited for report on their present condition before the final decision was taken at the next meeting of the Association.

Vilvaranatham, run by the Danish Mission; Chinnapettai Cuddalore Taluq; Muttathur, Villupuram Taluq; Thulangampet, Tirukoilur Taluq; Beerangimedu, Gingee Taluq; Kanjankollai, Chidambaram Taluq; Rettanai, Tindivanam Taluq; Periyampet, Kallakurichi Taluq; Thiruvannainallur Tirukoilur Taluq.

The report of the District Welfare Officer, South Arcot, Cuddalore, regarding the working of Adult Literacy Schools run in the Labour Schools was recorded.

The report of the District Board Educational Officer, South Arcot, regarding the working of the Adult Literacy Schools in the Board Elementary Schools in the District was recorded.

Report of the District Educational Officer, South Arcot, Cuddalore, of recognised schools may be obtained from the District Educational Officer, South Arcot, and entries made in the District list of Adult Literacy Schools.

Working of Adult Literacy Schools in South Arcot District.

The following is the report for the month ending 4-1-51 on the working of the Adult Literacy Schools in the District of South Arcot, approved and issued by the South Arcot District Adult Education Association.

Personnel and Meetings: There was one meeting of the Executive Committee on 11-12-50. It was decided to purchase 24 small size globes, 24 baby petromax lights and 24 maps for supply to the efficient schools in the district in accordance with the requirements of the Taluq Committees. Orders have been placed for the petromax lights and maps.

Follow-up literature to the value of Rs. 905-0-0 has been received from the South Indian Adult Education Association, Madras, containing sets of Readers suitable for the newly-literate. The Executive Committee decided to distribute them in the District in accordance with the strength of the schools in the Taluqs. The bundles are ready for transmission. The Executive Committee further resolved to distribute a sum of Rs. 5225 to the eight Taluq Committees as shown below:

Cuddalore Taluq Committee conducting 58 Adult Literacy Schools, Rs. 1,450; Chidambaram Taluq Committee conducting 28 Adult Literacy Schools, Rs. 700; Viruthachalam Taluq Committee conducting 24 Adult Literacy Schools, Rs. 600; Tirukoilur Taluq Committee conducting 26 Adult Literacy Schools, Rs. 650; Kallakurchi Taluq Committee conducting 21 Adult Literacy Schools, Rs. 525; Villupuram Taluq Committee conducting 15 Adult Literacy Schools, Rs. 350; Tindivanam Taluq Committee conducting 23 Adult Literacy Schools, Rs. 575; and Gingee Taluq Committee conducting 14 Adult Literacy School, Rs. 350.

Taluq Committees

Cuddalore: A meeting of the Taluk Committee was held on 27-12-50. The Assistant Collector Sri C. R. Krishnaswami, Rao Shaib, was also present. A report of the Committee's activities has been received. Steps have been taken to pay the arrears due to the teachers working in the Literacy Schools after receiving special reports from the concerned.

Equipments received for 16 Schools have been distributed through the Revenue Inspectors during the month. The following officers have visited one or more Adult Literacy Schools during the month: Deputy Tahsildar, Panruti, Deputy Inspector of Schools, Cuddalore, Touring Veterinary Assistant Surgeon, Cuddalore, and the Rural Agricultural Demonstrator, Panruti.

Of the 14 schools run by the Municipality, visits were paid and talks delivered by the following Officers:—

1. The Municipal Commissioner. 2. The Municipal Engineer. 3. The Town Planning & Building Supervisor. 4. The Town Surveyor. and 5. The Woman Medical Officer.

The Adult Education Propaganda Van from Madurai visited the Taluk during the month.

Tirukoilur: A copy of the proceedings of the Taluq Committee dated 14-12-50 has been received.

A sum of Rs. 319-7-1 has been sanctioned for disbursement as allowances and contingencies.

A chart for Elavanur (Pidagam) and a petromax light each for Deviagaram and Olaiyanur will be supplied. Thiruvennainallur Cheri has been included for the Presidency prize in accordance with the suggestions of the President.

Representation of Taluk Committees: The Taluk Committee, Villupuram, has nominated Rao Shaib M. R. Duraiswami Iyer, to the present it on the District Committee. Only Gingee Taluk remains without a non-official representative on the District Association.

Sri Karuppiah of Viruthachalam has been nominated as an additional representative of its committee on our Association.

Tindivanam: A copy of the proceedings of the Taluk Committee dated 28-12-50 has been sent to us. A sum of Rs. 154 has been sanctioned for payment as allowances and contingencies for 26 teachers during the month. The committee has further

Literacy Centres and also to make full use of the Adult Education Propaganda Van. As no report has been received, it is difficult to say, if the resolutions have been carried out.

Gingee:—No report of the Taluq Committee proceedings has been received for the month. The Secretary has made a fervent appeal for funds. The District Committee at its Executive Committee meeting held on 11-12-50 has sanctioned a sum of Rs. 350. It is hoped that there will be no more obstacles to the revival of interest in the working of Adult Literacy Schools in the Taluq and monthly reports and further activities will be made available in future.

Viruthachalam:—The proceedings of the Taluq Committee dated 18-12-50 shows that allowances have been sanctioned for five schools, ranging from Rs. 5 to Rs. 7 per teacher exclusive of Rs. 1-4-0 for contingencies. New Schools are reported for the month.

Chidambaram:—A copy of the proceedings of the Taluq Committee dated 11-12-50 has reached us. Allowances have been sanctioned for four schools as also equipment such as slates, books, charts, and kerosene lights.

No specific report of the activities of the committee has been sent up.

Kallakurchi:—A report of the proceedings of the Taluq Committee dated 21-12-50 has been received. A sum of Rs. 168-11-50 has been sanctioned as allowances. Steps are being taken to revive the closed schools at Ariyalur and Kudiraichandal. The committee has proposed the payment of contingent charges on the conduct of literacy tests at a flat rate of Re. 1 in the case of schools with a strength upto 20 and Rs. 2 above 20. The Periyampet Adult Literacy School staged a drama on "Woes of Illiteracy" which was greatly appreciated. Literacy test answer papers have been received from four schools of this Taluq.

Villupuram:—A copy of the proceedings of the Taluq Committee dated 18-12-50 states that the committee has resolved to pay allowances to 30 schools from October 1950 onwards on the receipt of monthly reports.

The Adult Literacy School (Harijan) Pillur reports that it has not been in receipt of allowances from 1-6-50. The Adult Literacy School, Muttathur, has applied for aid from the funds of the South

Arcot District Adult Education Association in the shape of allowances to the teachers who are handling Adult Literacy classes. The Deputy Inspector of Schools, Villupuram Range, brings to our notice that the Adult Literacy Schools at Panamalai and Nallapalayam have been closed down. The Taluq Committee is requested to take early steps to revive the schools.

Supervision:—The Supervisor of Adult Literacy Schools was able to visit 11 schools during the month under report. He was on tour for 12 days during the month as against 19 days during the previous month.

Payment of allowances:—Information is available in regard to the payment of allowances in all eight Taluqs and there is material improvement in this regard.

Propaganda:—The Mobile Van attached to the Adult Education section of the office of the Divisional Inspector of Schools, Madurai, visited the District on 21-12-50 and was in Cuddalore on 22-12-50 and 23-12-50. The van visited Vilvaroyanatham, Devanampatanam, Thanan Cheri, and Chellankuppam Adult Literacy schools and the Unit carried out propaganda in the Taluqs of Chidambaram, Tindivanam, and Cuddalore. The van contains a 16 m.m. sound projector and suitable films on Adult Education exhibition to rural audiences. It also mounts radio with an attachment for playing gramophone records. Sri C. Ganesamurthi, B.A. (Hons.), B.T., District Educational Officer, South Arcot, inaugurated the scheme of Adult Education propaganda through the propaganda van on 21-12-50 at a public meeting held in Vilvaroyanatham Cheri under the Presidentship of Mr. H. S. Paul, B.A., Collector of South Arcot, and President of the South Arcot District Adult Education Association.

The District Adult Education Association took a stall in the Carnival run in the Collector's Bangalow, Cuddalore, on 9-12-1950 and 10-12-50 by the South Arcot branch of the Guild of Service. Propaganda for the liquidation of illiteracy was carried out. Charts, follow-up literature and other materials were exhibited. Follow-up literature was even sold for Rs. 1-10-0. The United States Information Service, 162, Mount Road, Madras, sent us 16 m.m. sound films in technicolour which were exhibited on 10-12-50. The unique feature of some of these reels was that they were dubbed in Tamil. On 9-12-50, the Y.M.C.A.

of the local Danish Mission exhibited some silent documentaries on a 35 m.m. film strip projector. The eagerness with which huge audiences collected to view these films indicates the potential of Audio-Visual aids in Adult Education in this country. We are thankful to the Principal, Palm Gur Training School, Cuddalore, for lending us the 16 m.m. projector hired by them to exhibit our films on 10-12-50, and we are thankful to the President, Guild of Service, for providing us with a rentfree stall. We are further grateful to the President of the Guild for providing the women pupils of our Literacy Schools with 12 yards of cloth and other accessories to learn sewing as a means of continuing the womenfolk in our schools during the post-literacy stage.

In the best interest of Adult Education it would be better if the tour programme of the Propaganda Van in this district is drawn in the future in consultation with the President of our Association.

Visits by Departmental Officers:—There has been considerable response by the District Officers and their subordinates in the matter of supervision of the Adult Education Schools in the district. Expansion of the activities of this Association is envisaged for the future. The President, District Board, South Arcot, has called upon every school under his jurisdiction to open an Adult Literacy School in its locality. In view of the availability of supervisory agencies on such a large scale it is proposed to dispense with the services of the Supervisor of Adult Literacy Schools engaged by the Association.

South Arcot District Adult Education Library:—The books in the Adult Education Library have recently been augmented by a free gift of 19 books in Tamil by Sri S. A. Deivanayaga Aiyah, M.L.A., and by 36 numbers of the Annamalai University Journal. We are thankful for these gifts. The journals of the British Adult Education Association ordered for by us and the Occasional pamphlets received from UNESCO have been placed on the shelves.

Literacy Tests:—Literacy Test papers (answer papers) have been received from Kallakuruchi Taluk alone and the papers of the other Taluks are awaited.

Efficiency:—A list of schools in the District grade-war and a list of new schools opened during the month are appended.

Finance:—Statement of accounts is shown below.

Audit:—The Audit of the accounts of the Association has been taken up and the report of the Auditor is awaited.

Cuddalore } (Sd) L. C. RICHARD.
Dated 3-1-1951. } Joint Secretary

Statement showing the receipts and expenditure of the South Arcot District Adult Education Association from 5-12-50 to 4-1-1951.

	Rs.	A.	P.
Opening Balance ...	11.109	11	4
Sale proceeds of follow-up books. ...		1	10 0
Total ...	11.111	5	4

	Rs.	A.	P.
Pay of Supervisor for November and December 1950 ...	130	0	0
Travelling Allowance Do ...	90	0	0
Allocation of funds to the eight Taluqs ...	5.225	0	0
Bank Commission ...	2	12	6
Postage ...	0	14	0

Cash on hand ...	5.418	10	6
	5.692	10	0
	11.111	5	4

Statement showing the list of Adult Literacy Schools opened in each of the eight Taluks of the South Arcot District during the month ending with 4-1-1951:—

Cuddalore Taluk.

1. Kattamuthupalayam.
2. Sundaravandi.
3. Kolipakkam.
4. Semmedu North West Street.
5. Eaithanur Cheri.

Tirukoilur Taluk.

1. Pillur.
2. Madhavacheri.
3. Elavanur (Pidagam)
4. Kalamarudur.
5. Sithalingamadam.

Tindivanam Taluk.

N11

- Gingee Taluk.**
1. Avalurpet.
- Viruthachalam Taluk.**
1. Kavanur.
 2. Dharmasallur.
 3. Pennadam Old Cheri.
 4. Pennadam new Cheri.
 5. Edecheri.
 6. Keelacheruvai.
- Chidambaram Taluk.**
1. Siddamalli.
- Keel Kadambur.**
2. Keel Kadambur.
 3. Kulakkudi.
 4. Konavasal.
 5. Varavaramuni Padasala Chidambaram.
 6. Ellaeri.
- Kallakuruchi.**
1. Kallakuruchi Adult Literacy School, run by Y. M. C. A. Kallakuruchi.
- Villupuram.**
1. V. Salai.

Statement showing the classification of the Adult Literacy Schools during the month ending with 4-1-51 based on the reports received from the teachers handling Adult Literacy Schools for the month of November 50 in December 50.

S. No. & Name of Taluq.		Classification.										Total number of Schools.			
		Those that are working excellently having the average attendance of more than 40	Those that are good having an ave- rage attendance of 20 to 30.	Those that are fair having an ave- rage attendance of 10 to 20.	Those that are poor having an ave- rage attendance of less than 10.	Those that have ceased to function.									
		Grade I. (Green)	Grade II. (Pink.)	Grade III. (White.)	Grade IV. (Blue.)	Grade V. (Black.)									
		N. O.	D. O.	N.	D.	N.	D.	N.	D.	N.	D.	N.	D.		
1.	Cuddalore N. T.	..	..	4	3	12	12	0	0	4	6	58	62		
	Cuddalore Taluq	..	..	10	12	21	22	1	1	5	6				
2.	Chidambaram	..	..	5	3	15	18	0	5	8	7	28	33		
3.	Viruthachalam	..	..	6	6	13	15	1	1	4	5	24	27		
4.	Tirukoilur	..	..	8	9	10	11	2	4	4	3	26	28		
5.	Kallakuruchi	..	..	7	5	6	8	..	..	5	5	21	22		
6.	Tindivanam	..	..	2	3	13	14	2	2	4	4	23	25		
7.	Villupuram	..	..	3	2	9	8	1	1	2	6	15	117		
8.	Gingee	..	..	3	2	4	5	1	1	5	5	14	14		
Total		..	..	9	8	48	45	108	113	8	15	41	47	209	223

N:—November 50 & D:—December 50.

N. B.—The grand total of 223 schools excludes the 26 schools reported to be opened during the month under report.

Cuddalore, }
Dated 4-1-1951.

(Sd.) L. C. Richard,
Joint Secretary.

Adult Education Effort in South Arcot District.

To the Editor, 'The Adult Education Review', Madras.

Sir, I do congratulate you on the shape you have given, and the tone you are now supplying, to your journal which, if I am not mistaken, is the only one of the kind in India. It is, I find, both a record of Adult Education effort and an expositor of Adult Education ideas and techniques. It behoves you to maintain the standard you have yourself set up and got your readers used to expect.

In the January issue of the 'Review' I have detected a serious under-statement published about Adult Education effort in South Arcot District. The "brief report on the work done by the South Indian Adult Education Association," circulated among participants in the National Seminar, says: "If we have today more than a hundred Centres in the South Arcot District and more than 150 in the Nellore District, it was all due to the great enthusiasm created by the First Adult Education Week." Now, everybody in South Arcot District knows that more than two hundred Adult Literacy

Schools are now functioning more or less efficiently, and doing effective work in the district in removing Adult Illiteracy. To say that there are only about 100 such schools in existence in South Arcot District is clearly inaccurate, and most unfair to those who have been fostering Adult Education effort in the district. The report circulated at the Seminar must have been, presumably, drafted by some responsible person connected with the South Indian Adult Education Association. How such a person could make such a mistake is beyond my understanding.

The writer of the report credits Nellore District with about 150 Adult Literacy Schools. *This is news to many of us.* We have not so far come across any authentic report on the progress of Adult Education effort in Nellore District. You will be rendering a service to the cause if you kindly take the trouble of getting an authentic report from the Nellore District authorities, and give it full publicity in your 'Review.'

ONE WHO KNOWS.

Mr. Kher on the Aim of Education

Sri B. G. Kher, Chief Minister, Bombay, said that the aim of true education was to develop the inner strength and virtues of the individual, so as to make him fit for life in general. Mr. Kher, who was inaugurating the Social Education Centre of Corn Products Limited, added that Education for the sake of education was of no avail.

The Minister expressed appreciation for the arrangements made by the management of the Company for imparting education to their workers during the working hours. He hoped other firms and factories would follow in their footsteps. If they did so, he was quite confident, the whole of the industrial labour in the city would be literate within a few years.

Mr. Kher stressed that illiteracy had to be liquidated if Democracy had to function smoothly. Mr. Kher further expressed the opinion that merely teaching reading and writing to the adult was not enough. If they stopped only at that, he was apt to lapse into literacy. It was necessary to follow it up by post-literacy class.

The Chief Minister also gave away the prizes and certificates to the successful candidates of the previous Adult Education Classes.

Mr. P. H. Brown, Managing Director of the Company, welcomed Mr. Kher. Mr. Champaklal Mody, Chairman of the Bombay City Social Education Committee, was also among those present.

Adult Social Education Propaganda in the Districts

Any propaganda undertaken by a popular Government is bound to gather speed, if only because of the resources behind them; it becomes all the more powerful if the cause has an inherent appeal to the social conscience of the people, and the official propagandists are imbued with patriotic zeal. Government propaganda for Adult Social Education through Mobile Units, with its emphasis on the liquidation of illiteracy, is bearing rich fruit in many of our Districts.

The following is a brief report on Adult Education Propaganda, Madurai Division, for the months of January and February, 1951:—

As the Government Propaganda Van, Mobile Unit, Madurai Division, has completed over 1500 miles of tour, it was sent to an Automobile Workshop, Madurai, for servicing. The vehicle came back on 16-1-51 and work for the month commenced only from 17-1-51.

On 17-1-1951 and 18-1-51 two villages in Madurai Taluk were visited and propaganda work was done followed by Film shows.

On 20-1-1951 a big function, namely, the City Demonstration of Physical Activities of High Training and Elementary Schools, took place in Madurai under the presidency of Sri P. N. Chamu Nair, B.A., L.T., Divisional Inspector of Schools, Madurai Division, in the forenoon and Sri N. B. R. Subbaraman, M.L.A., in the afternoon. The gathering was over 12,000. In the morning the Government van went round the streets of Madurai, in procession and the Mobile Unit, Madurai, was in charge of public speaking arrangements and music for the entire function.

Intensive touring by the Mobile Unit, Madurai, commenced from 21-1-51, and Dindigul, Palani and Periakulam Taluks in Madurai District were toured.

The popular Thaipooam Festival at Palani fell during this period and full advantage was taken of it.

Six shows, four in Palani Town and two in villages, were shown and propaganda lectures delivered, on the first day, 22-1-51. Sri S. Krishnaswamy, District Educational Officer, Madurai presided, on 23-1-51. A big meeting was held before Dandayuthapani Sannadhi, Palani. All the meetings and shows were very popular.

On 26-1-1951, Republic Day, the vehicle returned to Madurai in the morning and in the evening a propaganda drive round the important streets of Madurai was made.

The next place visited was Bodinaickanur a municipal town in Periakulam Taluk. Three shows were given, two in Bodinaickanur and one in Srirangapuram, an important village in Bodinaickanur Range. The two meetings at Bodinaickanur were attended by over 4,000 to 5,000 people.

At Srirangapuram, propaganda work was done on an elaborate scale. The meeting and shows were attended by over 12,000 people who appreciated the films very much.

On 30-1-1951 the Mobile Unit proceeded to Periakulam and street propaganda for the meeting on 31-1-1951 was done.

The meeting on 31-1-1951 commenced with Sri P. A. Ramaswamy Chettiar, Chairman, Municipal Council, Periakulam, presiding. The crowd was very big and un-manageable. Even at the earlier stage the show had to be stopped as it was found that the huge crowd of over 20,000 could not be accommodated comfortably.

Two shows were therefore given on 1-2-51, one at Rahim Talkies and another at Gandhi Maidan, Periakulam. The shows were very popular.

On 2-2-51 Vadugapatti, an important village, was also visited with film show and propaganda lecture. The meeting was attended by over 5,000 people.

On the whole the shows and propaganda lectures evoked great response and appreciation.

During the month, Sri K. V. V. Subramanian, B.Sc., L.T., Propaganda Officer, Madurai Division, presided over six meetings and delivered about twelve lectures.

Propaganda in Coimbatore District.

The following is a report of the work done by the Adult (Social) Education Mobile Unit, Coimbatore Division:—

The Adult Education Mobile Unit with its officer-in-charge, Sri P. K. Ragunathan, B.A., L.T., toured the villages of Pollachi, Palladam and Dharapuram Taluks of Coimbatore District from 10th to 23rd January 51.

The work of the Mobile Unit in Tamil Nad was inaugurated by Sri T. S. Avanashilingam Chettiar on 30th December '50. The opportunity of the Visitors' Day of the Citizenship Training camp at Vellakinar, organised by the Coimbatore District Teachers' Guild was availed of for the inauguration. Sri K. P. G. Menon, M.A., (Oxon), Bar-at-law, Divisional Inspector of Schools, Coimbatore Division, who presided over the function, explained the Government's scheme in regard to Adult Education and the work of the Mobile Unit.

On the night of 10th January '51, a large gathering of the villagers of Kinathukadavu in Pollachi Taluk assembled in front of the local temple. After the audience had been entertained to music, Sri P. S. Subbian, the Secretary, District Adult Education Committee, spoke about the need for establishing an Adult Literacy School in the village. Later, after exhibiting two sound pictures of educational value, the Mobile Unit proceeded to Pollachi.

At Pollachi, the weekly market which is the largest in the State was taken advantage of for purposes of Social (Adult) Education on Thursday the 11th January 1951. All the crowd coming to and returning from the market were gathered together just after sunset at the 'Thermutti' maidan. The crowd were entertained to music for some time by playing the records of the Drama 'Avvaiyar'. Films dealing with 'Our Cultural Heritage', 'The Tree of Wealth' and 'Silk Worm' were exhibited.

The next day a very large public meeting was held on the Municipal High school grounds at Pollachi under the presidency of Janab Badruddin Sahib. Through the efforts of the Chairman and the Vice-Chairman of the Municipal Council, who had arranged to broadcast the news through the local Radio Broadcasting system, a very large gathering had assembled. Messrs. V. T. Titus, District Educational Officer, Coimbatore, and P. K. Sethuramaswami, Chairman, Municipal Council, spoke about the need for Adult Education and its various aspects. Sri P. K. Raghunathan, the Propaganda Deputy Inspector, explained the objects of the Mobile Unit and how it could be made useful for Social Education. After the exhibition of a few films, the Mobile

Unit proceeded to Uthukuli, a Zamin village, two miles from Pollachi.

At Uthukuli, the Propaganda Unit was accorded a very enthusiastic reception as was evidenced by the huge gathering assembled. The crowd included a very large percentage of Harijans and women. The noteworthy point about this village is the successful working of an Adult Education Centre, and the interest taken by the Zamindar in its work. Sri V. T. Titus, the District Educational Officer, presided over the function. Some films of educational value were exhibited.

The Mobile Unit visited two villages on 13-1-51. The first village to be visited was Kottur where the Panchayat Board is taking interest in Adult Education work. The people of this village were gathered together on the ground in front of the Local Fund Dispensary. They were entertained to music for some time followed by a film show and an appeal by Sri P. K. Raghunathan for the starting of an Adult Literacy School. The Programme of activities of the Mobile Unit for the day ended with the mass public meeting at the Kamala Nehru Mill at Vettaikarnapudur. It being the weekly market day in the village, over a thousand villagers had assembled and were squatting on the ground. Sri V. K. Palaniswami Gounder, President, District Board, Coimbatore, presided over the meeting. Messrs. V. T. Titus, P. S. Subbian, V. N. Arumugham and P. K. Raghunathan who explained at great length the importance of Adult Literacy in a new born democratic country like ours. Later, a few films of educational interest were exhibited.

The Propaganda Unit visited Jakkarpalayam, another village in Pollachi Taluk, on the evening of 14-1-51. This village might very well be called one of the strongholds of Adult Education in this Taluk or rather of Coimbatore District as a whole. An Adult Literacy School has been working very successfully in this village for the last one year and more and the opportunity of the visit of the Propaganda Van to this village was rightly availed of for celebrating the first anniversary of the Adult Education Centre in the village. Sri N. Mahalingam, President, Taluk Adult Education Committee, presided. Very lengthy and instructive talks about the various aspects

of Adult Education, its need and mode of approach, were made by several speakers including Sri V. T. Titus, District Educational Officer. Sri J. Rajanayagam, Secretary, District Adult Education Committee, Sri P. S. Subbian, Joint Secretary, Sri J. S. Krishna Rao, Journalist, and Sri P. K. Raghunathan, the Propaganda Deputy Inspector. The exhibition of Kummi and folk songs by the pupils of the Adult Literacy Schools was one of the noteworthy items and was very much appreciated. The function terminated with the exhibition of films. Although it was mid-night when the meeting terminated, the fact that the large gathering of over a thousand stuck on to their places squatting on the ground was sufficient proof of the enthusiasm and interest created in the masses of the village.

After concluding its tour of Pollachi Taluk the Mobile Unit proceeded to Trippur on 15-1-51. The first village selected for propaganda in this Taluk was Idumpalayam which consists largely of weavers and has been sanctified by the visit of Mahatma Gandhi. A public gathering was organised in this village under the presidency of Sri K. V. Ramaswami, Vice-Chairman, Tiruppur Municipality.

On 17-1-51 the presence of the Mobile Unit and the Propaganda Deputy Inspector in the town was taken advantage of for the formation of the Taluk Adult Education Committee. A meeting of the leading citizens, officials, non-officials and teachers was convened in the Council Hall of the Municipal office. Sri T. S. Kandaswami Chettiar presided. The Adult Education Committee for Palladam Taluk was constituted. This was followed by a film show in the compound of the R.C. Girls' School.

On the following two days two other important villages, Perumanallur and Doddampatti were visited. The Adult Literacy School at Doddampatti was visited by the Propaganda Deputy Inspector and a simple talk given to the adult pupils. This was followed by a public meeting and a film show in the village open ground.

On 20-1-51 the Mobile Unit marched on to Dharapuram, the next Taluk in the tour programme. At Dharapuram Sri P. K. Raghunathan, the Propaganda Deputy Inspector, addressed a special meeting of the Teachers' Association, Dharapuram, Urban

Centre, on 'Adult Education.' He began his speech by emphasising its need for Adult Education in a democratic country with adult franchise and a low percentage of literacy. He pointed out how Adult Education indirectly helped children's education and also how Social Education centres would be useful for recreation and relaxation. He next detailed the various schemes of the Government with regard to Adult Education. Some of the common misconceptions with regard to Adult Education were clarified. The address was concluded with an enumeration of what teachers could do with regard to Adult Education. The same night there was a film show in the compound of the C. S. I. Training School, Dharapuram, which was attended by a large number of Harijan villagers of the neighbourhood besides the pupil-teachers of the Training School.

The next evening the Mobile Unit visited the village of Virajimangalam where a public meeting and film show were conducted. A noteworthy feature about the village was the large percentage of women who attended the meeting.

On 22-1-51 the Mobile Unit visited Alangiam, a village with a comparatively large Muslim population. The gathering was entertained to music for some time. Subsequently the need for starting an Adult Literacy School in the village was explained. The meeting ended with a film show.

During the last week of January the Mobile Unit touched Angadipuram, a village in Walluvanad Taluk of South Malabar. A huge gathering of the villagers were assembled by sunset on 25-1-51 on the grounds of the Bhagavathi temple. After the gathering had been entertained to some music Sri M. K. Ramunni, District Educational Officer, South Malabar, and Srimathi N. Gowri Amma, Deputy Inspector of Schools, explained the importance of Adult Education and the steps taken by the Government for furthering the scheme. There was then an exhibition of films.

In conclusion, it has to be mentioned that the itinerary of the Propaganda Unit has been a great success even in its first month as could be seen from the rousing and enthusiastic response it had in the several villages. Needless to say, this has been made possible on account of the co-operation of the Secretaries of the District Committee and the local officers.

Work in Anantapur District.

The following is a brief report of the work done by the Mobile Unit, Anantapur, in January 1951 :—

In this month the Mobile Unit toured through three select Telugu Taluks of Bellary District, namely, Alur, Adoni and Bellary and did intensive propaganda through film shows, lectures, and visits to Harijan Colonies, Women Welfare Centres, Social Education Clubs and Adult Literacy Schools. Sri T. N. Rao, B.A., L.T., Propaganda Officer, Social (Adult) Education, visited the Development village of Halaharvi in Alur Taluk accompanied by the local Deputy Inspector of Schools, and as the result of his appeal to the public and to the leading and influential men of the village, a Social Education Committee was formed with Sri H. Sesha Reddi as its President. It was resolved at the meeting that an Adult Literacy School be opened at the place under an Adult Education trained teacher, and worked, in co-operation with the Educational department, with a view to turning out maximum number of literates in the village. A copy of the resolution adopted by the meeting was sent to the District Educational Officer Bellary, for urgent and necessary action. Sri T. N. Rao enlisted the co-operation of Sri D. Govindass, M.L.A., for spreading literacy among the Harijans of Alur Taluk. At Adoni leading educationists, Sri Y. Mallesappa and Mrs. A. V. Ramiah, were interviewed for starting Adult Literacy Schools under their auspices. Sri T. N. Rao also followed the District Educational Officer, Bellary, to Yemmiganur and effectively carried out his propaganda programmes with film-shows. The lectures and film shows were much appreciated by the public. At Bellary, Sri Rao, visited the Social (Education) Women's Centre, Cowl Bazaar, in particular, and made intensive propaganda, assisted by Miss. Padmavathi, M.A., L.T., Headmistress, Government Basic Training School for Women. With the co-operation of Sri P. N. Gowd,

M.A., B.Sc., (Ed.) and the Headmasters of the local High Schools and the Headmaster, Government Basic Training School, successful propaganda and film-shows were organised attended by very large gatherings.

Sri T. N. Rao also visited with his van and equipment, the Labourers camp of Thungabadhra Project at Bahairudevanahalli, where lectures and film-shows were arranged with the help of the Project authorities. The lectures and film-shows which were highly interesting and instructive created a stir among the illiterate labourers and a keen desire to learn to read and write.

In the intensive and successful propaganda carried on in these three Telugu Taluks, special mention should be made about the help rendered by the following official and non-official gentlemen: Sri D. Rajagopalachariar, B.A. (Hons) L.T., District Educational Officer, Bellary; The Range Deputy Inspectors of Schools, Alur and Adoni, and Sri C. Rama Rao, Attendance Officer, Bellary; Sri Venkatraya Pillai, B.A., L.T., Headmaster, Government Basic Training School, Bellary; Srimathi Padmavathi, M.A., L.T., Headmistress, Government Basic Training School for Women, Bellary; Srimathi Muthanna, Government Women's Welfare Officer, Bellary; Sri P. N. Gowd, M.A., B.Sc. (Edin), Principal, Veerasaiva College, Bellary; Sri B. Madhava Rao, B.A., L.T., Headmaster, Municipal High School, Bellary; Sri Bhasker, B.A., L.T., Headmaster, Wardlaw High School Bellary; Sri D. Govindass, M.L.A., Alur; Sri M. Narayana Reddi and H. Seshareddi, Landlords, Halaharvi; Sri G. Subbiah, M.A., L.T., Headmaster, Municipal High School, Adoni; Sri Tekur Krishnamurthi, B.A., L.T., Headmaster, Board High School, Alur, & President of Social (Adult) Education Committee; Sri Hanumantha Reddi, President, Social Education Committee, Allipuram; and Sri P. V. Krishna Rao, B.A., Correspondent, The 'Hindu', Bellary.

Dr. Tara Chand's Appeal to College Students.

"Students in colleges in India should come forward in increasing numbers to devote their vacation time towards the removal of illiteracy among the rural masses," said Dr. Tara Chand, Secretary to the Ministry of Education, Government of India, addressing the annual social gathering of the Technological

Association of the Department of Chemical Technology, University of Bombay.

While the Central Advisory Board of Education was fully alive to the necessity for the advancement of Technical Education in this country, need for raising the standard of literacy was considered no less important, he said.

Another Milestone in the Rapid Progress of Adult Social Education.

Madras Governor Inaugurates Training Course.

The first step in the State Drive against Adult Illiteracy was taken on Sunday, 4th February 1951, when His Excellency the Governor of Madras, the Maharaja of Bhavnagar, inaugurated a Training Camp for College Lecturers in Adult Social Education, under the famous Banyan Tree in the Theosophical Society Gardens, Adyar, Madras. The Hon'ble Sri K. Madhava Menon, Minister for Education and Law, was present on the occasion.

His Excellency, describing the course as "another milestone in the rapid progress which Madras State has made", emphasised in telling words the service aspect of the Adult Social Education programme.

"Our first and main object of course is that of service—service in the cause of literacy and education; and it is not a question which can be taken up lightly or one in which we can afford to make expensive mistakes."

The camp is one of the items in a comprehensive scheme of Social Adult Education now being implemented by the Government of Madras. From each one of the Arts and professional colleges in the State a lecturer has been deputed to undergo training at the camp. When they return to their institutions, the lecturers will organise and guide Students' Social Service Leagues and mobilise students on a voluntary basis for nation-building activities.

Sri D. S. Reddi's Speech.

Mr. D. S. Reddi, Director of Public Instruction, welcomed His Excellency and paid a tribute to his keen and abiding interest in the progress of education in the State. The problem of illiteracy, the Director emphasised, was one of the major problems confronting them and its solution was of special urgency in the present context. "Realising this, the Government have sanctioned a comprehensive scheme of Adult Education which is in the process of fulfilment with the help of honorary and paid agencies and workers. But, the field to be covered is so vast that the demand for workers is practically unlimited. There can be no better worker in such a sphere than the student."

"College students," Mr. Reddi continued, "have played not an insignificant part in the struggle for independence. It is but right that they should play an equally important part in the new struggle to retain that freedom and to establish it on firm democratic foundations. It is with this view that this new scheme has been launched with the co-operation of the three Universities in the State. It is proposed to train one member of the staff of each one of the colleges in the State in order that he or she may help in the foundation and conduct of a Students' Social Service League in each college. Such Associations are in existence in some colleges, but it is essential that each college in the State should have a social service organisation. With the leadership we now hope to provide, it is my expectation that Social Adult Education will

soon be one of the most important extra-curricular activities in every college."

Adult Education Officer Explains Scheme

Giving full information about the scheme sanctioned by the Madras State Government, Sri A. G. Vilva Roy, Adult Education Officer, said:

The College Lecturers' Training Course is a part of the Government endeavour to liquidate illiteracy and ignorance in the State. It is one of the items of a comprehensive scheme of Social Adult Education put through by the Government.

It is designed to train leaders for Social Adult Education Work. The ladies and gentlemen that have joined the Camp are going to hold key positions in the Students' Social Service Leagues in Colleges. These Leagues, recently inaugurated by the Director of Public Instruction in all Arts and Professional Colleges, would form a powerful agency to carry the torch of knowledge and of culture to the masses and in helping them help themselves to live better lives.

This Training Camp would give a concentrated training course to fit, within fifteen days, one member of the staff of each of the Arts and Professional Colleges in the State not only to organise students' Social Service Leagues but also to plan creatively, to mobilise Students on a voluntary basis for nation-building activities. Their object would be not only to spread literacy and useful knowledge among adults through Student Volunteers but also to enable students, the future leaders of India, to know the lot of the common men with sympathy so that the higher the education the nearer will the student be to the masses.

The Campers will be enabled to inspire, train and guide Student Volunteers in this activity both during and after the

academic year. During the academic year the students would ordinarily make their own homes, inclusive of servants, literate; teach by turns in an existing Adult Literacy Centre in the locality; run informational exhibitions and do possible propaganda in favour of the literacy effort by the adult. They could visit, during week-ends, population centres in the neighbourhood to study local needs and interests with a view to plan out ways and means of rendering such assistance as would be feasible. To this end each of the colleges may choose a population centre as its settlement for constructive work by stages right through the year.

During the vacations and long holidays this activity would be intensified. Students' Social Service Camps would then be run in rural areas after thorough pre-planning. Such a Students' Social Service camp will not be a model P. W. D. gang or a glorified sanitary squad. It will not content itself with the construction of a small road there or the digging of a few pits here. It will stimulate a readiness to labour for what is longed for, encourage a corporate endeavour, of pride and satisfaction that comes from work done in the common interest and foster an awareness of common citizenship. It will strive to create when necessary and develop where possible a social climate, a mental attitude for mutual help and common brotherhood and above all help in the realisation that there is no religion greater than truth. To this end it will fully utilise the rich potentialities of the Each-One-Teach-One effort among adults and will first strive to create an atmosphere in favour of adults helping one another to read. Thus, Student Volunteers would be mainly literacy workers during the College terms and social workers during the long vacations.

Knowledge is disseminated in schools and colleges. But it seldom reaches the home. Even literacy has not reached many homes although a son or a daughter in a home is a college student. This training course is also designed to stop this anomaly. The School and College buildings with their entire equipment lie idle for about two months in the year, a period when adults have leisure for learning. The Campers here would plan how best these institutions could be worked as institutes for adults during the period giving something of use to adults by way of Every Day

Science Exhibitions, talks, film shows, easy library and reading room facilities, recreation, games for adults, music, drama, discussions etc., through the members of the Students' Social Service League.

Details of the organisation and technique of Social Adult Education drives would be studied and discussed in this Camp. The course will include talks and demonstrations of the principles and methods of teaching adults, preparation of reading material and practice in handling modern audio-visual aids. Demonstrations of mass education through drama will be one of the features of this Training Camp; and I am glad to say that Srimathi Rukmani Devi has readily agreed to render all possible assistance to the Campers in this activity. The Campers will also enact scenes from the plays of the Indian villages such as "Death abdicates" written by Sri Lobo Prabhu, I.C.S.

It is my unique privilege as the humble author of the State Social Adult Education Schemes in general, and this Scheme of Social Adult Education through University Students in particular, to train leaders to implement this scheme: and the highest reward I expect is to see the scheme succeed. Your Excellency's great enthusiasm to liquidate illiteracy has been a constant source of inspiration to workers in the field. While there still happen to be Indians who deem literacy neither urgent nor necessary for the masses it is refreshing to read Your Excellency's great message recently sent to the Second Adult Education Week in which Your Excellency made a remarkable declaration that literacy is one of the birth-rights of the individual. I hope and pray that the voluntary army of youths that we are going to mobilise through the key men and women gathered in this Camp will be imbued with a similar passion for real constructive work. May I request that Your Excellency may be pleased to bless us by inaugurating this camp?

Governor's Address

Addressing the members of the Camp, the Maharaja of Bhavnagar said: "I have spoken on the subject of Adult Education quite a few times before and have stressed the great importance of this movement, especially in relation to the democratic set-up in our country to-day. This course marks another milestone in the rapid progress which Madras State, I am proud to say, has made in this direction. It is an attempt to mobilise one of the most promising sources of recruitment to this campaign, namely,

the students in our Universities. We have been accustomed for quite some time to hear of the need for a social service course for our students. We have heard of a plan at one time that every University student before he passes out, should spend a period of social service in villages. This scheme gives them the opportunity to do so, without, at the same time, any element of the compulsion. We have heard many times of the dangers that spring of a widening gulf between our educated classes in the Cities and our people in villages. This scheme offers us a chance of bridging this gulf and bridging it in such a way as to bring a very great measure of benefit to our villages.

"I know that our students are only too anxious to be of service to their fellow citizens and this campaign of Adult Education is a most direct way in which they can render this service. At the same time they would be benefiting themselves. It is not merely the spread of literacy and useful knowledge amongst our villagers; and our student workers on the other hand, would come into intimate contact with life in the village and such contact and acquaintance are very necessary for educated classes. It is these educated classes who are going to be the administrators, law-givers and leaders of this country in the future; it is they who will go into the various professions, medical, engineering, teaching and others. In all these spheres, there is often a reproach that the professional and educated classes are being increasingly divorced from the real life of India which lies in the village. This scheme will go a long way towards removing this handicap.

Ideal of Service

"This is only one side of the question, but I have mentioned it since few people are aware of this aspect. Our first and main object of course is that of service—service in the cause of literacy and education; and it is not a question which can be taken up lightly or one in which we can afford to make expensive mistakes. The psychology of approach and the methods to be used in the teaching of adults, especially in our villages, require study and attention. The enthusiasm and the will are probably there, but we have to see that our student-workers are trained in the right method of approach. It is a task which requires quite a different method from that employed in our schools where we have to deal with untrained and open minds. It is a task which requires a great deal of patience and even more of tact and sympathetic understanding. This course is intended to train the teachers. I have no doubt the points I of these teachers. I have no doubt the points I have mentioned will be fully taken into consideration by you; and that above all the primary appeal to our students should be the cause of service. We may hold out many other inducements, but unless our students are imbued fully with this ideal of service for the sake of service, we cannot hope to make this a complete success. I wish you the very best of luck in this experiment and may we see speedy and successful results."

Sri K.S. Ramaswami Sastri, President, South Indian Adult Education Association, proposed a vote of thanks.

Adult Education is a Community Effort Mr. M. Ruthnaswami's View

The view that "Adult Education is a movement of the whole community and required to be tackled on many fronts" was expressed by Mr. M. Ruthnaswami at the closing function of the Training Camp. Mr. J. L. P. Roche-Victoria, Minister for Food, presided.

The function began with silent prayer and a literacy song sung by Kumari. Saraswathi, Lecturer, Nirmala College, Coimbatore.

Mr. A. G. Vilva Roy, Special Officer in charge of Adult Education, explained the work done at the Camp. He said that 35 lecturers from various colleges in the State attended the two-week camp, where it had been possible for them to evolve some plans for the spread of Adult Education. They had decided to initiate college students into this activity during the summer vacation.

Mr. Roche-Victoria said that the running of a camp for college lecturers for studying Adult Education problems was another mile stone in the progress of the Adult Education movement in Madras State. The main obstacles were lack of men and lack of finance and they were trying to get over these. There was a time, the Minister said, when Government looked upon the Adult Education movement with some suspicion, but to-day they were encouraging it. As regards finance, they were in some difficulty. The Minister said that the money available with the Government was not sufficient for a big under-taking, such as the spread of Adult Education, and so Government looked up to the people to do their bit. They had also been able to find a new source of income from last year by the sale of flags during the Adult Education Week celebrations. The district of South Arcot alone collected about Rs. 11,000 last year in this way, he said.

Proceeding the Minister said:

The Second South Indian Adult Education Week celebrations, then in progress, had been organised by the South Indian Adult Education Association. Adult Education propaganda had been carried on by the Association successfully for the past twelve years, so that a Literacy Drive had become the policy of the Government. The First South Indian Adult Education Week organised by the Association in February 1950 had achieved great and effective co-ordination of official and unofficial Adult Education propaganda, which was being further strengthened by the Second Week.

Mr. Ruthnaswami said that the Adult Education movement provided a great opportunity for doing service to the community. Education was one of the most serious and anxious problems facing our country. For some reason or other there had been a great lag in education, and after 150 years of civilised Government, only 10 per cent, and in some places 12 per cent, of the people were literate. There were some people, Mr. Ruthnaswami said, who

felt that the money spent on the promotion of Adult Education might well be spent on the education of children. Others thought that, while not neglecting the education of children the education of adults was equally important. The problems had many fronts and required to be tackled immediately, he said. Adult franchise could work successfully only if the people were made literate. In order to make Adult Education movement a success, therefore, they had to make it the movement of the whole community, whether in village, town or city. All Departments of Government, and not the Education Department only, should take interest in it. There might be disappointments for those engaged in this work, but they should overcome these by the knowledge that they were engaged in a patriotic work. He wished those who attended the Camp every success in their effort to spread literacy in the country.

Certificates of having undergone the course of training in the Camp were distributed to the campers by the Minister.

With the singing of "Jana Gana Mana" and a vote of thanks proposed by Mr. P. Thirugnanasambandam, Lecturer, Annamalai University, on behalf of the campers, the function terminated.

List of Campers Deputed by Government Institutions.

1. Sri Hari Adiseshuvu, M. Sc., B. Sc. and B.A., Demonstrator and Assistant Professor, Presidency College, Madras.
2. Sri K. P. Damodaran Nambissan, M.A., L.T., Government Training College, Palghat.
3. Sri K. Madhava Menon, M.A., Lecturer Government Victoria College, Palghat.
4. Sri P. R. Minakshisundaram Pillai, M.A., Tamil Pandit, Government Arts College, Madras.
5. Miss B. Pankajam, M.A., L.T., Assistant Lecturer, Government College for Women, Guntur.
6. Sri M. Rajakkannu, B.O.L. (Hons), Lecturer in Tamil, Government Arts College, Coimbatore.
7. Sri P. Rosayya, M.A., L.T., Assistant Lecturer, Government Arts College, Anantapur.
8. Sri P. Shantharam Rao, B.Sc. (Hons), B.T., Assistant Lecturer, Government Training College, Mangalore.
9. Sri T. Subbaramayya, B.A., B.Ed., Physical Director, College of Engineering, Kakinada.
10. Sri K. Umamaheswara Rao, M.A., M.Ed., Assistant Lecturer, Government College of Technology, Coimbatore.
11. Mrs. L. F. Victoria Amirtham, M.A., B.T., Tutor, Teachers' College, Saidapet.

Preventing Crime in Madhya Bharat through Adult Education.

The Chief Minister of Madhya Bharat, Mr. Takhatmal Jain, said that he would soon initiate a novel anti-crime scheme to create a Crimeless Society in the whole State within two years.

The main feature of the scheme is to educate the rural public in various

12. Miss M. N. Sreedevi, M.A., L.T., Assistant, Lecturer, Government Training College, Palghat.

13. Sri M. Vittal Bhandary, B.A., B.Sc. (Hons), Assistant Lecturer, Government College, Mangalore.

14. Sri K. Ramanuja Rao, M.Sc., B.Ed., Assistant Lecturer, Government Arts College, Rajahmundry.

15. Sri K. A. Joseph, M.A., L.T., Lecturer, Government Brennen College, Tellicherry.

List of Campers Deputed by Private Institutions.

1. Sri M. Anandaraj Sundaram, B.A., Lecturer, Besant Theosophical College, Madanapalle.
2. Sri K. Appu Nambiar, B.A., (Hons), Tutor in History, Malabar Christian College, Calicut.
3. Sri G. V. Krishnamurti, M.Sc., B.Ed., Lecturer, Sri C.R.R. College, Eluru.
4. Sri D. Narasinga Rao, M.A., Lecturer, Maharajah's College, Vizianagaram.
5. Sri M. Padmanabhan Nair, M.A., B.T., Lecturer, Farook College, Feroke.
6. Sri K. N. Parthasarathy, B.A., Tutor in English, Sir Theagaraya College, Washermanpet, Madras.
7. Sri M. A. Periaswami, B.A., Tutor in English, Salem College, Salem.
8. Sri A. M. Satya, M.A., L.T., Lecturer, Meston Training College, Royapettah, Madras 14.
9. Sri T. Seshadri, B.O.L., Lecturer, Madura College, Madurai.
10. Sri R. Sethu Rao, B.Sc. (Hons), Lecturer, Islamiah College, Vaniyambadi.
11. Sri V. Tyagarajan, M.A., L.T., Lecturer, St. Xavier's College, Palamcottah.
12. Miss A. Saraswathi, B.A. (Hons), Lecturer, Nirmala College, Coimbatore.
13. Sri M. Upendra Sarma, M.A., Lecturer, Hindu College, Guntur.
14. Sri V. Muthu Aiyar, M.A., L.T., Head of the English Department, Hindu College, Masulipatam.
15. Sri P. Thirugnanasambandam, B.Sc. (Hons), Lecturer, Annamalai University, Annamalai Nagar.
16. Sri Venkataramana Yendamuri, M.A., B.Ed., Lecturer, P. R. College, Kakinada.
17. Sri V. Venkatasubbiah, M.A., L.T., Lecturer, National College, Tiruchirappalli.
18. Sri C. V. Prabhakara Rao, B.Com. (Hons), Lecturer, Veerasaiva College, Bellary.
19. Sri V. Jagannadham, M.A., B.L., M.Litt., Lecturer, Andhra University, Waltair.
20. Sri S. Ponnusamy, B.O.L., Tutor, P.S.G. Arts College, Peelamedu, Coimbatore.

devices of checking crime locally through selected Special Committees under the supervision of village "Panchayats".

These Committees will be called Village Crime Prevention Committees working under the guidance and with the active support of the local police.

NEWS AND NOTES.

Harnessing Students for Literacy Drive

That enthusiasm of the student community should be utilised for increasing the percentage of literacy of the masses in Hyderabad, is a suggestion put forward by Mrs. Vellodi, wife of the Chief Minister of Hyderabad and President of the Hyderabad Branch of the Indian Conference of Social Work.

Mrs. K. Vellodi is responsible for opening a number of adult and children's schools in many parts of the State. Finding the literacy of the masses still very low when compared to the surrounding State, it is understood that Mrs. Vellodi has addressed the Education Minister of Hyderabad Government drawing his particular attention to the possibility of utilising the vast reserve of student population in the State.

She has suggested that students should organise parties during vacations and proceed to interior villages where both by precept and example they could improve the standards of health, sanitation, agriculture and education. She is convinced that the material is available in the State for such an enterprise and it is only a question of organisation of these students and of giving effective leadership, encouragement and guidance in this work.

Coimbatore District Adult Education Committee

The fourth meeting of the Coimbatore District Adult Education Committee was held at the office of the District Educational officer on the 20th January, 1951 when the following members were present:

Messrs C. Subramanian, M. P., N. Mahalingham, K. V. Ramaswami, V. T. Titus, V. N. Ramaswami, S. N. R. Venkatesalu, Dr. N. Subbian, P. S. Subbian, Pongali, Mudaliar, B.K. Nallaswami, Mrs. Ranjitham Ramaswami and Mr. J. Rajanayagam.

Sri C. Subramaniam presided over the meeting. The minutes of the previous meeting were read by Mr. P. S. Subbian and adopted.

The reports of the Secretaries' tour in Erode, Palladam and Pollachi Taluqs, along with the Government Social Education

Van were given. The formation of Erode and Palladam Taluq Committees was also reported.

It was resolved to send a list of Adult Schools in each Taluq to the respective Taluq members and ask for their report regarding the functioning of the same. The Taluq Committees were requested to start as many Adult Centres as possible.

It was resolved to open a Rural College at Peelamedu on the 18th February during the Adult Education Week. An administrative Board was formed consisting of Messrs G.R. Govindarajulu, G. Ramaswami, V. N. Ramaswami, Venkataraman and J. Samuel to run the College.

It was resolved to hold the District Workers Conference on 11th February at Thomas Memorial Hall, Coimbatore and Hon. Sri M. Bhaktavahsalam was requested to open the conference.

A five thousand rupees budget for the year 1951-52 was approved.

It was resolved to open the account of the Association in Indian Bank in the name of the Association and the Treasurer was authorised to operate the account.

It was resolved to request the Secretary, S.I.A.E.A. to send tickets for Rs. 2,000.

It was resolved to postpone the Regional Conference to April as suggested by the Pollachi Taluq Committee.

Sri J. Rajanayagam proposed the vote of thanks.

Adult School, Beerangimedu

Mr. H. S. Paul, Collector President of the South Arcot District Adult Education Association, paid a visit to the Adult School, Beerangimedu, Gingee Taluq, at 7-30 a.m. on 10th January 1951, and recorded his impressions:

"The School is being conducted by the Teacher Manager who was trained in Adult Education at Vedaranyam. He is taking a good deal of interest and has himself prepared a number of charts. I assembled the adult students and found that 21 were present out of 40 on the rolls. I tested the progress made by the students

and found it quite satisfactory. The School deserves a prize that the Provincial Adult Education Association has offered".

"The School can be developed into a pucca Adult Social Education centre. I found some students were able to intelligently understand the district map which was hanging in the school. I have requested the Sub Collector and the Tahsildar to give all possible help in developing the school into a good Social Education Centre".

At 8.30 p. m. in honour of the Collector's visit, Sri M. Kesavan, the Teacher Manager, took out a procession, doing propaganda with a mouth phone, and covering all the streets. A public meeting was held, and lasted for more than three hours. Many a stirring speech was made appealing for the people's support.

Palladam Taluq Committee.

On 16th February 1951 an Adult Education meeting was held at the Municipal Council Hall, Tirupur. Sri K.V.Ramaswami introduced the District Secretaries to the members assembled.

Sri T. S. Kandaswami Chettiar presided. Messrs V. T. Titus, P. S. Subbian and J. Rajanavagam spoke on the various aspects of Adult Education. Then the Taluq Committee was formed with the following office-bearers:

President:—Sri T. S. Kandaswami Chettiar.

Vice-President:—Sri K. N. Palaniswami Gounder; Sri Kuppuswamy Gounder; Sri S.V. Lakshmanan and Sri Periyaswami Gounder.

Secretaries:—Sri K. V. Ramaswami; and the Deputy Inspector of Schools.

Treasurer:—Janab Kadher.

Members:—Rev. Father Chinnian; Sri M. Avanasappa Gounder; Sri A. P. Doraiswami, Sri Natesa Mudaliar, Sri Pongali Mudaliar, Sri P. A. K. Somasundaram Chettiar, Sri Koduvai Rangaswami, Sri C. P. Subbian, Sri K. V. Ramaswami Naidu, Sri Paramasivam, F. D. O. the Tahasildar, the Municipal Commissioner, Sri R.G. Subramaniam, and Mrs. Dharmaraj.

After the meeting Mr. Ragunathan, the Social Education Van Officer, showed films at Idumanpalayam and Tirupur Town.

An Adult Education Exhibition in Thiruvaiyyaru

An Adult Education Exhibition was held and Adult Education propaganda conducted in Thiruvaiyyaru, Tanjore district, under the auspices of the local Adult Education Association from 26th to 30th January 1951, writes its Secretary, Mr. T. R. Kaliaperumal Naidu. Pictures of Indian national leaders, the publications of the South Indian Adult Education Association and the Mysore Adult Education Council, books in Tamil and English relating to Saiva and Vaishnava Schools of thought, and the Education Department publications were kept. The Exhibition attracted a large number of visitors, who appreciated its value.

Members of the Association displayed Welcome placards when Sri C. Rajagopalachari, Home Minister, Government of India, and Sri B. Gopala Reddi, Finance Minister, Government of Madras, visited Thiruvaiyyaru on 26-1-51.

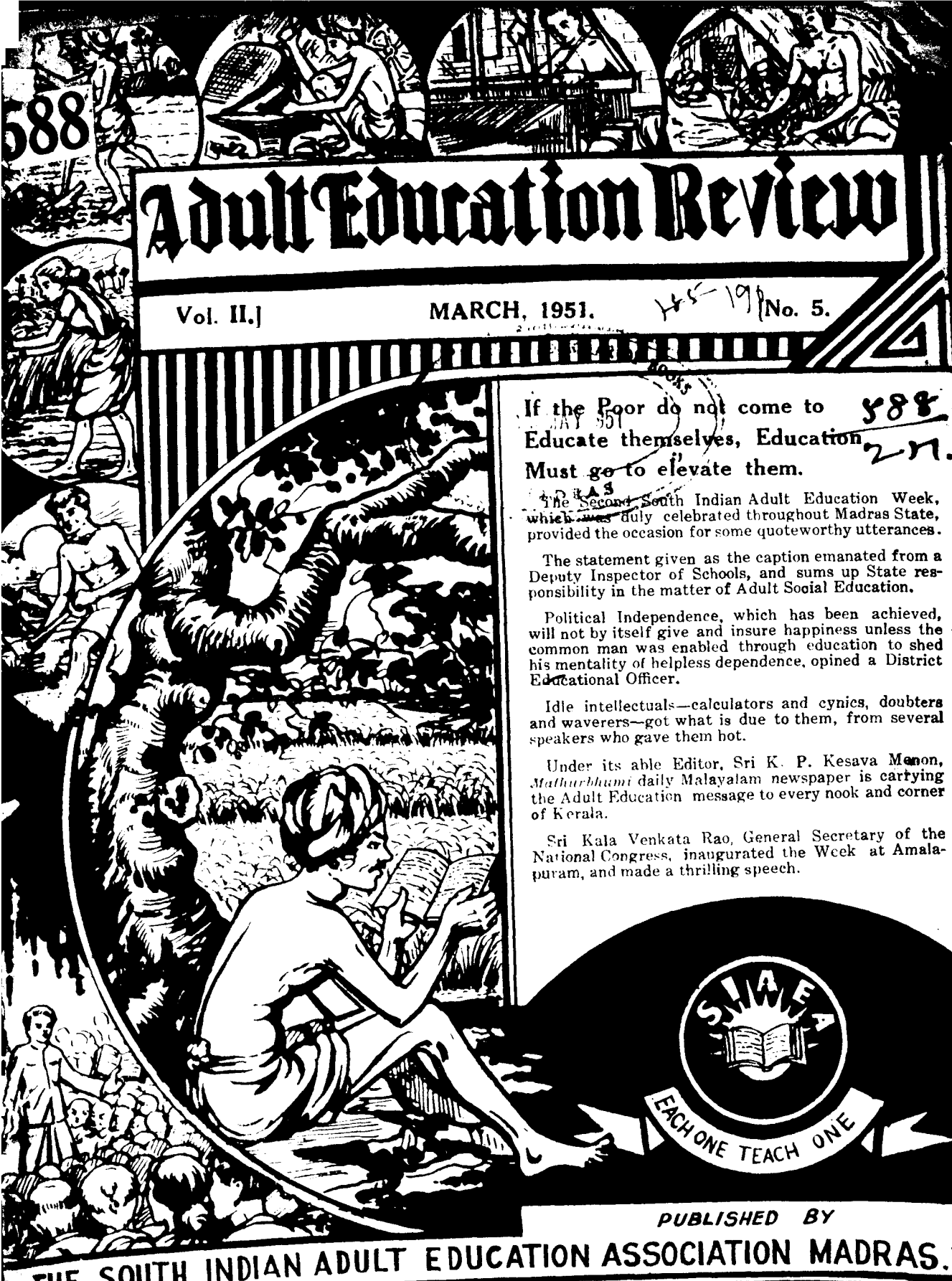
Unesco Fight against Illiteracy.

The Executive Board of UNESCO has approved a plan for the creation of a net work of fundamental education centres as part of the world-wide drive against illiteracy and low standards of living.

It calls for the establishment of regional centres in five areas where member States are seeking aid in their efforts to eradicate illiteracy—Equatorial Africa, Latin America, the Far East, India and the Middle East.

Each centre would train a hundred specialists, teachers and field workers for a year, providing a total of 5,400 specialists at the end of 12 years. These workers would return to their countries in teams to set up national or local training centres. The centres would be financed by private and Government funds outside UNESCO'S regular budget.

The plan, which would cost \$ 20,000,000 over a 12-year period, will be submitted to the General Conference of UNESCO for final action next summer.



Adult Education Review

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**If the Poor do not come to
Educate themselves, Education
Must go to elevate them.**

The Second South Indian Adult Education Week, which was duly celebrated throughout Madras State, provided the occasion for some quoteworthy utterances.

The statement given as the caption emanated from a Deputy Inspector of Schools, and sums up State responsibility in the matter of Adult Social Education.

Political Independence, which has been achieved, will not by itself give and insure happiness unless the common man was enabled through education to shed his mentality of helpless dependence, opined a District Educational Officer.

Idle intellectuals—calculators and cynics, doubters and waverers—got what is due to them, from several speakers who gave them hot.

Under its able Editor, Sri K. P. Kesava Menon, *Mathurbhumi* daily Malayalam newspaper is carrying the Adult Education message to every nook and corner of Kerala.

Sri Kala Venkata Rao, General Secretary of the National Congress, inaugurated the Week at Amalapuram, and made a thrilling speech.

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EACH ONE TEACH ONE

PUBLISHED BY

THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION MADRAS.

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Request to Subscribers.

Those whose subscriptions expire with the Official year 1950-51 are requested to send fresh remittances as well as intimations of renewal.

We would have every subscriber evince solicitude for the progress of the 'Adult Education Review' by helping secure new subscribers and the support of advertisers who can be assured of quality publicity for their business since the 'Review' reaches a large number of persons who occupy vital positions.

T. J. R. Gopal,
Publisher "Adult Education Review"

The South Indian Adult Education Association's Tamil monthly Journal *முதுமரர் கவி* will commence publication on the Tamil New Year Day.

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. II

MARCH, 1951.

No

EDITORIAL

The South Indian Adult Education Seminar.

Sponsored by the UNESCO, Seminars have come to stay as organisations to cement and foster friendships and to help intensive study of problems by actual field workers in order to evolve better and better methods of approach. In the field of Adult (Social) Education, the Mysore Seminar led with an international outlook through and through. Jabalpur held a National Seminar. We have in sight our own Regional Seminar at Adyar for a week from 23rd to 30th April 1951. The Madras State has four distinct linguistic areas, and has language affiliations with the adjoining States of Hyderabad, Mysore and Travancore-Cochin. It is therefore very proper that the South Indian Adult Education Association has undertaken to run this Regional Seminar as its job representing as it does all these areas for common purposes. The common language for the Regional Seminar must necessarily be English, and the broad subject for discussions should be organisation, spread and methods of Adult Literacy. We are glad that in the South, Adult Literacy has, from the beginning, been specifically understood as literacy fitting the adult for self-education, through the printed and written word, and even when employing quick literacy methods this aspect has never been forgotten. It is there that South India has initiated, and insisted on, training for Adult Education teachers.

The training period for the common run of Adult Education teachers has been fixed by the Government of Madras at six weeks. This was in view of the fact that the ordinary Elementary School teacher was expected to be the main agency for teaching adults. Under other circumstances, and for special purposes, the Madras Government have varied the period of training as for instance the recent training of College Lecturers and Professors for a fortnight and the usual five or seven day training course for students. Different non-official bodies have given training for Adult Education work for varying periods. The Regional Seminar may discuss and come to its own conclusions on these matters. The question of duration of Literacy Classes for the acquirement of Minimum Literacy has now become important in view of Social Education Course indicated by the Government of India. More than the duration, the question of attendance of the adult is vital. Discussion on this subject will have to proceed by actual experiences examined and the Literacy Class programmes have to be so attuned as to give the adult full advantage of his spare time under local circumstances. There are other general matters like follow-up work and literature, library organisation for Adult Education purposes and other equipment necessary to carry on effective work that will suggest themselves.

Actual methods of teaching will ordinarily vary with the nature of the language handled and its intricacies. Therefore, in a Regional Seminar sections based on language become absolutely necessary. Even here, by discussing experiences in the application of general principles like "Known to the unknown" in common, very great advantage may be gained. The Adult Education objective may best be realised by intensified effort. The organisation necessary for such intensification, the equipment necessary, the co-operation of workers—officials and non-officials—in all fields of work, transport facilities may all be considered in the light of experience. Above all Propaganda and Publicity will have to be

reviewed and fresh knowledge added in this domain. We are sure the organisers of the Regional Seminar will think out problems in larger measure than it is possible for us to indicate in an article like this, and discuss them well at the Seminar, to afford guidance to workers of good reliable nature. We are also sure that proper representation will be provided at the Seminar for Adult Education and Library Associations, Universities and Colleges, Local Boards, Municipalities and the Education Department, including Adult Education Training Schools. We hope also that sufficient representation will be given and attention paid to adult women's educational interests.

Students and Adult (Social) Education.

In order to harness the activities of Students in Colleges for Adult (Social) Education service, the training of their Lecturers and Professors for a short period was well conceived and carried out at Adyar at the beginning of February 1951 by the Department of Education. Sri A. G. Vilva Roy, Adult Education Officer, was mainly in charge. The function was inaugurated by H. E. the Governor, and thirty-five of the Lecturers of different Colleges from the four language areas of South India attended. These Lecturers and Professors lived together as brothers and did some very good original work in addition to hearing talks on organisation of literacy work by Sri Vilva Roy and on methods of teaching Adults and other subjects from him and Sri G. Harisarvottama Rau. They wrote down playlettes, stories and acted at the lovely open air amphitheatre near the Adyar Banyan tree. It is all to the credit to Sri Vilva Roy that as the College Lecturers left, they were all appreciation for him for the free, easy and regardful manner in which he established his kinship with them. As a first fruit of this training he was called upon by the Principal, University College, Waltair, to help in training about 50 students volunteering to work during the holidays. A

five-day course was put through by Sri V. Jagannatham, M.A., B.L., M. Litt, Sri Vilva Roy and Sri Harisarvottama Rau. The students belonged to several areas. The strength from no district was sufficient to form Squads and send them out for work. They have to work individually and young men as they are, they have undertaken to do their best in their respective villages during the Summer holidays. During the years they are at College, they may do Social Education work singly or in batches with the guidance of the Lecturer in charge. But for that purpose it would be an advantage if there are working literacy classes around their College. They could augment the results of such Centres by their own effort through the Each One Teach One method. At present there are no such Centres and none in prospect near Waltair as there are no Adult Education trained teachers locally available. Until the Educational authorities permit untrained men to open Literacy Classes such Centres may not spring up. However, the students under the guidance of the lecturer in charge may as part of Social Service, and with the aid of their Social Service League, carry on Social Education work in the slums round about by working in batches,

relieving one another on alternate days or during alternate periods. We do hope that the University College, Waltair, will push this work through under the able guidance of Sri Jagannatham and establish an example for Colleges.

We cannot, however, be content on this matter. There appears to be a tendency in the Department to delay matters too much and to take up activities in a hurried manner. In the present case the students were already in sight of examinations. They had really to attend to the Social Education training classes under pressure of work. The training of College Lecturers itself appears to have been thought of rather late. It will be most advantageous to effective endeavour if schemes

are planned and executed with a view to proper timing. As it is, it is only a very small number of students of the Andhra University area that has just moved and no activity has appeared in this direction in other Universities of the Madras State. If student effort should be of any use during the holidays the best value lies in their being moved in Squads with proper equipment under the guidance of their Lecturers for propaganda to stir the minds of the unlearned adults to take advantage of the new opportunities offered. We do hope that better thought will be given to this aspect of the question while all students of proper age are encouraged to do their part in spreading literacy amongst the adults around them.

Adult Education in Nellore District.

Consequent on a short communication by "One Who Knows" published in our February issue regarding Adult Education activities in the Nellore District, we have made official enquiries, and we are able to give the following information:

The number of Literacy Classes permitted by the Department of Education and actually in existence today is as follows Taluk-wise:

Udayagiri	61	Kandukur	11
Kanigiri	30	Kovur	6
Podili	29	Atmakur	5
Darsi	16	Gudur	1
Kavali	16	Venkatagiri	1
Nellore	14		—
		Total ...	190

The report of the District Adult Education Association, published during the Second South Indian Adult Education Week, adds 66 Centres, not officially taken note of by the District Educational Officer, bringing the total to 250.

Udayagiri area having the largest number of Centres is being intensively worked. The Government Training

School for Adult Education teachers has been located in that place, and the first batch of forty trained teachers have just gone out of the institution and taken their places in their Centres. The Taluks of Kanigiri, Podili, Darsi and Kavali which have the next highest numbers of Centres adjoin the Udayagiri Taluk. The Nellore District has a District Adult Education Association of which the President is the Collector and the District Educational Officer is the Secretary. Many of the Taluks have Taluk Associations, more especially the Udayagiri Taluk. The Honorary Organiser for Andhradesa has visited a large number of Centres in Udayagiri and other areas and has suggested an intensive effort in the Udayagiri area. It is now divided into six circles and with the assistance of trained teachers in each circle and of local non-official friends as also visit at the suggestion and guidance of Honorary Organiser, the staff of the Adult Education Training School and Educational Officers of these circles are expected to develop Social Education activities to the maximum before the local Training School moves away after seven courses. There is also a Rural College working at Udayagiri.

Encouraging Literacy Results.

We have not yet had full account of literacy figures as per the census that has just taken place. But judging from what has been published, there does not appear to be any difficulty in endorsing that we, the Adult Educationists, could legitimately take credit for the great increase in literacy claimed by the Hon'ble Mr. J. L. P. Roche-Victoria, Minister to the Government of Madras, and General Secretary, the South Indian Adult Education Association. Literacy figures for men and

women, respectively, in percentages are : Madras city 60 and 37 ; Madura 61 and 44 (general) ; Vizagapatam city 50 and 27 ; backward Cuddappah 58 and 28. Taking districts 30 per cent of West Godavari men and 16 per cent of its women, are literate North Arcot 31 per cent of men and about 8 per cent women. That much more effort is necessary is evident from such figures as the Selam District provides. It has a general level of literacy of 13 per cent.

All Credit to South Arcot.

We draw attention of our readers to the statement recording taluk-war Adult Literacy Centres in the South Arcot district published in our issue of the last month. From it, it will be seen that South Arcot stands first in our State in regard to Literacy Centres having 223 authorised classes in all. Our readers already know that it did its best in regard to the First

Adult Education Week collections. An energetic Collector like Mr. H. S. Paul and watchful workers like Mr. and Mrs. Richard are an asset to the District. If at any time a wrong estimate of figures of Centres appeared in this 'Review,' it was due to want of correct information at the time, which is not the sole misfortune of this journal only.

Adult Education effort in Andhra Desa.

Sri G. Harisarovtama Rao, M. A., Honorary Adult Education Organiser for Andhra Desa, has issued the following Consolidated Report of work for the second half of 1950 :—

During the third quarter of 1950 I visited 39 Literary Centres spread over Anantapur, Nellore, Madras and North Arcot Districts and 10 Libraries. I paid two visits to Rural Colleges, visited the Training schools for teachers (men and women) in Madras twice over, gave talks to teachers in seven places, and addressed 17 public meetings.

During the fourth quarter of 1950, I visited 36 Literacy Centres spread over Nellore, Chittoor and Cuddappah Districts and 11 Libraries. I paid two visits to Rural Colleges, gave 13 talks to teachers, addressed 13 public meetings and three students gatherings.

During these quarters I examined places for locating Adult Education Classes at Udayagiri and Guntur, and had the pleasure of touring with Mr. Humayun

Kabir, Deputy Secretary for Education in the Central Government and also receiving Mr. Hsu Hsiling. I attended the South Indian Adult Education Conference at Tanjore, the National Seminar at Jubbalpore and the All India Adult Education Conference at Hyderabad.

I put in much other miscellaneous work like editing, examining films, selecting books out of a large heap at the D. P. I. office for Adult use, corresponding with the University Extension Boards to interest them in Adult Education work, maintaining record of Literacy Classes and libraries visited, collecting information about Literacy Centres in different districts, drafting my own tour programmes in consultation with D.E.O's, interviewing Collectors and other District Officials, to interest them in Adult Education, holding consultations with the A.E.O, D.D.E. and the Director.

In my monthly reports I have made a number of suggestions for the improvement of Literacy Classes and Rural Colleges. I have not so far heard as to how these suggestions have been disposed of.

Social Adult Education in Madras State.

SRI A. G. VILVA ROY'S RADIO TALK.

The following is the full text of the talk that Sri A. G. Vilva Roy, Adult Education Officer, Madras State, gave on the Radio on 3-3-51:—

I have often been asked about the difference between Social Education and Adult Education. Social Education is a type of education designed to fit people for democracy and to educate them not only on their rights and privileges but more especially on their responsibilities as efficient citizens. Adult Education is a wider concept and includes all aspects of the education of the adult and is unlimited in its scope. All endeavours to give further education to the adult in the different branches of knowledge would come under Adult Education.

The Social (Adult) Education programme of the Madras State aims at spreading literacy and useful knowledge among adults so as to enable them to live better lives. Although every effort is being made to help adults read and understand a newspaper we would consider an adult as having reached a stage of literacy if he is able to read a letter and write a reply.

Methods Simplified.

Some believe that learning to read by the adult is a tedious process. They picture to themselves the grown-ups going to school for years with slates and slate-pencils in hand and learning to read as children do. This is an erroneous notion. Conditions have much improved now. Adult learning has been considerably simplified today and made easy and pleasant. An adult can now learn to read in about forty evenings. Experimentation has established the truth of this statement in regard to Tamil. It only takes about a fortnight or so more in regard to Telugu, Malavalam and Kannada. This speed has been made possible by employing profitable methods based on adult psychology. By avoiding the usual memory methods and presenting lessons arranged in a logical order we now help adults learn over five times faster than

children. By rearranging the letters of the alphabet from the traditional order in an utilitarian way in the order of their frequency in actual use we help adults gain power over a large number of words and sentences of immediate, day-to-day interest even in the first few days of their learning. These words and sentences are often craft-centred to suit the interests of local groups of adults. Workers in the new technique are trained in Government Training Schools for adult school teachers. These training schools give intensified practical training in adult teaching. In fact they work as literacy settlements making an entire area literate through successive batches of trainees.

Some point out that what is needed is literacy among children to prevent their growing into illiterate adults. I do not think there is anyone in free India today who does not long for literacy for every child. But the worker experienced in the field of child education in our dear country has bitter memories of the unhelpful attitude of illiterate parents in general in sending their children to the school. Literacy for every child in India would be a distant dream unless and until there is parental co-operation; and such co-operation from the poor peasants is found to be steadily on the increase with the spread of literacy among them. If in many countries today the percentage of attendance of children at school is high it is in no small measure due to adult literacy. The literate mother is sure to enable her children become literate. By directly helping mothers pick up literacy in a trice we are helping every home in poor India become a Primary School. Is it wrong I ask, to fit the mother, the first teacher, teach her children to read also? Instead of simply waiting for the day when all children in poor India would be forced into elementary schools with the necessary buildings,

staff and equipment what prevents our making parents literate quickly and at cheap cost mobilising voluntary agencies and that way laying the sure foundation for child education, compulsory or otherwise?

Education for Today.

As the Hon'ble the Chief Minister of the Government of Madras pointed out the other day while inaugurating the Second South Indian Adult Education Week at the Rajaji Hall, child education is a preparation for tomorrow while Adult Education is to live today. India tomorrow would be bad for our children to live in unless adults play their part efficiently in shaping India today. We cannot afford to ignore this grim reality. Let us have the courage to act well our part at this critical moment in the history of our country. As Prof. M. Rathnaswamy declared the other day before the College Lecturers that were camping at Adyar we have to wage war against illiteracy on many fronts—not the juvenile front alone.

It is true that the ancient social order in our country was not very favourable to the development of a tradition for reading among the masses. The common man is often inclined to resign himself to fate in his depressing circumstances. Yet the constant humiliation and pain of illiteracy experienced by adults in living through the modern day has made them alive to the need for literacy and long for literacy at heart. There is therefore greater motivation to be literate in the adult than in the child. By mobilising the literates and inspiring them each one to teach one in the quick-literacy way we are beginning to make adults literate in large numbers.

According to a French adage, you can take a horse to water but not make it drink. I am yet to see a syce take a horse to water and bring it back without making it drink. Having led the horse to water the knowing syce whistles sweetly: and, lo! the animal lowers its head on water and draws water in bellifullly. Even so, making the adult literate presents no difficulty once we know the correct approach.

Each-one-Teach-One is no slogan. It is a powerful technique rich with great

potentialities for a mass literacy campaign. It contains immense possibilities for the spread of mutual understanding, brotherhood and harmony. It can be practised even in schools and colleges, the more advanced pupils helping the less advanced ones. It minimises complexities in the transmission of knowledge. Each-One-Teach-One can establish a tradition in India to disseminate knowledge among the masses. If every literate taught but one other per year to read, India would achieve cent per cent literacy within five years.

A far-reaching step has been taken in this regard by Government this year by mobilising student volunteers in the Universities. University students have made no secret of their enthusiasm for national uplift. Thousands of students are today naturally eager to do something great for Free India. They want to know what to do and how to do it. An effective organisation to help them unfold their personality in the field of Social (Adult) Education has been formed in each of the Arts and Professional Colleges this year. They are the Students' Social Service Leagues which have as their object the making of a literate India in the quickest possible time. The Scheme of Social (Adult) Education through University students not only aims at the spread of literacy and useful knowledge among adults but also enables the future leaders of India to know real India, the village, intimately. This scheme will help the University students know the common man and his lot with sympathy so that the ultimate effect of this scheme on students will be "the higher the education the nearer the village."

"On the 4th of February last His Excellency the Governor of Madras made history by inaugurating at Adyar a Training Camp for College Lecturers on the organisation and technique of Social (Adult) Education work; 35 Lecturers including 4 ladies from the Arts and Professional Colleges in the different regions of the State underwent training in the camp for fifteen days in order that they could organise and guide Students' Social Service Leagues in Colleges. I had the unique

privilege of training the first set of such leaders in the camp. During the term days the members of the League would do mainly literacy work in their own homes and in their neighbourhood. During the vacation the activity of the League would be intensified by running Students' Social Service Camps in rural areas for forty days when it will not only spread literacy and improve the general sanitation, as exhorted by Great Gandhiji, but also foster a social climate, a mental attitude for mutual help and harmony. These camps would be subsidised by the State. I appeal to all patriots, officials and non-officials, to help such students organisations in all possible ways. Sympathisers may kindly get busy planning their co-operation from even now by addressing the Principal of the nearest Arts or Professional College ascertaining in what ways they could help students' organisations render real service to the masses.

There are several such mile stones in the rapid progress made by the Madras State in the field of Social Adult Education. While over 1,200 Adult Literacy Clubs or Social Adult Education Centres have already been opened we are well on the road to open over three thousands in all early. These adults' institutes are governed by a simple set of rules to qualify for recognition and aid. All of them whether managed by private agencies or Local Bodies are aided and equipped free by the State. The equipment includes free supply of newspapers and weeklies to attract literates who can eventually lend a helping hand in teaching adults, and that way help the Centre become an *Each One Teach One Club*.

Local Committees are formed to help them in every way. These Committees when properly functioning can get a grant of half a rupee per adult made literate in the local Adult Literacy Club. With this grant as the nucleus the Committee would build up a local Adult Education Fund and spend the amount on items helpful to local Adult Education effort.

The village and town Committees would be backed by District Social Adult Education Councils. As every nation-building department is out to educate the adults it

is necessary that all of them in the district should join hands. The District Council would arrange for it. Needless to say these Committees would provide ample opportunities to all public spirited individuals and organisations to render service to the common man.

2,480 more teachers including 1,120 women would be trained this year in the special methods of teaching adults. Two Training Centres for men and one for women have been conducted in the city. Such trained teachers would be expected to do part-time work for an hour and a half in Adult Literacy Centres for which they would be paid Rs. 8 as also a contingent allowance of Rs 4 per month. In addition they would be given a bonus of rupee one per adult turned literate. Literacy tests would be conducted by the Deputy Inspector of Schools frequently and certificates issued.

Student Volunteers would be trained shortly in five-day methodical courses organised in the University centres of Waltair, Madras and Annamalainagar. I shall conduct the course at Waltair from the 6th to the 10th instant.

Rural Colleges, both Government and private, have been opened in all the linguistic areas of the State. These Rural Colleges give further education to rural folk who have already received some education. The Rural Colleges are not designed to produce clerks or to fit people for specific jobs. Hence these Rural Colleges approximate to those institutions of yore in our country where knowledge for the sake of knowledge was disseminated.

Five mobile films units were bought and recently put into the field. Film vans are not going to produce literacy. No country ever produced literacy though film vans:

Torres Bodet, the Chairman of the UNESCO, that dynamic personality in the field of Social Adult Education when he was Minister for Education in Mexico, saw to it that ten million booklets were specially prepared for adult reading and flooded them in villages in his historic drive against illiteracy in Mexico. To

make our literacy drive real and lasting we need many million booklets on varied subjects specially prepared and cheaply available. This huge attempt would call for unprecedented resourcefulness. The Government of Madras have sanctioned the formation of a committee which would not only approve books for early adult reading but also encourage authors and publishers to prepare such books. I would appeal to the educated ladies and gentlemen in our State to kindly write a few books for adults newly made literate. While the diction might be of the second or third standard level the ideas must be fairly advanced to appeal to experienced adults. University students who hail from villages are in an advantageous position in this regard. They may draw up a list of subjects on which villagers need information and write booklets on those subjects in the order of demand or urgency. After making out a neat manuscript copy of the booklet it may be tried with adults who are advanced literates to test for appeal, and then finalised.

The Government have also sanctioned, as an experimental measure six mobile squads of three men each to prepare villages for Social Adult Education effort and organise local Social Adult Education Committees on 2/3 grant basis to be run by non-official agencies. Two of these squads will be tried in Tamilnad,

two in Andhra area, one in Kerala and one in Karnataka.

With a view to ultimately install a radio receiving set in every Social Adult Education Centre, a beginning would be made now in giving grant-in-aid to 150 Centres to purchase the sets. Of these 100 would be mains operated and 50 battery operated. As such radio sets are installed in the centres in sufficient numbers arrangement could be made to give masterly talks on the subjects of the syllabus of the Social (Adult) Education Centres and allied topics according to a separate programme arranged with the All India Radio.

The First Indian National Seminar on the Organisation and Technique of adult literacy work held in December last at Jabalpur eventually recommended the content of the Madras scheme of Social Adult Education for implementation in other States as well. We will succeed to the extent to which men and women in different walks of life co-operate in this national endeavour. We will succeed to the extent to which we are able to make it the people's movement. We will succeed to the extent to which the educated in our great country are prepared to unite in this great cause, the cause of the illiterate.

LITERATES OF INDIA MOBILISE,
EACH ONE TEACH ONE.
JAI HIND.

Mr. Humayun Kabir to Inaugurate Regional Seminar at Adyar.

We are happy to be able to announce that Professor Humayun Kabir, Joint Secretary to the Government of India, in the Department of Education, has kindly consented to inaugurate the First South Indian Seminar on Adult Education which is being organised by the South Indian Adult Education Association, and which is to be held in the Besant Memorial School Gardens, Adyar, from 23rd to 30th April 1951. Details will be found elsewhere in this issue.

S. AIRAVATHAM,
Publicity and Recording Secretary.

T. J. R. GOPAL,
General Secretary.

Adult Illiteracy Can be Wiped out in One Year.

Sri T. J. R. Gopal's Reply to critics and doubters.

Only men and women who were imbued with the spirit of Social Service, and with a determination to dash through obstacles, could build a nation and make history, not timid calculators and critics, doubters and waverers. Liquidation of Adult Illiteracy could be attempted and achieved only by persons who were impelled by the patriotic motive and who would not bother about remuneration.

These views were expressed by Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, while addressing a meeting held under the auspices of the Queen Mary's College Social Service League, in the premises of the College, in the forenoon of Saturday, 17th February 1951, the first day of the Second South Indian Adult Education Week. It was the first function of the Week in the City of Madras. Sri Gopal's speech kept the audience spell bound.

Sri Rm. Ramanatham Chettiar, the Mayor of Madras, who inaugurated the League's Week celebrations in the College, read out a speech. He said: We are the makers of the Republic of India. Within a year we have been promised the first General Elections based on Adult Franchise. Whom are the millions of illiterates to choose as their representatives, when they do not know what they are doing, when they are not trained to grasp what they are doing and why they should elect representatives, and so on. Democracy can succeed only when there is a literate and well informed constituency. An illiterate community has little opportunity of informing itself and maintaining its moral and spiritual health. Nearly one-third of the world's illiterates live in India. But the resources of India are so vast that she need not despair. Unless every man and every woman understands that the present crying need is to rouse the conscience of our people, to abolish this colossal drag on our political advance we cannot dream to come out successful from the present chaos. Adult Education is the only immediate remedy to meet the impending crisis. We cannot depend upon our Government and Government agencies, and it was high time we realised the need to help ourselves. It has been found from costly experiments

in other parts of the world that private organisations and institutions, like your League, are the best agencies to tackle adult and compulsory education and other social problems.

Proceeding the Mayor said:

Compulsory Elementary Education may, to some extent, solve the literacy problem of a country for the future generations, but it is only too true that a nation cannot become literate until Adult Literacy campaigns reinforce the efforts of compulsory Elementary Education; for, in spite of compulsory Elementary Education the illiterate parents are apt to think that their children need little or no education and even if the children are educated to some standards, they are apt to forget what they have learned in the company and association of their illiterate elders. Unless Adult Literacy is enforced the efforts of Government or any other machinery to enforce compulsory Elementary Education are bound to result in failure and waste of good money. Teaching of an adult, if rightly done, will beget a love of reading and learning and will build up in him a new faith in his own ability to get ahead, will give him courage and visions of his future and will enable him to cast away unknowingly his sense of frustration and to pour new

self-reliance and effort into his own life. It is this that we in India want today; for India is predominantly an agricultural country and its population consists mainly of agriculturists who have to be armed with courage and visions for the future if we are to pass through the present critical times. The best and the only way to help the Indian illiterate is to help him help himself and set him free from ignorance and he will not need one percent of the population to protect him from another one percent. Adult Education is the only method that can help us achieve this object. If each literate man and woman in India could and would teach one illiterate a year, how easily can we solve our problem? Will it not then be a reality that India can as a whole be literate within a short period of five or six years? Your College Social Service League has set an example to other sister institutions to follow. I hope after your college education your enthusiasm will not fade away and that when you settle down in your native towns and villages, in whatever walks of life you may be, you will carry the torch of this campaign and make the country proud of its youth. Our society needs various kinds of workers to make the people prosperous, honest and peace-loving. There are no better missionaries for such work than our girl students and lady teachers whose soft appeal direct to the minds of the lazy and recalcitrant groups of people is bound to be fruitful and profitable. It is rightly said that a child's education really begins twenty years before it is born. That education is in your hands, and you should be proud of that role, as the real makers of this nation.

The New Era.

Sri T.J.R. Gopal, Organising Secretary, South Indian Adult Education Association, was then requested by the Mayor to speak. Addressing in Tamil, Sri Gopal said: The new status of political independence that had been only recently won by India was the cause of many changes of attitude and alignment. No Congress worker could have entered the Queen Mary's College, three or four years ago, much less addressed

a meeting of young hopefuls of a Social Service League. The situation had changed so radically that Congress workers were being honoured everywhere. A good cause like Adult Education had few champions in the days of foreign bureaucratic rule; and the South Indian Adult Education Association had an uphill task to essay. The Government of free India was bound to promote Adult Education as one of its fundamental responsibilities. Adult Education was not a pastime to be pursued; it had to be enforced as a pre-requisite essential to good administration, to the maintenance of law and order and to the moral growth and material advancement of the people. Political independence was secured through sacrifice and suffering on the part of the people as a whole. Even so, the total extirpation of the monster of mass illiteracy called for great devotion, the expenditure of energy and time on the part of willing workers, and of money by the well-to-do. Adult Education was as much the social responsibility of the people, more especially of the literate towards the illiterate, as it was the legal obligation of the State. Every literate had a moral duty cast upon him by civilisation and culture to make the illiterate literate. State action was the coping stone of popular effort.

Continuing Sri Gopal said: It was incomprehensible to him, how and why a patently good cause like Adult Education had come to be derided as wasteful effort. Elementary Education could not be hastened; it could be wrought only in slow stages. On the contrary, Adult Education could be speeded up at volcanic velocity; it could not be delayed if India was to play her part in world history. Adult Education was necessary to all ages and climes. Adult Literacy was the first and foremost step in Adult Education. In India, they had to concentrate on the fight against adult illiteracy for some time to come. Mass illiteracy eradicated, the way to national progress would be clear. Some persons who were alive to the need of adult literacy were honestly of the view that it would take some years to achieve complete literacy. He had gone into the

core of the problem along with his many co-workers of the South Indian Adult Education Association, and in his opinion cent per cent adult literacy could be achieved within a few months provided either the State enforced or the nation imposed on itself a scheme of conscription whereby every literate was bound to teach and every illiterate was bound to learn to read and write. Those who were thinking in terms of years were losing themselves in mere arithmeticalisation. There were 150 million adult illiterates in India, who needed at least 75 lakhs of teachers, and so on and so forth. The wise men who plumed themselves on their so-called practical and scientific approach missed the vital fact of adults being very much different from children. After all, it was only the question of the adult learning to read and write words in his mother-tongue: he knew their import already, he had only to learn the form, the mere symbol. The problem was simple to those who viewed illiteracy as a blot to be removed forthwith, a disease to be treated and rooted out at once. Only men and women imbued with the spirit of Social Service, and with a determination to dash through obstacles, could build a nation and make history, not calculators and critics, doubters and waverers. Liquidation of adult illiteracy could be attempted and achieved only by persons who were impelled by the patriotic motive and who would not bother about remuneration. The Queen Mary's College Social Service League could work out even within its limited and circumscribed sphere a revolution of quality. Members of the League should be enabled to view Social Service as a part of their own education.

The Secretary of the League proposed a vote of thanks.

Lady Willingdon Training College Adult Education Service Group.

Srimati P. Gomati, B.A., B.T., class, Secretary, Lady Willingdon Training College Adult Education Service Group, writes:—

The Lady Willingdon Training College is giving great impetus to the Social

Service Movement in all its aspects, namely, Adult Education, Slum Visiting, and Hospital visiting. The College and the High School are greatly interested in the eradication of illiteracy among the adults.

In the college there is a separate room allotted for the adults to come and study, with all the facilities of a class room. There are about ten adults who are studying there. From the B. T., class 18 students are available to teach these adults. In the curriculum Tamil, Social Studies, Civics, Mathematics, Science, arts and crafts are included. In fact whenever they are free, these students go and teach them; sometimes even on Saturdays classes are held. Some of the adults are being coached up for the Eighth Standard examination. Among the candidates who appeared for this examination last year one Miss Ranganayaki met with great success and now she is doing her Elementary Training in this institution itself. This year five adults are appearing for this examination.

In the celebration of the Second South Indian Adult Education Week our college participated with great interest, zeal and vivacity.

On the 17th February, the Inauguration Day, the College got the Adult Education Propaganda Van to show films to the adults in the High School Hall. On this occasion Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, presided, for which act of kindness we are greatly thankful to him. Our thanks are also due to the Propaganda Officer, Sri Deva Rajan, for the lucid explanation he gave about the pictures the adults saw. We cannot forget his staff members who made the film show a success.

2. On the 19th February Srimati Raja Ratnam went to Cholingapuram and delivered a lecture on the Growth of Adult Education. On the 20th February she presided over the function in the P. T. S. High School where the Adult Education Week was celebrated.

On the 20th February evening the Hon'ble Mr. J. L. P. Roche Victoria,

Minister for Food and Fisheries, presided over a meeting which Sri K. S. Ramasamy Sastri, President, South Indian Adult Education Association, addressed stressing the importance of Adult Education. The Principal, Sri Lakshmi Ammal, M.A., L.T., introduced the Hon'ble Mr. Roche Victoria and Sri Sastriar to the audience. Srimati Raja Ratnam proposed a vote of thanks.

The Adult Education Group members along with the Slum Visiting members go now and then to the slums nearby with a view to gather more adults and teach them. Also this group is running a magazine called "the Arivu" for the enlightenment of the adults which is full of attractive pictures and interesting stories written in big letters and in simple language. The watchword of this group is "Each One Teach One". All the members of this group strongly adhere to this motto, and taught the adults with great enthusiasm and real interest this year and they will be earnest even in the future and wish their successors to strive towards the eradication of illiteracy in our country.

Social Service League, T'Nagar.

The Sri Ramakrishna High School, Bazlullah Road, T'Nagar, celebrated the Week on 21-2-'51. A meeting of students of the High School was held in the evening, under the auspices of the Social Service League, T'Nagar, Sri S. Airavatham, Publicity Officer, Second South Indian Adult Education Week, presiding.

Sri T. J. R. Gopal and Pandit V. Natesan, Editor, *சுயேட்சை*, addressed the gathering. The youth of the country, Sri Gopal said, could give strength to the Adult Education effort in many ways. They could, for instance, do propaganda by means of processions and sloganshouting, and getting adult learners to Adult Literacy Schools and Adult Education Centres. Pandit Natesan said Adult Education was necessary no less to counteract Nihilistic propaganda which was going to the preposterous length of Thiruvalluvar Day being celebrated without deference being shown to the

great poet's aphorisms about God, than to give life to the Republic of India.

Winding up Sri Airavatham recounted the work being done by the South Indian Adult Education Association and the State scheme of a Literacy Drive in the offing.

Seshakudam Adult School.

A Propaganda Drive was organised in the forenoon of the first day of the Second South Indian Adult Education Week (17-2-51) under the auspices of the Seshakudam Adult Literacy School, Pillayar Koil Street, Triplicane, by its Manager, Sri A. Thirugnanasambantham. He led a procession of the adult pupils in the slum areas of Triplicane, displaying placards, shouting slogans, telling the passersby the urgency of Adult Education and announcing the evening function of inauguration of the Week by the Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister of Madras, in Rajaji Hall.

In the evening a procession of adult students, which the local people joined in increasing numbers, started from the Ellispuram Corporation Model School, and wending through Thayyar Sahib Street, Kalimanpuram, Bangaru Naicken Street, Jam Bazaar, Triplicane Kuppam, Pycrafts Road, and the Triplicane High Road, reached the outskirts of Rajaji Hall through the northern main gate in time to acclaim the Chief Minister on his arrival. Throughout, the slogans 'Each One Teach One' and 'Down with Illiteracy' were shouted. Members of the Pudupet People's Reformation League joined the procession and effectively participated in the Propaganda Drive.

The Seshakudam Adult Literacy School was opened first in Jothimahall, 23, Pilliar Koil Street, Triplicane, on 27-11-1949, by Sri T. G. Lakshmanaswamy Mudaliar, former Deputy Mayor of Madras, and it was shifted on 28-1-1951 to the Ellispuram Corporation Model School. It has been growing in body and mind under the able and earnest stewardship of Sri A. Thirugnanasambantham who devotes all his leisure to its management.

In order to strengthen the School through securing increasing public support, the Madras City Adult Education Association was formed and inaugurated by Sri A. G. Vilva Roy, Adult Education Officer, on 28-1-1951 at a public function held in the premises of the school and presided over by Dr. V. K. John, Bar-at-law. The following office-bearers were elected: Dr. A. Pattabhi, D. M. & S., President; Sri P. Selvanatham, member of the Senate of the Annamalai University, Vice-President; Sri A. Thirugnanasambantham, Secretary; Sri N. R. Narasingaperumal, Treasurer; and Sri D. Gangatharan, Sri N. Krishnamurthy, Sri S. Baboo, Sri U. M. Venugopal, Sri W. T. Govindarajan, Sri S. Venkataraman, Sri Venkatakaishnan, Janab Dastagir Sahib and Sri Narayanaswami, members of the Executive Committee.

The value of Adult Education and the urgency of the need to promote Adult Literacy and the role that an organisation like the Madras City Adult Education Association and an institution like the Seshakudam Adult Literacy School could play were dealt with by various speakers at the function: Sri K. S. Ramaswami Sastri, Sri T. J. R. Gopal, Sri B. A. Murthy, Sri P. Selvanathan, Sri Madurai Karuppiah, Dr. M. A. Karim and Sri Venkatakrishnan Sri A. Thirugnanasambantham, Manager of the School, and Secretary of the City Adult Education Association, proposed a vote of thanks.

Government Muslim High School.

The Second South Indian Adult Education Week was celebrated by the Government Muslim High School, Madras, from the 17th to 21st February 1951. The inaugural function was held under the Presidentship of Janab K. Mohamed Ibrahim Sahib, B.A., B.L., M.L.C. Mr. M. K. Mohamed Badsha and Janab S. D. M. Abdul Khadir Sahib explained the purpose of the Week and how quick liquidation of adult illiteracy would help successful making of the democratic form of Government.

The president described literacy as a birthright of man and said that it was the duty of the State to fight illiteracy. But,

in the existing conditions which had saddled the State with many commitments, it was not possible for the Government alone to undertake the gigantic task of liquidating illiteracy. He therefore appealed to the public, individuals and institutions, to co-operate with the Government and work for the cause of Adult Education, with a crusading zeal.

An Adult Education Committee of nine members with Janab K. Mohamed Ibrahim as President was formed.

A procession carrying placards was taken round the streets, in the forenoon, shouting slogans for Adult Education. After the inaugural meeting (reported above) the procession was re-formed and taken to Rajaji Hall to greet the Chief Minister and attend the inauguration of the Week.

On 18-2-1951, the second day of the Week, the Headmaster, Janab M. A. Sheriff Sahib B.A., L.T., addressing a gathering of students, explained the 'Each One Teach One' approach, and urged them to carry on the noble work. A good many of the students, responding to the appeal, said they would apply themselves to the task of teaching illiterate adults of their own families in the first instance and then those of the neighbourhood, to read and write in the mother tongue.

Collections to the Provincial Adult Education Fund, through sale of flags and tickets, were made on the Flag Day, and remitted to the Secretary, Second South Indian Adult Education Week Committee, Madras.

The School Assembly met on all the other days of the Week, and was addressed by the Headmaster who emphasised the Importance of Adult Education to, and under, a democratic pattern of Government. He gave accounts of the successful struggles against illiteracy waged in other countries, and said although in India the task appeared stupendous, it was not impossible.

Madras Christian College Rural Service League.

The First South Indian Adult Education Week celebrated in February 1950 had

served the members of the Madras Christian College Rural Service League as an introduction to the problems of Adult Illiteracy. The Principal Dr. A.J. Boyd, was a member of the Chingleput District Adult Education Committee which was responsible for organising the Week in the area. Professor Chandran Devanesan, President of the League, was a member of the Saidapet Taluk Committee and several students had the advantage of serving on the Tambaram Firka Committee which met in the College. The experience thus gained during the First Adult Education Week both by the staff and the students encouraged them to go ahead with the good work, and they resolved to make the very best use of the opportunities afforded by the Second Adult Education Week this year. Plans were carefully made to bring home to the students the problem of adult illiteracy and the part they could play in wiping it out. The President and the Secretary of the League both of whom had been elected as members of the Provincial Central Committee of the Week and as such entrusted with the work of celebrating the Week, gave many days ahead all information to the members of the League as to how the Week was to be celebrated. The League organised and held in the Library Hall during the Week an Exhibition of posters and charts. Students and others who visited the Exhibition learnt many facts about the magnitude and nature of the adult illiteracy problems in India. Sri T.J.R. Gopal who visited the Exhibition and was very much impressed by its educational value, paid a tribute of appreciation and thanks to the members of the League who had evinced such earnestness and patriotic zeal.

On 19-2-1951, the third day of the Week, Sri T.J.R. Gopal addressed a meeting held under the auspices of the League, and his theme was 'Adult Literacy and National Progress'. Sri Gopal said: It would be impossible to build up, much less maintain, a free and democratic India unless and until every adult was made fundamentally literate. The people of India could not really exercise the rights of citizenship

under a democratic setup so long as mass ignorance was not eradicated. It behoved the youths of India, especially College students, to enlist themselves as soldiers in the war against Adult Illiteracy and Adult Ignorance which was crippling the country and thwarting national progress.

Giving an account of the work that was being done by the South Indian Adult Education Association, Sri Gopal said that its monthly English Journal, the 'Adult Education Review' was spreading the message of Adult Education far and wide. The 'Review' was being shaped by a veteran journalist and accomplished writer, Sri S. Airavatham, whose co-operation in the expansion of Association work was as invaluable as it was indispensable. Under the guidance of such a publicist, the Association would be launching a Tamil monthly journal *குடிசைச் சாலை*.

Sri Gopal answered a number of questions put to him at the end of his speech. His informative elucidations, forceful replies to critics and detractors, and passionate plea for a total war on illiteracy made a great impression on the students who expressed their longing to have more and frequent visits by him.

The last day of the Week was celebrated in Old Tambaram village where the League is working. Arrangements had been made to start an Adult Night school with the help of the trained teacher Sri K. Kandaswami. The D.E.O., Sri C. Raghunath, presided over the function. The Adult Education Officer, Sri A.G. Vilva Roy, inaugurated the school. Addressing the students he compared them to a voluntary army which could mobilise itself for a direct frontal attack on mass illiteracy. He detailed the various ways in which students could help to spread knowledge among the villagers. He then addressed a few remarks to the villagers who had enrolled themselves in the Night School and asked them to take advantage of the enthusiasm of the students to help them.

The meeting was also addressed by Sri P. Alalasundaram, Tamil Pandit of the College, who referred to census which was

going on and the mistakes which people were committing owing to their ignorance. He made a forceful appeal, salted with wit and humour, to both students and villagers to take up the adult literacy programme very seriously.

Sri V. S. Balasundaram underlined the fact that cleanliness was next to Godliness. He said that no improvement in sanitation and hygiene would be possible without Adult Education. Other prominent visitors present at the meeting were the Principal, Rev. J. R. Macphail, who gave his support to the Week's activities, and Mr. Bach of the British Council. The function terminated with a drama by the students which

brought home to the villagers the results of illiteracy.

Sri V. Ponnambalam, Student Chairman of the meeting, and Sri A. P. Appanna, General Secretary of the League, thanked the speakers and gave the assurance that the League would do its utmost to run the Adult Night School on right and increasingly useful lines. They conveyed their gratitude to Sri K. K. Chinnappa and all the members of the staff and other friends who had given their co-operation to the League in a very generous measure in the matter of making the Second Adult Education Week a great success.

50 Libraries opened by Hyderabad Government.

The Hyderabad Government have opened 50 libraries in various parts of the State to help those who became literate as a result of the "literacy drive" launched by the Inspectorate of Adult Education.

Thirty of the newly opened libraries are in the rural areas of the State.

The State Government is spending about Rs. 1,15,000 annually on the "Literacy Drive."

Contingent Expenditure of Training Staff

G. O. Ms. No. 139, Education dated 19th January 1951 reads:—

The Government approve the proposal of the Director of Public Instruction that contingent expenditure not exceeding Rs. 10 per candidate should be incurred from State Funds on the purchase

of stationery articles for all candidates admitted for training in adult literacy work including those deputed by Local Bodies and private agencies. The extra expenditure involved should be met from out of the allotment sanctioned for Adult Education in G. O. No. 2521, Education, dated 8-9-1950.

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Pandits Sweep Buildings.

With broom sticks and baskets in their hands the orthodox 'Pandits' of the Government Sanskrit College, Benares, surprised the subordinate staff and neighbours when they swept clean the Saraswathi Bhawan Library building in observance of the "Social Service Week".

The students and the staff of all the educational institutions in Benares observed the Week by conducting a Literacy campaign and practical work in hygiene and health in the slum areas.

Celebrations all over the State.

Ramanathapuram District.

KARAIKUDI:—The Week was inaugurated by Sri C. Subbiah Mudaliar, Sub-Registrar, Karaikudi, Sri A. R. A. Rm. Chockalingam, Chairman of the Municipal Council, presiding. An Exhibition of charts and books was held in the Naganathapuram Adult School. A public meeting was addressed by leading citizens exhorting the public to co-operate in the effort to eradicate illiteracy. Municipal School

teachers visited slums and carried on Each One and Teach One campaign. Teachers also went about selling flags. Books were collected, and mass meetings held in all wards. Another public meeting was held on the last day of the Week, whereat the need for achieving cent per cent literacy quickly was emphasised. There was hearty co-operation between officials and un-

North Arcot District.

Panaipur village, Thiruvannamalai Range. With the Village Munsiff, Sri P. V. Nagasamy Aiyar, as President, a new Committee was formed to celebrate the Week and continue Adult Education effort by starting and running a Night School for adults. The Week was celebrated with a view to rallying public support; processions were taken out and meetings held.

Thachampet, Thiruvannamalai Taluk: Prayers were offered in temples, and processions taken out. The response to the appeal for collections to the Provincial Adult Education Fund was not satisfactory on account of the poverty of the people.

Parkkunam, Thiruvannamalai Taluk: The old Committee was revived, all its old members being re-elected, except Sri M. Pichandi Pillai, the Secretary, in whose place Adult School teacher Sri T. M. Rajagopal Naidu was elected. Sri S. Krishnamurthy, Kalsapakkam Firka Development Officer, inaugurated the Week. Sri N. Srinivasan, Village Munsiff and President of the Panchayat Board, presiding. Sri Ramachandran, Village Uplift Officer, Sri Pachaimuthu Udayar, District Board School Teacher, and Sri Vadivel Pillai, Assistant Teacher, addressed the meeting and invoked divine blessing for Adult Education effort.

Sengapattu, Thiruvannamalai Range: A procession of about 400 people was taken out, singing Adult Education and National songs. Sri Savarimuthu, Headmaster, R.C.M. Elementary School, hoisted the National Flag when salutation songs were sung. A Committee was formed. An interesting dialogue by school children describing the

woes of the illiterate, took place. Speeches were made at a public meeting stressing the need for running an Adult School in the place.

Kalleri, Thiruvannamalai Range: The local Labour School celebrated the Week on all the days. Processions were taken out in the forenoons, and meetings held in the evenings which were addressed by members of the local Adult Education Committee.

Kilpennathur, Thiruvannamalai Taluk: The Adult Education Committee was reformed on 16-2-51, all the old members being re-elected. The Week was duly celebrated on all the days. A procession was taken out on the opening day, when cool drinks were supplied free by Sri Subbarayulu Naidu. A Bhajana was conducted on the second day. Books were collected for a "Library for Adults," and flags sold on the third day. Addressing a public meeting on the fourth day the Headmaster of the Local Board Higher Elementary School appealed to the people to re-open and run the School for Adults started last year, but which had become defunct. Sri Viswanatha Chettiar defraying the expenses, a playlet was enacted on the last day. It was widely appreciated, about 2000 people being present. The Government Doctor "Kasuri Sait," M.B., B.S., Civil Assistant Surgeon, presided on the occasion.

Arani, Polur Taluk: The local Adult Literacy School celebrated the Week on all the days. Processions were taken out with placards and charts, children and teachers

singing Adult Education songs. An Exhibition was held, and teaching technique explained. Demonstrations were given in the Each One Teach One method. Public meetings were held, and the significance of the Week was explained. Sholavaram Firka Revenue Inspector and the Arani Union Panchayat Board President took keen interest and played a leading part in the celebrations.

Veraiyur, Thiruvannamalai Range: The Week was celebrated on 20-2-51. A procession was taken out, and a large gathering collected through attractive songs. Sri V. M. Kuppusamy who presided over the meeting said that India very much lagged behind other countries in the matter of literacy, and it behoved every patriotic Indian to work for literacy. Sri P. Anugraham explained how adult pupils should be approached and taught.

Random, Thiruvannamalai Range: The Week was celebrated on all the days. Processions were taken out on the first day; a public meeting was held on the second day; the National flag was hoisted on the third day; a Bhajana was held on the fourth day; and sweets were distributed on the fifth day.

Sathambadi, Gingee Taluk: The Grama Seva Sangam playing a prominent part, the Week was celebrated on all the days. 'Grow more Food,' 'Grow more Trees,' 'Help Children's Education,' and 'Help Adult Education' placards were displayed by a procession. An Agricultural, Health, Art and Educational Exhibition was held. Sports were conducted and prizes awarded. An Adult School for Harijans was opened by the Deputy Inspector of Schools, Gingee Range. A public meeting was held, Sri V. Kesava Reddiar presiding, and addressed by Sri M. M. Govindasami, Secretary, Gingee Taluk Adult Education Committee, and Sri Varadarajan, Attendance Officer, Gingee. Sri A. Arulanandam, Health Inspector, Gingee, presiding, an interesting variety entertainment was gone through. Sri Marimuthu Mudaliar, President, Gingee Adult Education Committee, distributed prizes to the Adult Education Centre students. The Chairman of the Reception Committee, Sri C. Adinarayanan, Revenue Inspector, Sathambadi Firka, appealed for liberal contributions to the Provincial Adult Education Fund. Sri B. Seetha Raman, Secretary, Grama Seva Sangam

expressed satisfaction with the public co-operation evinced.

Devanambattu, Thiruvannamalai Range: The local Labour School celebrated the Week according to the programme laid down by the Provincial Committee. A local Committee was formed, and its members did their best.

Kalpundi, Thiruvannamalai Taluk: People of all classes, young and old, students and teachers, participated in the Week celebrations conducted under the leadership of the local Panchayat President. Prayers were offered, processions taken out and meetings held. Adult Education songs were sung, and dramas enacted.

Chengam: The Deputy Inspector of Schools, Chengam Range, reports that the Week was celebrated in the area, and effective propaganda made. It was pointed out that only if the adults were educated, they could give their co-operation intelligently. India should become cent per cent literate. Adult Education could make progress only if there was all-round co-operation.

Verayur, Thiruvannamalai Taluk: School children were taken out in a propaganda procession. The Headmaster of the local school addressed a public meeting explaining the aim and scope of Adult Education effort.

Kalakudi, Thiruvannamalai Range: The Week was celebrated under the auspices of the Village Maniyam Board Elementary School, the Village Maniyagar and the Headmaster acting as the President and Secretary, respectively, of the local Committee. Processions were taken out and hundi collections made. Sri N. Arunachalam, the Headmaster, addressed a meeting explaining the urgency of Adult Education. He also taught a few adults treating them nicely and making them see the value of getting educated.

Keekalur, Thiruvannamalai Range: The Week was celebrated under the auspices of the Mission School. Mr. P. John, the Headmaster, spoke on the need for Adult Education, and the Assistant teacher, Mr. V. Jacob on India's backwardness. It was a pity, said the latter, that the percentage of the educated should be low in a country which had produced some of the greatest poets and thinkers of the world.

Thallambudi, Thiruvannamalai Range: The Danish Mission Elementary School celebrated the Week according to programme adding short dialogues and dramas. A new Committee was formed for 1951.

Kallaye, Thiruvannamalai Range: The local Aided Elementary School being the centre of activity, the celebrations were gone through, a Committee with the Village Munsiff as the chief piloting the same.

Madalambodi, Thiruvannamalai Taluk: A Committee was formed, and a procession of the local Elementary School children taken out. The aim of the Adult Education movement was explained at a public meeting attended by a large number of people.

Karkonam, Thiruvannamalai Taluk: The old Committee was reconstituted with fresh additions, the Village Munsiff as the President and the Headmaster of the local Elementary School as its Secretary and a new Centre was opened on 19-2-'51. A public meeting was held to impress the public with the need for an Adult School.

Karanampundi, Thiruvannamalai Taluk: The old Committee was re-elected, and the Week celebrated on all the days as per programme. A large number of people of the village, men and women of all classes, were gathered, and the Government circular about the Week was read out. Hundi collections were made.

Kikkalur, Thiruvannamalai Taluk: The Week was inaugurated in the Board Elementary School, and a procession taken out with placards. A Committee was formed, and a public meeting held to spread the message of Adult Education.

Melvisharam, Prayers were offered in mosques and temples, and a procession of school children was taken out along the main streets carrying placards and shouting slogans about the value of Adult Education. The local Committee was further strengthened. Flags and tickets were sold. Janab P. Abdur Rahman Sahib, B.A., L.T., Headmaster, Islamiah High School, presiding, a public meeting attended by the elite and a large number of illiterate adults was held, and addressed by Sri Subburathnam Iyer, Sri V. N. Subramania Iyer, Moulvi Abu Savood Ahmed Sahib and Mohamed Ismail Sahib.

Polur, The Week began with the impressive and spectacular massing of all school children, about 4000 in number, in the Taluk Office compound and the procession of children in single file with the Tamil Alphabetical cards mounted on boards. Flag hoisting, short talks, slogans and jais and singing in chorus of a special song composed for the Week served to enthuse the pupils and attract the pupils who were arrayed on both sides of the mile and a half route covered by the procession. A rally of adults was held in the Arundateeyevnagar Experimental Adult Education Centre. The slum was cleared, watered and filled with Kolam patterns. A public meeting was held and infant readers, notebooks, slates and pencils were given free at the rate of one set to each house. Termeric powder and flowers were given to all ladies and children. All the folk in the cobbler colony were given practice in lettering. A bus procession went round the main streets with publicity literature and jais. Hundi collections were made, books gathered, and pictorial literature distributed. Appeal was made to the Panchayat Board to open an Adult Education Centre in the vacant arrack shop and make a gift of a petromax light to the volunteers of the Harijan Hostel who were holding weekly classes for adults on Tuesday afternoons.

Katpadi, Sri T.N. Arunachalam, B.A., B.L., Sub-Magistrate, Vellore, inaugurated the Week at a public meeting held in the Radio grounds, and appealed for co-operation with the Government. Sri V. K. Krishnamurthy stressed the urgency of Adult Literacy. The Deputy Inspector of Schools, Katpadi Range, presiding, an Adult Education trained teacher explained at a meeting held in the premises of the Panchayat Board Office, Dharapadavedu, the technique of adult teaching. An Adult Literacy Centre and a Reading Room were opened in Kalpudur. A public meeting was held in the Radio grounds on the last day of the Week. Mr. Jesurathnam, Principal, Voorhees College, Vellore, presiding, explained how adult illiteracy could and ought to be wiped out quickly; and Sri G. S. Raja Pillai, Tamil Lecturer of the College, described the purpose of the Week as one of expediting Adult Literacy effort since adult illiteracy was incompatible with a Republic. The pupil teachers of

the Viruthampet Training School enacted a drama which attracted a large number of villagers from the neighbourhood of Katpadi. An Adult Literacy Centre was opened in old Katpadi by Sri T. P. Gopalakrishna Naidu, B.A., L.T., Headmaster of the Board High School, Katpadi, and a public meeting, held immediately thereafter, was addressed by the Deputy Inspector of Schools, Mr. Jesurathnam and others. Mr. J. J. Devalai of A. A. Farm gave a cinema show in the Radio grounds about Co-operative movements, the principles of health and methods of preventing diseases. Another Adult Literacy Centre was opened in the Katpadi Christian Street by the Deputy Inspector of Schools. The success of the Week was due not a little to the enthusiastic co-operation evinced by the Executive Officer of the Dharapadavedu Panchayat Board, the Headmaster of the Katpadi Board High School, the Headmasters and Headmistresses and Managers of surrounding Elementary Schools, the Deputy Inspector of Schools, the Attendance Officer, and the Principal, Vuthampet Training School. The local Adult Education Committee is hopeful of being able to do sustained work.

Ambur: To celebrate the Week, a Committee was constituted on 25-1-'51 with Sri N. Elayaperumal Chettiar as President and Sri D. Darairaj, Principal, Concordia High School, and Sri T. S. Sankaran, Headmaster of the local Hindu High School, as Secretaries. On the opening day a halfmile long procession of School children started from the Hindu High School grounds, marched through the main streets, carrying placards and singing songs, and returned to the school to attend the inauguration by Sri I. Veeraswami, B.A., B.L., Sub-Magistrate, Ambur. Dr. C. Nathamuni Naidu, Secretary and Correspondent of the School, who presided, said that Adult Schools, instead of becoming a farce and a political stunt, as feared by Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, should prove to be a living force in Republican India helping the people live as enlightened citizens. A public meeting was held in Mahomed Ali Chowk, Sri P. K. Gangadhar Mudaliar, Chairman of the Gudiyatham Municipal Council, presiding, and addressed by Sri A. T. Krishnama chariar, Sri Jayaraj, Sri D.L. Kothandarama Chettiar and Sri Rathinavel Gounder. Dr.

C. Nathamuni Naidu welcomed the honoured guests, and Sri T. S. Sankaran proposed the vote of thanks. Prayers were offered in all the churches, mosques and temples; flags sold, hundi collections made and donations secured. Sri M. Natesa Mudaliar, Municipal Councillor, opened an Adult School at Shanankuppam, a suburb of Ambur, when Sri N. Elayaperumal Chettiar, Banker and President of the Hindu Educational Society, Ambur, presided. Sri T. S. Sankaran, Headmaster of the local Hindu High School, appealed to the adults to form an Adult Club and explained how it would be useful and how it should be run. Sri D. Dorairaj, Secretary, while proposing a vote of thanks, said adults could no longer remain in an uneducated state. The success of the Week was due to the co-operation that prevailed between Christians, Muslims and Hindus, the untiring efforts of Sri V. P. Kanakaraj, Municipal Commissioner, and Mrs. H. T. Manus who trained the chorus for the Adult Education songs, and attended all the meetings.

Vellore: Posters were exhibited on all buses and public places. An impressive procession of about 2000 School children and teachers, led by Police Band, started from Fort and reached Voorhees College where the Collector, Sri A. Dorairaj, inaugurated the Week. Adult Education, said the Collector, could no longer be neglected or wait. Sri C. Doraiswamiah, B.A., B.L., Secretary of the North Arcot District Adult Education Committee, explained the significance of the Week, quoting the Governor, the Chief Minister, the Education and the Food Ministers and the President of the South Indian Adult Education Association. Sri K.R. Manickam, M.A., L.T., District Educational Officer, Sri D. T. Daivasigamany Mudaliar, B.A., L.T., Headmaster, Municipal High School, Saidapet, Vellore, and Mrs. J. Ramaswami B.A., L.T., Senior Deputy Inspectress of Schools, Vellore, spoke on the occasion dealing with various aspects of Adult Education. Special Adult Education songs were sung by pupils of Donbasco, Circarmundy and Kasba Elementary Schools. A public meeting was addressed on the second day by the Secretary, the D. E. O., Sri K. R. Manickam, Sri P. M. Gopalakrishna, a sincere Adult Education worker, and Mrs. J. Ramaswamy, with Sri M. Ramachandra Reddy, District Board Presi-

dent. in the chair. On the third day flags were sold, and classes for adults were opened in five different centres of the town. Adult Education classes were opened also in the premises of the Saidapet Municipal High School, the Kakithapattarai Municipal Elementary School, the Nakkalkalavai Municipal Elementary School, the Kalasapalayam Municipal Elementary School, the Salavanpet Municipal Elementary School, and the Aided Higher Elementary School at Saidapet. Being a non-official Provincial Jail Visitor, Sri C. Doraiswamiah, the Secretary, arranged for opening

of classes in the Presidency Jail for Women and the Central Jail, Vellore. An Exhibition in charge of Sri Punyakoti Mudaliar was held in the Diamond Jubilee Hall of the S.M.D.H. High School. The work done during the Week was reviewed on the last day at a meeting presided over by the District Board President, Sri M. Ramachandra Reddy, and it was decided that the Centres started during the Week should be kept going on increasingly efficient lines, to organise a training course for Adult teachers during the summer holidays and approach the Government for grants.

Chingleput District.

Nanmangalam, Saidapet Taluk: The Week was celebrated under the auspices of the local Elementary School. On the opening days a procession of school children was taken out in the forenoon, and slogans were read out and explained to the public in the evening. An Adult School was set to work on the second day. Children in Scout dress were taken out in procession on the third day when slogans relating to health were shouted and explained, and there was also a Bhajana performance. Spinning was taught on the fourth day, and its potentiality explained. On the last day, a Bhajana party moved about in the morning with a picture of Mahatma Gandhi and singing songs about the glory of his life, and a meeting of the Parent's Association was held in the evening.

Vadamadurai, Ponneri Taluk: The Week was celebrated on all the days as laid down in the Brochure issued by the Central Committee. Sri Gopalakrishna Pillay presiding, a public meeting was held on the last day, and the need for making India cent per cent literate as quickly as possible was explained at length. Sweets were distributed to children.

Ponneri: The Week was inaugurated at the Taluk Office by Sri E. Venugopal Reddiar, President, Ponneri Taluk Adult Education Committee. A procession of officials and non-officials was led by the Ponneri, Sri Chakrapani Mudaliar, Sri Perumal Doss, M. L. A., and Sri Sundaram Mudaliar, Advocate, presiding, a public meeting was held in the High School, to explain the aim of the Week, and addressed by Sri Pulliah Chettiar, Sri Sundaresa Nadar, Sri G. Narasimhalu Naidu, Deputy Ins-

pector of Schools, Ponneri, and Sri Fregus Headmaster, Board High School, Ponneri. Sri T. Ramanujam, Attendance Officer, Ponneri, proposed a vote of thanks. On the second day an Adult Education Exhibition was opened in the Ponneri Welfare School by the Deputy Tahsildar, Sri Vedagiri Iyer, when the retired Station Master, Sri Doraiswami Mudaliar, presided; a public meeting was held in the Ponneri Board High School, Sri Ramaswamy Mudaliar, District Board member, presiding, and addressed by Sri T. Ramanujam, followed by entertainments provided by school children bearing on Adult Education; a Propaganda Drive was conducted in Minjur by the Tahsildar and the Deputy Inspector of Schools. A public meeting was held in the Kaniambakkam Adult Literacy School, Sri E. Venugopal Reddiar presiding, and addressed by Sri G. Narasimhalu Naidu, Deputy Inspector of Schools, Sri Perumal Doss, a Social Worker, the Tahsildar, and Sri Sreenivasulu Naidu, District Board member; and a public meeting was held in the Kattur Board School, Sri E. Venugopala Reddiar presiding, when the Deputy Inspector of Schools explained the libraries method with charts and diagrams, the Tahsildar, and Sri Perumal Doss and Sri Sundaram Mudaliar, land lord, also spoke; entertainment following. On the third day Elementary School teachers sold tickets; a mothers meeting was held in the B. G. School and addressed by Srimathi Sundarambal, Srimathi Kuppammal presiding; Girl pupils of the B. G. School gave an entertainment of songs; a public meeting was held in the Arambakkam A.L. School, followed by a demonstration teaching, when the Circle Inspector of Police also

spoke. On the fourth day, a public meeting was held in the premises of the Ponneri Panchayat Board Office; an Adult Literacy School was opened in the Sathiavedu Board High School; a public meeting was held in the Madambadu Board Higher Elementary School and addressed by Sri Rajaram, I.A.S., Assistant Commissioner for Estates Settlements, besides others; and public meetings were held in Vellodai and Arani; and a variety entertainment was given by adults in the Arani A. K. School. On the last day an Adult Literacy School was opened in the Madanambedu Board Higher Elementary School; and a Library for adults was started in the Ponneri Panchayat Board Office. The Week was celebrated in a fitting manner at Minjur, Gumidipundi and Vichoor. Meetings were held in many villages and the purpose of the Week was explained. Taluk and Firka Committees were formed for the purpose.

Adiyathur, Trivellore Taluk: The Week was celebrated on all the days under the auspices of the Board Elementary School. The Headmaster Sri Balasubrahmanya Mudaliar, delivered a number of speeches describing the handicaps experienced by adult illiterates in many details of life. Adult Education was necessary even for promoting Elementary Education; for only educated adults could look after the education of their children properly.

Saidapet: The Teacher's College celebrated the Week by doing effective propaganda. On the first day, B. T. students and pupils of the Adult Night School, led by the Organiser of the School, went in a procession carrying flags and banners relating to Social Adult Education. They visited nearby hamlets, and, taking advantage of people collecting for their morning work or morning talks, and explained to them the value of Adult Education and Adult Literacy. Men, women and children witnessed this propaganda.

The pupils of the Free Adult Night School listened on 20-2-51 to an instructive talk on the value of Social Adult Education and Literacy by Vidwan S. Arumuga Mudaliar, M.A., L.T., Lecturer in Tamil, Teachers' College, Saidapet.

Sri Deenadayalu, M.A., L.T., Lecturer in Social Studies, Teachers' College, spoke on 27-2-51 to the students of the B. T. class on the need for Social Adult Education and called upon the future teachers to take to this urgent educational social service.

The concluding function at 8 p.m. was an important item crowning the Adult Education Week celebration. Dr. M. D. Paul, Principal, Teachers' College, presided over this function. The noteworthy feature was that a good number of the old pupils of the Adult Night School attended this meeting. The audience and visitors were treated to a short programme of songs, lazeme drill and a dialogue by the present pupils of the Adult Night School. The President exhorted the audience to take real interest in this piece of Social Adult Education and appealed specially to the old pupils to send the adult illiterates and semi-literates in larger numbers to this school and benefit themselves by the various activities of this institution which is working for the last 24 years.

A stage was improvised for the occasion displaying all the placards for propaganda work. An exhibition consisting of indoor play material, reading materials, articles of handwork made by the old pupils in their leisure time, picture books, a travelling library cart, a chart showing the growth of the school these 24 years,—was kept on show for the benefit of the visitors.

With the singing of "Jana Gana Mana" and the distribution of plantains the function came to a close by 9-30 p. m.

Tanjore District.

Idaiyur, Thiruthiraipundi Taluk: The Week was celebrated under the auspices of the Board Higher Elementary School and the Thiruvalluvar Adult Literacy School. A procession was taken out with boards. Srilasri Guha Sadasivaswamigal presiding a public meeting was held and

addressed by Sri Natarajakonar of Ammalur and Sri Viswalingam. The President said franchise could be exercised effectively and the benefits of democracy realised adequately only if the people knew to read and write in the mother-tongue.

ADULT EDUCATION REVIEW

Adiyakkamangalam, Thiruvavur Range. The Board Muslim Boys Higher Elementary School celebrated the Week, according to the programme laid down by the Central Committee. A grand procession was taken out on the opening day, and a meeting of the local Adult Education Association held, and a new Committee formed. Public meetings were held on the second and the third days and addressed by teachers on the urgency of Adult Education and need for public co-operation. Janab M. A. Rashid, the teacher conducting the local Night School for Adults, made an appeal for books, and is doing his best to collect them. On the last day a public meeting was held, starting with hoisting and salutation of the National Flag. Janab V. M. Abdul Hamid Rauthar, who presided, Sri V. Ramaswamy Naidu, and Sri K. S. Narasimalu Naidu addressed the gathering on the need for an all out war against Adult Illiteracy. Sri T. R. Subramaniya Aiyar thanked one and all of the persons who had co-operated in celebrating the Week.

Kandramanickam, Nannilam Taluk. The Adult School celebrated the Week according to programme. Sri Ramanatha muthukonar, member of the Panchayat Board and Vice-President of the local Congress Committee, inaugurated the Week. The Headmaster, Sri K. Sivaswamy, led the Bhajana procession. Sri N. Kesavapillay, Vice-President of the Panchayat Board and member of the local Congress Committee, presided over the second day's functions. On the third day Sowbhagyavati R. Jayammal, head of the local Red Cross organisation, hoisted the National Flag, and Salutation of the same was conducted by Sri G. Lakshmanan. A Committee was constituted with the Village Munsiff, Sri K. R. Rajagopala Aiyar as its President. The fourth day was celebrated under the leadership of Sri V. S. Muthukumaram Pillay and the Panchayat Board was requested to meet the long-felt need for a free Public Library. Some books were presented to adults. Sri P. Subramanya Pillay, President of the Panchayat Board, presided over a public meeting on the closing day and delivered a stirring speech pleading for quickening of Adult Literacy effort and for starting Clubs for adults. Sri K. Sivaswamy Padaiyachiar also spoke saying that the problems of poverty were created mainly by ignorance and could be solved only through Adult Education.

Vedaranyam. Sardar A. Vedaratnam Pillay M. L. A., inaugurated the Week celebrations in the Board High School. The Headmaster, the Deputy Inspector of schools, the Headmaster of the Government Basic Training School, the Executive Officer of the Panchayat Board and others spoke at the meeting. Processions were taken out and songs sung. Srimathi Rajalakshmi, Head of the Training Course in Women's Welfare, and Sri Ramachandran, Headmaster Government Basic Training School, presided over the second day's functions; Sri Gopala Naidu, Sub Registrar, over those of the third day; Srimathi Kantalakshmi Ammal in charge of the local branch of the Women's Welfare Department, presided over those of the fourth day; and Sri R. Govindasami, Rural Welfare Officer, over those of the fifth day. A noteworthy feature of the celebrations was the fact of a number of educated women holding responsible posts participating. The Deputy Inspector of Schools, Sri M. Natarajan, took immense trouble and made excellent arrangements for effective celebrations.

Kumbakonam: The Little Flower Adult Night School which under the efficient stewardship of Sri R. Rajamanickam, a trained worker, is doing good work and earning public appreciation, celebrated the Week with great enthusiasm. The National Flag was hoisted on the first day by Sri A. Srinivasan B.A. L.T., retired Deputy Inspector of Schools. A procession was taken out with placards. Sri Ganesan, Tamil Pandit, spoke on *செழைந்த மரம்*. Presiding over the last day's function, Sri Chamu Nair B.A. L.T., Divisional Inspector of Schools, explained how the Government were keen about Adult Education and how people's co-operation would yield good results. The Municipal Commissioner spoke on the theme knowledge is Everlasting Treasure. A drama, *படியாதவர் படுக பாடு*, was enacted, and widely appreciated. Lady Chamu Nair distributed prizes to prize winners of the School. Sri S. Vadivelu Pillay, Deputy Inspector of Schools, Kumbakonam Range, proposed a hearty vote of thanks to Sri Chamu Nair and Lady Chamu Nair. National Anthem closed the function.

Sri S. Vadivalu, B.A., L.T., Deputy Inspector of Schools, Kumbakonam Range writes:—

The Second South Indian Adult Education was celebrated with great enthu-

siasm from the 17th to 21st February 1951 throughout this Range. Adult Education Committees were constituted in 15 centres in rural areas. Six Committees are already functioning in the Kumbakonam Municipality. One more Committee was formed at the Ammankoil Street Centre on the eve of the Adult Education Week. A Town Association and a Taluk Association were also formed in consultation with the Revenue officials, the Municipal authorities and the leading persons of the Taluk. These Committees evinced keen interest in the celebration of the Week in such a manner as to evoke and sustain the interest of the public in Adult Education. The Week was celebrated in all the School villages without exception.

On the first day, the school children were taken out in procession through the streets carrying placards containing Adult Education slogans and singing Adult Education songs; Propaganda meetings were held in the evening when the need for the liquidation of Adult illiteracy was stressed and people were exhorted to apply themselves heart and soul to this task. Propaganda meetings were held on the second day and the fifth day also in the villages. Variety entertainments were also got up by the schools at Thirupanandal, Sholapuram, Mattiyoar and Chidambaranathapuram of

South Arcot District.

Mr. H. S. Paul, Collector and President District Adult Education Committee, South Arcot, has issued the following. Report on the Celebration of the Second South Indian Adult Education Week in the District:—

At the meeting of the District Adult Education Committee held on 4-1-51, the question of celebrating the Second South Indian Adult Education Week was considered and the District Committee resolved to adopt the programme communicated by the South Indian Adult Education Association, Madras, with some modifications to suit the conditions in this district. As a large number of Adult Education Centres were already established in this district, it was decided to drop the programme for the Mobilisation Day as suggested by the Provincial Association and to arrange for visits by Committee members to each and every Adult Educa-

tion Centre in the district, where propaganda meetings could also be held.

Three Sub-Committees were formed, as was done last year, namely, (i) The Organisation and Propaganda Sub-committee, (ii) The Finance Sub-Committee, and (iii) The Ladies Sub-Committee. The Organisation and Propaganda Sub-Committee met twice, on 20-1-51 and 27-1-51. A tentative programme was drawn up at the first meeting, and it was finalised at the second meeting on 27-1-51. The Finance Sub-Committee met on 20-1-51 and decided the target of collections for the district and issued an appeal to all heads of institutions, officers and important members of the public to contribute liberally to the Adult Education Fund. The Ladies Sub-Committee meeting was convened on 20-1-51 and 26-1-51 and they drew up their own programme for the Celebration of the Week in the Adult Education Centres for women at Cuddalore.

A detailed programme was drawn up for each day of the Week. A special feature of the programme was the group visiting of the Adult Education Centres. Eleven groups each consisting generally of three members were formed, including one Ladies group. Each group was requested to visit one or two Adult Education Centres on each of the three days, 18th, 19th, and 20th. They were asked to visit them between 7 and 9 while the Centres were actually working, and to watch them for sometime and then held a meeting so that these centres might receive more attention and support from the public of the locality and stabilise themselves. Each group was also requested to give a brief account of their visits and their impressions and suggestions at the valedictory meeting to be held on 21-2-51.

The tentative as well as the detailed programmes drawn up by the District Committee were communicated to the Taluk Adult Education Committees, and they were requested to adopt their programmes on similar lines. About 70,000 flags, 200 car flags, 25,000 one anna tickets and 1,100 tickets of other denominations and 1,100 posters were obtained from the Central Association and distributed to all the Taluk Committees. The reports on the celebration of the Week from only two Taluks, have so far been received. A report on the celebration of the Week in all the Taluks will be read at the next meeting of the District Committee. This report is therefore confined to the celebration at the District headquarters of Cuddalore.

On 17-2-51 the Week was inaugurated by a long procession of school boys and children which started at 9 from the Government Training School for Women at Tirupapuliur and terminated at the Y.M.C.A. Buildings at Cuddalore, N. T. The students of 13 Municipal and Aided schools and the Municipal High School and some official and non officials formed the procession.

At the Y.M.C.A. buildings an Exhibition was opened at 10-30 by Sri H. S. Paul, the Collector and the President of the District Adult Education Committee. In the main room of the buildings all exhibits relating to Adult Education were kept. Charts Graphs showing the progress of Adult Education in South Arcot District, posters and useful placards were arranged in an

attractive manner. A number of Magazines and other books on Adult Education were also exhibited there. The charts and booklets in manuscript prepared by a lady teacher of the Municipal School trained in Adult Education course deserve special mention among the exhibits. The Government Basic Training School, Cuddalore, N. T., the St. Joseph's school, (Branch), Tirupapuliur, the Government Basic Training School for Women, Tirupapuliur, the St. Annes High School and the Municipal High School took part in the Exhibition. The Co-operative Milk Supply Union and the Toy Makers Association ran a stall each. The Agricultural, Veterinary and Municipal Health Departments also had their own stalls. The Guild of Service (South Arcot) exhibited their posters and Charts emphasising among others popularising non-cereal foods, the preservation of food, dehydration of vegetables, the need to grow more vegetables and the uses of fruits, etc. The Exhibition was popular, and it was kept open from 9 to 12 and from 4 to 7 daily throughout the Week. The Exhibition was organised by Sri L. C. Richard, Joint Secretary of the District Adult Education Committee, and Sri G. Srinivasan, Headmaster of the Government Basic Training School. Rev. Hendrickson and Sri Sathianathan of the Y. M. C. A. rendered necessary help for the running of the Exhibition.

In the evening at 5-30 a Public Meeting was held at the Y. M. C. A. buildings with Sri H. S. Paul, B.A., the Collector, as President. The Collector in his introductory speech pointed out how the upliftment of the masses in our country had to be tackled by solving the fundamental causes thereof and how the treatment of symptoms alone would not cure the disease permanently. He referred to illiteracy or "ignorance" and "poverty" of the masses as the two fundamental problems. He made an appeal that Adult Education was the best form of Social Service which every one, official or non-official, should do. The Annual Report by the President of the District Committee was then read by the Joint Secretary. The report dealt at length on the progress made by the District Committee during the past one year and the various methods adopted and the measures taken to run all the Adult Education Centres in the district as efficiently as possible. The opportunity was

taken to print a list of all the 628 Adult Education Centres opened in the district and give it as an annexure to the report so that it might be useful for ready reference to the members and the other officers who had to visit the Centres during their tours. Mrs. P. Natarajan gave a forceful, eloquent and convincing speech stressing the need for education of the women and appealed to the ladies of all classes, poor as well as rich, to do Social Service especially in the cause of Adult Education. Sri P. Ramakrishna Ayyar, I. C. S., Sessions Judge, spoke appreciatingly of the work done in the district for Adult Education in an absolutely unselfish spirit. He also pointed out the importance of the after-care of the newly made literates. Sri C. Ganesamurthy, District Educational Officer, explained the Government Scheme of Adult Education in Madras and expressed appreciation of the Director of Public Instruction for reserving 100 schools for recognition in this district out of 600 proposed for the whole State in 1950-51.

On the Second day (18-2-51) an Adult Education Workers Conference was held in the Municipal Office, Sri L. C. Richard, the Joint Secretary of the District Committee, presiding. Six resolutions were passed pleading for better lighting arrangements in the Adult Education Centres, increased allowances, the teaching of the crafts to the newly made literates and for the location of libraries in the Centres.

On 19th February collections were made by sale of flags and tickets. Figures of collection have not yet been received from the different Taluk Centres. Sri K. S. Ramasami Sastri, the President of the South Indian Adult Education Association, visited Cuddalore on this day (19th February '51). He joined the group led by the Collector and visited the Adult Education Centres at Kurinjipadi, Kullanchavadi and Annavalli.

On 19th and 20th February '51, five films of educational value obtained from the United States Information Service and eight films of the Ministry of Information, Government of India, were exhibited in the two theatres of Muthia Talkies and the New Cinema both in the morning and evening. The shows in the New Cinema were reserved for women.

On the fourth day (20-2-51) books were collected and small libraries started in six Municipal Adult Education Centres.

In the evening of this day a public meeting was held to observe the Social Welfare Day. Mrs. P. Nataraja Nadar presided and there were speeches by some important persons connected with the different Social Service institutions in the district.

On the last day of the Week i.e. 21-2-51, a valedictory public meeting of the Adult Education Week was held at the Y.M.C.A. buildings. The Collector presided over the meeting. The leaders of the groups or one among the group members gave brief accounts of their visits to each Adult Education Centre. The important points and suggestions made by the groups are briefly as follows:—

All the eleven groups paid visits to the Adult Education Centres according to the programme and in all they visited 53 Adult Education Centres during the three days, 18th, 19th and 20th February. Nineteen of the Centres visited were in Cuddalore Municipal town, 31 in the villages of Cuddalore Taluk and three in Tirukoilur Taluk. The members of the groups found that the attendance of the various Adult Education Centres were generally about 50 per cent of the strength on rolls with a few exceptions where the attendance was lower. Four Centres were found not functioning regularly. The poor attendance in some cases were found to be due to the harvest going on or due to the local Masimakam festival. Some Centres had an attendance of about 80 per cent. The adults in many of the Centres were found to be largely of the age range of 14 to 20. The need for inducing all the elderly adults also to attend these Centres and avail themselves of the opportunity to become literates was suggested by some groups. Almost all the groups were unanimously of the opinion that the lighting arrangements in the Centres should be improved by replacing the Hurricane lights by Petromax, power lamp or Electric lights wherever possible. They felt that if an adult who was newly made literate was not given continued attention he might soon forget what little he had learnt and would not be able to make any real use of the literacy gained by him. They stressed that such adults should be

provided with continuation literature, newspapers, Magazines etc., to ensure that they acquired some substantial knowledge and have a sustained interest in acquiring more knowledge and become really enlightened citizens of the country. The leader of the Ladies group read a detailed account of the visits made by them to the five Adult Education (Women) Centres and suggested that frequent visits by the members to the Adult Education Centres and small prizes to adults for regular attendance etc., would give further fillip to the progress of the Adult Education Centres.

After the group leaders gave their accounts Sri T. R. Chakrapani Ayyengar, Sri Subba Rao, Deputy Prohibition Officer, and Sri Venkataraman, District Veterinary Officer, spoke about Adult Education from different aspects.

During the month of December 50, a literacy test paper drawn up by the District Committee was circulated to all the Adult Education Centres. The answer papers so far received from some of the Centres in four Taluks were valued and 212 adults were declared to have passed the literacy test. One hundred and ten certificates issued by the District Committee to the Adults of the Municipal Centres in the Cuddalore town were presented by Sri P. Ramakrishna Ayyar, I. C. S. Prizes were distributed by Mrs. P. Nataraja Nadar on behalf of the Guild of Service to the Adults (Women) for the progress and attendance at the Adult Education Centres and also to the best vegetable gardens. In his concluding speech, the President pointed out that the certificates given by the District Committee were not "discharge certificates" but that the Adults should continue to attend the Centres and that they would continue to be given attention by the teachers. In the end the President thanked all the Group leaders and members for their valuable suggestions and added that their suggestions would be made full use of by the District Committee.

To sum up, the entire programme for the Week drawn up by the District Committee was carried out very successfully with full co-operation of the public, the teachers and the members of the Committee.

Vridhachalam: The Taluk Adult Education Celebration Committee met at the Taluk Office on 8.2.51 and drafted a programme. On the opening day of the Week, the Tahsildar, the Deputy Inspector of Schools, the Attendance Officer and other officials forming the vanguard, so to say, a procession of Elementary School children and High School students went round the main streets carrying posters. Sweets were distributed among children. On the second day an Exhibition was opened by Sri C. R. Arumugham Pillai, B.A., B.L., of educational and agricultural materials. The Revenue Divisional Officer, Tirukoilur, who visited the Exhibition appreciated its value. On the third day Sri Parthasarathy Mudaliar, B.A., B.L., presiding, a large public meeting was held in the Tilak Maidan and addressed by the Revenue Divisional Officer and the President of the Panchayat Board. Short dialogues and dramas were enacted by school children. On the fourth day Adult Education Centres in the Taluk were visited by members of the Committee who divided themselves into groups for the purpose. The Tahsildar presiding, a public meeting was held on the last day and addressed by the Deputy Inspector of Schools, the Agricultural Instructor of the Board High School, the Attendance Officer, the Special Agricultural Demonstrator and others. Again school children performed a dialogue with songs relating to Adult Education. The Week was celebrated in several villages and by almost all the Adult Education Centres.

Sarakalathur: The local Labour School celebrated the Week in an effective and grand manner. On the first day, Pujas were conducted in temples and prayers offered in schools; Sri A. Arunan hoisted the National Flag. Procession of school children and others was taken out with placards and slogan shouting; and a public meeting was held in the evening, Sri Arunan presiding, and addressed by Sri C. Ramadoss. Government's Adult Education effort was explained to the people at a public meeting held on the second day, Sri M. Annamalai presiding. Public meetings were held also on the third, fourth and fifth days of the Week, and various aspects of Adult Education effort were dealt with. Sri T. Raman presided on the closing day.

Coimbatore District.

Pollachi: The Second Annual Adult Education Week was celebrated on a grand scale and in an organised manner under the auspices of the Pollachi Taluk Adult Education Working Committee in Pollachi town as well as in some of the villages of the Taluk, from 17th to 21st February 1951.

The Week was inaugurated by Sri K. B. Warriar, B.A., B.L., Revenue Divisional Officer, Pollachi, with the hoisting of the National Flag in the local Municipal Boys' High School at 9-30 a.m. Sri K. B. Warriar, in his speech explained the necessity of such celebrations and appreciated the work done by the Pollachi Taluk Adult Education Committee in such a short period and said that he was proud of it. Sri N. Mahalingam B.S.C., President of the Committee, welcomed the gathering. Sri I. Paul Jesudasson and Sri S. Kolandaswami, Senior and Junior Inspectors of Schools, respectively, many officials and non-officials were present. Sri P. S. Subbian, Secretary, proposed the vote of thanks. The Hon'ble Mr. J. L. P. Roche Victoria, General Secretary, South Indian Adult Education Association, was kind enough to send the following message:

I am glad that you are celebrating the Adult Education Week. The necessity for eradicating illiteracy in our State cannot be over emphasised, especially in view of the impending elections when every adult can exercise his franchise. It is highly important that every citizen in our State should be able to read and write so that he might take an intelligent interest in the administration of our country. I can conceive of no better form of service to humanity than to throw open to him the gateway to knowledge. I wish the celebrations every success.

The function came to a close by singing 'Janagana Mana'. Later a big procession of adults with placards and posters relating to Adult Education and with the prominent citizens of the town forming the vanguard started from the High School and went round through the bazaar and other streets. From 3 p.m. to 6 p.m. sports for the adults, both for men and women, were conducted in the High School. Sri R. Jagadeesan, B. A. B. L., Municipal Commissioner, presided over a

public gathering in the same High School. Sri S. Kolandaswami, Joint Secretary of the Association, read the Annual Report. Singing songs about Adult Education, girls exhibited Kummi, Kolattam, and Drill. Sixteen adults trained in the Jakkarpalayam village Adult Literacy School played "OYIL KUMMI", singing songs about the importance and various aspects of Adult Education. The Oyil Kummi with music relating to Adult Education by the sixteen adults, the first and best of its kind in the whole of Madras State, was very much appreciated by the audience. Sri M. Subramaniam, M.A., Sub-Registrar of Pollachi, and Sri P. M. Venkatachalam Pillai spoke about Adult Education. The winners in sports, both men and women, were given prizes contributed by the Pollachi Adult Education Committee. The Commissioner, Mr. R. Jagadeesan, was kind enough to distribute the prizes. Sri P. S. Subbian proposed the vote of thanks.

On the second day, in the morning, the Secretaries went round the town collecting books for the library from prominent people. A public meeting was held in the evening in the premises of the Ladies Club with Mrs. Madhavan Nair Anna Lakshmi in the Chair. Sri I. Paul Jesudasson, Senior Deputy Inspector of Schools, welcomed the gathering. Mrs. Regins Selvaraj, after stressing the importance of literacy for women in India, declared open an Adult School for Women. Sri M. Arunachalam of Perinaickenpalayam, Srimathi Balambal, M.A., L.T., Sri Mahalingam, President of the Committee, and Mrs. Thangam Anandaram, Municipal Councillor and District Board Member, spoke on Adult Education for women. Srimathi Karuppayanmal gave a model lesson to the adults. Sri P. S. Subbian congratulated the organisers of the function.

A public meeting was held in the local Boys High School, Sri P. K. Sethuramaswami Gounder, Municipal Chairman, presiding. About 28 girls of the Municipal Girls' High School exhibited Kummi and drill. Purisai S. Murugesu Mudaliar delivered an interesting and instructive lecture about Thirukural and Adult Education for over one and a half hours. Sri N. Mahalingam, President of the Committee, who was kind enough to meet the

expenses of the prizes awarded to the said 28 girl deserves special mention. The grant of Rs. 1,000 by the Pollachi Municipal Council to the Adult Education Committee was referred to with gratitude by the Secretary of the Committee in the meeting. The Secretary paid tributes of thanks for the co-operation and help extended by the South Indian Adult Education Association, Madras, and by Sri V. T. Titus M.A., M.L.T.T. B.T. D.E.O., Coimbatore and Nilgris, and by several other persons interested in the Adult Education Scheme.

An Adult School for males was opened in Komarapalayam street Municipal Elementary School by Sri K. Ponnuswami Chettiar with Sri M. Ramaswami Gounder, Town Congress Committee President, in the chair. Sri P. N. Natarajan, Sri Akkalan Chettiar and Sri Paithamizhan and others spoke about the importance of Adult Education. Sri Subramania Thevar, a Supervisor, proposed the vote of thanks.

Negamam, a village 9 miles off from Pollachi town: Under the auspices of the Negamam Harijan Seva Sangam, Sri P. K. Dharmalinga Gounder declared open on the third day of the Week an Adult Literacy School for males with Sri S. Kandaswamy Gounder in the chair. Sri P. R. Kandaswami Gounder M.L.A., Sri P. C. Chamukutti, Additional First Class Magistrate, Municipal Vice Chairman, Sri A. J. S. Maria Doss, Sri M. Sadhasivam, Sri R. K. Subramaniam, Sri C. R. S. Sastri and I. Paul Jesudasson spoke on the importance of Adult Education. Sri R. Ramachandran, Secretary, local Harijan Seva Sangam, proposed the vote of thanks.

Gomangalam Padur village, ten miles off from Pollachi: An Adult Literacy School for males was opened on the fourth day by Sri K. B. Warriar, R.D.O., Pollachi, Sri Lakshmana Naicken presided over a public meeting. The R.D.O., in his speech said that an Adult Literacy School was quite essential for each and every village and wanted the villagers to co-operate to remove illiteracy in the State. Senior and Junior Deputy Inspectors of Schools, Sri Sadhasivam, and others spoke about the importance of Adult Education. Sri George Thiagarajan, teacher, and Sri Chandrasekaran, Revenue Inspector of Kolarpatti Firka, made all arrangements for the successful conduct of the function. P. S. Subbian, Secretary, proposed the vote of thanks.

Adult Education Week was also observed in the villages of Kinathukkadavu, Kakkadavu, Zamin Uthukkuli, Jakkarpalayam, and Vettaikaranpudur of Pollachi Taluk.

The District Educational Officer, Coimbatore and Nilgris, writes: Adult Education workers in the district can now have the satisfaction that with the organising of the work of 1950 and 1951 and the Adult Education Weeks sponsored by the South Indian Adult Education Association, our District, Taluk, Town and Local Adult Education Committees have come to function on a permanent and satisfactory basis.

The District Committee, which has adopted an ambitious budget, is keen about giving financial aid to Adult Schools, in getting workers trained, in running a Rural College in Peelamedu and in expanding Adult Education in the districts. The District and other Adult Education Committees have helped to foster very pleasant co-operation between official and unofficial agencies and workers in the field, with the result that 120 Adult Schools are being run earnestly and efficiently and normally.

In addition to the large number of public meetings held and processions taken out with placards, planning on a lasting basis was also done during the Week. The Collector met a large number of planters at an informal social gathering and explained to them the need for literacy work among estate labourers. The District Educational Officer, the Deputy Inspectors of Schools, Revenue Divisional Officers, Tahsildars and Municipal Commissioners addressed meetings. Mr R. D. Paul, retired Secretary to Government, Sri Bhojarajulu Naidu, Sri N. M. Lingam, President, District Board, Father Chinnian, Sri K. U. Ramaswami Gounder, Sri R. K. Venkataswami Naicker of Erode, Rev. A. Poppley, Sri J. Rajanayagam, Sri N. Mahalingam of Pollachi, Sri M. Subramaniam, Dr Mrs. Rajanayagam, Sri P. M. Venkatachalam Pillai, Sri K. Arunachalam of Perianaickenpalayam, Sri P. R. Kandaswamy Gounder, M.L.A., Sri P. K. Sethuramaswami and Sri Purasai Murugesu Mudaliar also took part in the celebrations. An Erode official of the South Indian Railway delivered an interesting speech on "Adult Education and Labour Unions." An afternoon was

spent in Erode by teachers discussing "Adult Education Methods." Mrs. Conor presiding, an Adult Education Workers Conference was held at the Government Training School, Erode. A special meeting was held for women at Erode. Other special meetings for women were held in various other places and addressed by Mrs. Regena Selvaraj, Mrs. Rajaby Mrs. Mahadeven Nair, Mrs. Lakshmi, Mrs. Thangam and Mrs. Conor. Balamal, Mrs. Thangam and Mrs. Conor. Flags and tickets were sold in large numbers. A large number of Exhibitions were held, those held in the G. T. S. Thomas Hall in Coimbatore and in the Municipal Council Hall, Dharmapuram, deserving special mention. Libraries were opened in some Adult Literacy Schools, and books presented to libraries already functioning in Adult Education Centres in Bhavani Range. Film shows were given at Dharapuram. "An Illiterate Family", a short drama, was staged by the pupil teachers of the L. M. C. Training School, Erode. Select scenes on the need for Adult Education were enacted by professional dramatists in Rajapipuram, Erode. New Adult Schools were opened. Dramas were enacted also at the Cutchery St School, Erode, Government Girls' High School,

Erode, and R. C. School, Erode, during the Week, two in Tiruppur Range, two in Mettupalayam, two in Erode and one in Kollegal.

Mrs. Mathuram presiding, a meeting was held on 19-2-'51 in the Government Secondary and Training School for Women, Coimbatore, and addressed by Mr. Antony D'Cruze, a veteran worker in the field. He said adult illiterates were running a handicap race in life. The meeting was followed by a dance drama. A small play in Tamil was staged showing the difficulties that an old illiterate woman suffered, and it was followed by a magic lantern lecture on infectious diseases. On 22-2-'51, another play was enacted showing that honesty was always the best policy, and then Sri J. Rajanayagam, General Secretary of the District Adult Education Committee, made a speech on the need for Adult Education for a free India. Members of the Committee visited the Chalapuram Cheri on 23-3-'51, and spoke to the people there. Mrs. Mathuram gave them practical advice as to how they should tackle their day-to-day problems. The function ended with folk dances, Kollattam, Kummi and distribution of puffed rice and sweets.

Chittoor District.

Tiruttani: The local Adult Education Committee made arrangements for the celebration of the Week. On the first day, a procession of all Elementary School children was taken out, and a public meeting held. On the second day, door to door propaganda was done by teachers. On the third day, collections to the Provincial Adult Education Fund were made through a hundis and sale of flags and tickets; a procession of all Elementary School children was led by teachers; a public meeting was held near Tirukolam, Sri P. M. Subramanyam Pillay, B.COM., B.T., Deputy Inspector of Schools, presiding; and an entertainment on Adult Education was given by the local M. M. Elementary Girls Schools children. On the last day a huge procession of all Elementary School children was taken out, and a public meeting was addressed by Sri G. Chinna-Subbarayulu, Deputy Tahsildar, on the

importance of Adult Education. An appeal was made to the literates present at the meeting to open Literacy Schools for adults. The Secretary of the Town Uplift Association has applied for permission to open a Tamil Literacy School. The "Ever Green Talkies" gave a free show for half an hour.

Palmaner: An Adult Education Committee of officials and non-officials was formed on 21st January 1951, with the Tahsildar, Palmaner, as its President. The Week was duly celebrated. Prayers were offered in churches, mosques and temples. Processions were taken out; public meetings were held; a variety entertainment was given. The Week was celebrated and Committees were formed in all the villages, thanks to the co-operation between the Revenue and the Educational authorities.

Tirunelveli District.

Palamcottah: The St. Ignatius Convent High School started celebrating the Week a day in advance by holding a meeting on Friday evening, Saturday being a holiday for the School. Mr. S. Vedamanikkam addressing the meeting explained the purpose of the Week and appealed for public co-operation. The Management of the school has made arrangements to impart literacy to its illiterate servants.

Koilkatti: Sri K. Ramasamy Doss, member of the Tamil Nadu Congress Committee and President of the Koilkatti Taluk Congress Committee, inaugurated the Week at a public meeting held in Gandhi Maidan, another Tamil Nadu Congress Committee member, Sri Gopala Naicker, presiding. Literates were mobilised, supplied with alphabet charts and requested to start teaching at least one illiterate each. Oratorical competitions were held among students of the Adult Education School and among those of the Day Schools and prizes awarded. The Tahsildar, the Election Deputy Tahsildar and the Junior Deputy Inspector of Schools acting as the Judges. An Adult Education School was opened by the Tahsildar, Koilkatti, at Iluppanirani village when Miss Gnana Olivu, Deputy Inspector of Schools, Sri Gurusami Deekshadar and Sri Velu, a local mill worker, spoke on the advantages of Adult Education. The District Munsiff, Koilkatti, Janab S. M. Kamaludin Sahib, B.A., B.L., presiding, a big public meeting was held in a stage specially erected by the Management of the Kanakasabapathy Higher Elementary School and addressed by Mrs. Gomathi Ammal, Sri Maduranayagam Pillai, Tamil Pandit, and Sri Deishatar. Local benefactors were requested to buy Adult Education books and charts and distribute them gratis or at nominal price to adult learners. The pupils of the school enacted a drama which was very much

appreciated by the public: prizes were awarded to the best actors. A public meeting was held at Moopanpatti, the District Munsiff presiding, and addressed by the Tahsildar, Miss Gnana Olivu and others.

Firka and Village Committees were reconstituted. The Revenue Inspectors making the necessary arrangements, the Week was celebrated in Kayathur, Kadambar and Ottapidaram, and Thirukuranthai.

Thirukurungudi: The Week was celebrated on all the five days according to a set plan prepared by a Committee presided over by Sri T. R. Pitchay Iyengar, Retired Commissioner of Police, and composed of local officials and prominent non-officials. Prayers were offered in houses and institutions of religious worship, and a procession was taken out. Light refreshments were distributed to all school children. The first rudiments of literacy to half a dozen unlettered adults were imparted. An Adult Education institution was established at a park within the Panchayat Board Office premises.

In all the celebrations, the central figure was Sri Krishnasamy Pillay, the Executive Officer, aided by the other officers of the place. It looked as if the unlettered adults were completely satisfied with their present condition, not anything else. The general public looked indifferent. This is a matter to be deeply deplored. The generous and liberal spirit expected of the wealthy people, was absent. On the whole the functions went off very well by the exertions of the Sub Registrar, the Medical Officer of the Local Fund Hospital, the Local Fund Chatram Manager and all the teachers and the Headmasters of the Board Schools.

The future of this Adult institution lies in the hands of the Panchayat Executive Officer.

Thiruchirapalli District.

Thiruvanaikottai: A procession of the local Middle School scouts and volunteers was taken out. The Headmaster addressing a meeting appealed to the pupils to carry the torch of knowledge to dark corners. Addressing a largely attended public meeting, Sri L. R. Sundaresa Aiyar, Senior Deputy Inspector of Schools, said:

Only literates could exercise franchise intelligently. "If the poor will not come to education," he said, "education must go to them." The ancient way of spreading education through Katha Kalakeshpams could be revived on a large scale and pursued profitably even in modern times.

Hirudayaburam: The Week was celebrated successfully and according to the programme laid down by the Central Association, the Sengulam Adult Education Week Committee playing its part. Processions of school children and adults were taken out, and a public meeting was held to explain the purpose of the Week, Sri S. Ramaswamy Konar, Vice Chairman, Thiruchirapalli Municipal Council, presiding. Sri N. Ramasamy Aiyar, B.A., B.L., President of the Committee, made a welcome speech. Mr. T. A. Joseph, Traffic Superintendent of the South Indian Railway, hoisted the National Flag. The Right Rev. James, Mendonsa opened an Exhibition and said Adult Education would help solve even the food problem. Former President of the Thiruchirapalli District Congress Committee, Sri G. Varadarajan, said Adult Education had become too important to be neglected. Srimad Chitramuthu of Aruloli Asharam explained how health and education were inter-related and gave a demonstration of sixteen Asanas. His seventy-five year old disciple stood on his head a long while. The Tamil Professor of St. Joseph's College spoke at length on the education of adults. Dr. Sambasivam M.B.B.S. gave an account of what was being done in Sengulam. Mr. P. J. Louis, Secretary of the Committee, proposed a vote of thanks.

Dr. Sambasivam presided over the second day's meeting. Mr. P. J. Louis said that the objective of Adult Education had vindicated itself in that it had brought to its

platform people of all creeds and cults and schools of thought. Mr. Parimel Alagar, Tamil Pandit, dealt with the value attached to Adult Education by Thiruvalluvar in his Kural. Sri R. Ramamuthu Konar gave a picture of the woes of illiterate people. Sri K. Srinivasan, B.A. referred to some of the superstitious beliefs and practices of the Yadhava community, and said that Adult Education was the most effective anti-dote. Sri P. Gopalakrishnan, Secretary of the Yadhava Valibar Sangam, proposed the vote of thanks.

On the third day Dr. Sambasivam and Mr. P. J. Louis addressed a meeting held under the auspices of the Muslim Valibar Sangam, the latter declaring that the message of Adult Education was falling on the ears of even Muslim women who were in Purdha. South Indian Railway School teachers Sri R. Aiyalu and Sri S. Ramalingam also spoke on the occasion.

Dr. Sambasivam, Mr. P. J. Louis and others addressed a meeting on the fourth day on the role that women could play in Adult Education.

A grand meeting was held on the last day in co-operation with the Gandhi Valibar Sangam of Melapudur, Srimati Thanammal, Secretary, Trichi Seva Sang, presiding. Mr. M. Anthony, Tamil Professor, and Srimati A. Sundaram of Savitri Vidyasala spoke about Vedanayagam Pillai's contribution to education. The Thiruchirapalli Municipal Chairman, Dr. Edward Paul Mathuram, thanked all concerned for contributing to the success of the Week.

Madurai District.

Nilakkottai: A procession of school children started from the Taluk Office, went round the Mariammankoil Street and returned to the Taluk Office. The Tahsildar, Nilakkottai, hoisted the National Flag at the Taluk Office. Plantains and sweets were distributed to children who took part in the procession wherein all the officials and prominent non-officials participated, Deputy Inspector of Schools and the staff of the Taluk Office. The Tahsildar presiding, a public meeting was held in the Perumal Koil Maidan and addressed by the Deputy Inspector of Schools, Nilakkottai, and some important persons on the importance of Adult Education. An Adult School was started in a nearby village. A Night School also was started.

Vadamathurai: The Week was celebrated in a fitting manner in important centres of the Range, Committees having been formed for the purpose. Processions of school children were taken out, and public meetings were held in all the centres, and the purpose of Adult Education was explained. Hundi collections were made.

The District Educational Officer, Ramnathapuram, writes:—

The communication from the President of the South Indian Adult Education Association, Madras, enclosing brochure of the Central Committee and appeals and messages from H. E. the Governor of Madras and the Hon'ble Minister for Education regarding the celebration of the Second South Indian Adult Education

Week were duly communicated to all the subordinate officers with suitable instructions from the District Educational Officer. From the reports received from the subordinate officers, it is seen that the Second Adult Education Week has been fittingly and successfully celebrated in all Taluk headquarters, Municipal towns and many villages with the willing co-operation and support from the officials, non-officials and Social Service workers and by constituting local Committees. Taluk Committee for every Taluk and Town Committees for every Municipal town were constituted and they have taken active part in the celebrations of the Week. Besides, village Committees were also formed and the celebration was conducted with great enthusiasm. The programme of activities for the Week chalked out by the Central Committee was gone through and the objectives aimed at were achieved to a large extent. The pupils of some High Schools and Elementary Schools enacted dramas and the need for Adult Education in Free Republican India was also pointed out by them through dialogues and songs followed by speeches by both officials and leading non-officials of the localities. In several places the audience was entertained with music and Bharatanatyam. Prizes were distributed to the pupils. In token of the valuable service rendered National Savings Certificate to the value of Rs. 25 was also presented to the teacher of the Adult Literacy School by Sri P. Manickam at

Devakottai. It is also seen from the reports that good progress has been made in the matter of collection through sale of flags and collection of books for libraries. There was also help and co-operation from other Departmental Officers of the Government particularly from the Revenue Department.

There was thus a real awakening among the village folk in general and particularly among the illiterate masses for literacy and learning and this is amply reflected on the numerous applications received for the opening of Adult Literacy Centres from the various parts of the District, both from the teachers trained in Adult Education and untrained teachers in Adult Education.

With the consultation of the Collector of Ramanathapuram and of the District Adult Education Committee, Ramanathapuram, Aruppukottai, where there is a Rural College, was selected as the District Centre and the Adult Education Week was inaugurated under the presidency of the District Collector, Ramanathapuram. The meeting was addressed by the District Educational Officer, and the aims and objectives of the Adult Education scheme were explained to the audience.

In this connection, it is to be pointed out that the Adult Education Propaganda Officer, Madurai Division, with his Propaganda Van also served effectively to arouse the public interest in the celebration.

Salem District.

Panamarathupatti:—A Committee was formed and the Week celebrated as per programme. Processions were taken out. Dramas were enacted, and dialogues given, relating to Adult Education. Kummi and dances were performed and songs sung. The National Flag was hoisted, and speeches were delivered.

Ettimankkimpatti:—The Week was celebrated under the auspices of the local Labour School. On the Inauguration day a huge procession of school children and grownups was taken out with placards and slogans shouting; and a public meeting held, Sri S. Ramasamy, President of the local Committee, presiding, and addressed also by Sri P. Rajamanickam, Headmaster of the School and Secretary of the Committee. Meetings were held on all the

following days and speeches made, besides the abovesaid, by Sri P. Kannayan, K. Sri Perumal and others. The purpose of the Week was explained; the need for opening an Adult School in every village stressed; and people urged to give their co-operation. Committee members collected and presented books to adult learners. An Adult School was opened by Sri M. Kandasamy on the last day.

Namakkal:—The Government Secondary and Training School for Women celebrated the Week, the teachers giving wide publicity. A procession of school children was taken out, and the inaugural meeting addressed by Srimati P. S. Rajam, B.A., L.T. An Exhibition was opened on the second day, and a mass meeting held, Srimati Parvati presiding, and addressed by Kumari

V. Chandrabai, B.A., L.T., Srimati S. Gnanamony, Srimati Kadhabai and Srimati S. Rajam, followed by a variety of entertainment by school children. On the third day, house to house propaganda was made, and adult women illiterates were enrolled; and Sri I. Manicka Raj, Deputy Inspector of Schools, addressed a meeting, and Srimati R. Alamelu proposed the vote of thanks. Illiterates were tested and classified, and an Adult Education class was opened, on the fourth day. On the last day the Junior Deputy Inspector of Schools arranged and addressed an Attendance meeting for the Adult Education Class; and the District Munsiff of Namakkal addressed a meeting on the aims and importance of Adult Education, the Revenue Divisional Officer presiding. The celebration came to an end with the singing of the National Anthem.

Ammapalayam:—A Committee of five was formed, and the Week celebrated as per programme. Teachers of the local Board Elementary School did propaganda explaining to the people the urgent need for Adult Education. A procession of school children was taken out, with slogans shouting; and the National Flag was hoisted.

Chinnajeeragapathi: A committee was formed, and the Week conducted under the auspices of the local Board Elementary School. A procession of school children was taken out, and the inauguration held, Sri Adinarayana Bhaktar, President of the Committee, presiding. The Headmaster and Secretary of the Committee, Sri K. S. Kuppan, explained the purpose of the Week. An Exhibition was opened by Sri S. Govindasamy Bhaktar, President of the Grama Seva Sang, Parvatarajakula Sanga President, Sri N. Lakshmana Bhaktar, and the Panchayat Board Vice-President, Sri S. Ramasamy Gounder, explained the importance of Adult Education and the State policy thereon. The Co-operative Weavers Society President, Sri A. Sengodan Chettiar, hoisted the National Flag. Books were collected by Committee members and others going from house to house and Adult Education materials were distributed. An Adult Education School was opened by Sri A. Nanjabbaktar, a member of the Panchayat Board.

Parappalli: A Committee of five members was formed, and the Week celebrated. A procession was taken out. The National Flag was hoisted. A public meeting was

held and addressed by a large number of persons emphasising the need for carrying on Adult Education effort in a sustained manner.

Gezzalanickanpatti: A Committee was formed, and the Week celebrated as per programme of the Central Committee. Effective propaganda was done through procession, flag hoisting and speeches.

Dharmavaram: The Week was celebrated here under the auspices of the Local Adult Education Committee with the full co-operation and help of Sri G. Ramakristaiah, Deputy Inspector of Schools, and the local Elementary School teachers. Sri K.V. Vema Reddi speaking on the importance of Reading Rooms and Library and the need for Social Education and wished success to the Adult Education movement. He appealed to the illiterates to avail themselves of the opportunity to learn to read and write before it was too late for them in their own interest as well as in the interest of the Democratic Republic Government of India. Sri G.R. Ramakristaiah demonstrated the quick literacy method and the technique of Each One Teach One. Sri Pallam Venkatesulu assured the audience that the Adult Education Committee was making necessary arrangements for the successful running of two Adult Literacy Centres in the town. Sri Y. Sanjeeva Rao thanked the local Senior Deputy Inspector for having opened eight Adult Literacy schools in the Taluk and appealed to the public for co-operation.

Attayampetti: A Committee of 15 members was formed with Sri Veeramalai Chettiar as President. The boys and girls and teachers of the Board Higher Elementary School went in procession through the main streets. Sri Venkatarama Chettiar presiding, a public meeting was held and the importance of Adult Education explained.

Pallavanaickenpatti: The local District Board Elementary School celebrated the Week. A Committee was formed. Steps were taken to start a Library. Speeches were made appealing for public co-operation in Adult Education effort. The National Flag was hoisted and a procession taken out.

Salem: The Week was inaugurated by Sri C. Vedachalam Pillai, B.A., B.L., in the Gokulanatha Hindu Mahajana High School Hall, Salem, Sri S. V. Ramaswami, Bar-at-Law, presiding.

ADULT EDUCATION REVIEW

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said the Week would have served its purpose if at the end of one year, a good number of illiterates had been turned literate. Sri R. Padmanabhan of the Government Training School proposed a vote of thanks. Sri S. Ramachandran, M.A., L.T., Principal, Government Arts College, presided over the second day's function, when Sri P. Lakshmana Murthy demonstrated methods used for teaching adults. Sri S. Adinarayana Rao said greater mobilisation was needed in rural areas, and Sri S. Narasinga Rao spoke about Social Education.

Flags and tickets were sold on the third day, Sri P. Nagabhushanam Naidu, Municipal Commissioner, helping collect money for the Week expenses. A public meeting was held in the evening. Sri G. Venkata Reddi, B.A., B.L., M.L.C., presiding, said that Adult Education was essential vis a vis adult franchise. Arranged by Sri R. S. Nageswara Rao, Municipal Councillor, a polling demonstration was held indicative of the danger of adult illiteracy, followed by a variety entertainment by the Municipal High School students.

On the fourth day students of the Government Training School collected books for adult learners. Presiding over a public meeting Sri P. Nagabhushanam Naidu explained that the Government were keen about adult literacy as a pre-

paration for effective adult suffrage. Sri S. Adi Narayana Rao announced that he would start two Adult Literacy Centres and keep them running. Students of the Sri Sai Baba High School provided variety entertainment enacting the playlets "Vapas" and "Antharvahini" (Inner Voice).

A public meeting was held on the last day. Sri K. Sankaran, Headmaster of the Government Secondary Training School reviewed the celebrations. The names of donors were announced. Sri K. Subba Rao, M.L.A., said sincere and practical work was needed to liquidate adult illiteracy. Sri K. Venkatanarayana Rao, District Educational Officer, who presided, said that although Independence had been achieved many people had not yet shaken the mentality of dependence, and that Adult Social Education alone could help them do so.

Students of the Rajendra Middle School gave variety entertainment.

Madakasira:—Range. The Deputy Inspector of Schools reports that the Week was celebrated with grand success throughout the Taluk specially in Adult Literacy Centres, indicating one of the great national awakenings which India could boast of. The Week celebrations coinciding with annual jathras, there was good opportunity for work among the rural masses.

Cuddapah District.

Pulivendla:—With the co-operation and assistance of the local Revenue authorities and the Head-master of the local Board High School, the Week was celebrated very successfully, says the Deputy Inspector of Schools of the Pulivendla Range. Public meetings were held almost daily. Students and teachers made effective door to door propaganda, selling flags and tickets and collecting books. To mark the celebrations three new Adult Literacy Schools were started.

Royachoti:—The Week celebrations were inaugurated at a public meeting held in the Azad maidan of Netaji Club by Sri Y. Adinarayana Reddi, B.A., Member of the A. P. C. C., Dr. R. Thippa Reddi in the chair.

Sri H. P. Suryanarayana, Agriculture Demonstrator, Sri K. Venkatakrishnan, Health Inspector, Sri Ramachar, Special

Tahsildar, and Janab Sadullakhan, Tahsildar, addressed the gathering on the aims and objects of the Week.

Sri S. Mahadeva Rao, Sri K. Venkatakrishnan, and Sri G. Watkins sung songs on Adult Education.

Sri A. Rama Sarma, Deputy Inspector of Schools, enlisted members for Service in Adult Education.

Earlier in the morning a big procession of all School-children, officials and non-officials went round the town.

Sweets were distributed to School children at the Government Basic Training School. Prayers were offered in mosques, temples, and churches for the success of the Week. The staff and pupils of the local Government Basic Training School contributed much to the success of the celebrations.

An Each One Teach One campaign was conducted on the second day, and Janab Mohamed Jaffer gave a demonstration lesson to adults. Flags were sold and donations collected for Adult Education work.

A Committee was formed for Rayachoti town and Firka, with the Tahsildar as its President and the Deputy Inspector of Schools as its Secretary.

Guntur District.

Duggirala: The Week was celebrated with the co-operation of the local Adult Education Committee and under the active guidance of the Deputy Inspector of Schools and his staff. Prayers were offered in the forenoon. A procession of school children and adults went round the place explaining the significance of the Week. A public meeting was held Sri M. V. Appavoo, B.A., B. Ed. Junior Deputy Inspector of Schools, presiding, and addressed by Sri Nadella Venkata Krishniah and others. The message of Adult Education was thus spread.

Medikondore: Sattanapalli Taluk: The teachers of the local Board Higher Elementary School took out a procession in going propaganda in question-and-answer style.

Question: What are we emphasising?

Answer: Adult Education.

Question: Who are Adults?

Answer: Those who are more than 12 years of age.

Question: How should we promote Adult Education?

Answer: By all of us taking to the work enthusiastically and adopting methods capable of securing quick results.

The procession halted wherever a gathering of more than ten adults was found, and speeches were made covering and stressing the following points: Illiteracy is the first and foremost enemy of India, the handicaps that adult illiterates were enduring; the urgency of Adult Education; the mental revolution that an adult illiterate experiences when he acquires literacy; the six weeks syllabus of Adult Education; the work done by the Christian missionaries, and the Government's plans; and the social obligations of responsible citizenship.

Open air meetings were held and speeches delivered. On the last day school children enacted a drama on 'Adult Education' written by Sri G. Premiah, Adult Education Secretary of the Christian Association, Central Guntur Synod. Palaharam was distributed to the children.

Kristna District.

Kanumolu:—The Week was celebrated by the B. H. School Teachers Association and the local Adult Education Committee just formed. Village Munsiff Sri N. Sreeramulu inaugurated the celebrations at a public meeting addressed also by Sri A. Srirangacharya, B.A., and Sri V. Andrach. Demonstration of alphabet teaching through the Each One Teach One

method was demonstrated. Processions were taken out with the placards slogans "Education is the birthright of a free citizen" "Social Service is the Goal of Education" and "Each One must Teach One." The Entertainment Club of the Adult Education Centre was inaugurated by Sri V. Chnimayalingam, Sub-Registrar of Kanumolu.

Other Andhra Centres.

Yellamanchili:—The Week was celebrated according to programme. The value of Adult Education was expounded at a public meeting addressed by Sri E. L. Reddi M.A., Estates Manager. Sri K. V. Desikachari, Sri D. Ramakrishnamma, Sri D. V. Seetharamamurthi, and Mr. C. V. Z. John.

Amalapuram:—The Week was celebrated under the auspices of a local Committee,

the Teachers' Association and Pupils' Parliament of the Board High School.

The Municipal Commissioner Sri T. Satyanarayana, the Senior Deputy Inspector of Schools Sri R. S. Prakasa Rao, and the teachers and pupils of the High School evinced great enthusiasm to make the celebrations a grand success.

Sri Kala Venkatarao, General Secretary of the All India Congress, was invited to

inaugurate the celebrations. On his arrival with his friends he was received at the main gate of the High School by Sri B. Y. Somayajulu and taken round to witness the decorations made by the pupils under citizenship activity.

The literature sent by the Central Association was arranged in the tastefully decorated main-hall of the institution to serve as a Reading Room for Adults. The chief guest glanced into the books and commended the organisers. He along with his friends was entertained at Tea and taken to the meeting arranged in the front court before the Gandhi Statue of the High School.

After prayer, the school Parliament Speaker, K. Subbarao, garlanded Sri Kala Venkatarao and the Prime Minister A. Vinayaka Rao, presented an address on behalf of the Pupils' Parliament.

Sri B. Y. Somayajulu paid a glowing tribute to the services of Sri Kala Venkatarao to the Congress and in the cause of the country. He then, on behalf of the local Adult Education Committee, the Teachers' Association, and the Pupils'

Parliament requested Sri Kala Venkata Rao to inaugurate the celebrations.

Sri Kala Venkata Rao thanked the Pupils Parliament and the local organisers for the honour done him in asking him to inaugurate the function. He explained at length the need for Adult Education drive and exhorted the literates among the audience to pledge to educate at least a few during the year, bearing in mind the principle "Each one, Teach one". The aim of this drive, he said is the liquidation of the mass illiteracy in this Sovereign Republic and every illiterate citizen will have to feel it his duty to help his illiterate neighbour. He was pleased with the drive in this direction and wished it every success.

After Sri Kala Venkata Rao's inaugural address, the messages from His Excellency the Governor of Madras and the Hon'ble the Chief Minister of Madras in the Brochure published by the Central Association were read by Sri B. Y. Somayajulu.

The Andhra Education Films of Vijayawada entertained the gathering at a picture show of very interesting and instructive Educational Films.

"Mathurbhumi" Editor Sri K. P. Kesava Menon's Call to Adult Education Workers in Kerala.

During the period fixed by the Central Committee for the entire State Census enumeration was to go on in Kerala; and so, special permission from the Committee was sought, and given, for Kerala celebrating the Week from 5th to 9th March 1951.

An influential Regional Committee was formed for the purpose, with Sri K. A. Mukundan, President of the Malabar District Board, as its President, and Sri E. Raman Menon, former Educational Officer of the District Board and President of the All Malabar District Adult Education Workers Association, as its Secretary.

A large number of processions of pupils and teachers of various Schools in Kozhikode were taken out with placards and slogans shouting, and they arrived in the vast grounds of the B.E.M. Girls High School, to attend the inauguration.

Sri K. A. Mukundan presiding, Sri K. P. Kesava Menon, Editor, 'Mathurbhumi,' inaugurated the Week.

Sri S. Airavatham, Publicity Officer of the Central Committee, was present and

took part in the proceedings. Sri K. Kunjee Kaimal, District Educational Officer, Central Malabar, Shrimati V. V. Lakshmi, Deputy Inspector of Schools, Sri C. K. Nair, President, Taluk Adult Education Committee, Calicut, and Sri K. Govinda Menon, Head-master, Government Training School, were among those present.

In the course of his speech, Sri K. P. Kesava Menon said: Adult Education was necessary to make every citizen do his duty by his country. The task in free India was stupendous, and could be essayed successfully only by a large number of Committees of men and women and students organisations doing sustained work. Students working in bands during the holidays could help liquidate illiteracy quickly and infuse new life into the people. Adult Education had to begin with making people literate, but meant much more than that; it was necessary to impart to the adults elementary knowledge of their country's history and economic conditions. Methods pursued in other countries could

be adopted in India with necessary modifications. Russia, for instance, had wrought a veritable miracle. Before the Revolution the percentage of literacy in Russia was about five, but the country was now cent per cent literate. India was strong enough to achieve a similar change. Adult Education work had just begun in India; it required a vast number of trained teaching personnel. The Government could certainly do much, and they were trying to do what they could. But, it behoved a patriotic people to stand on their own legs as far as possible, especially in the matter of education where self-help meant much. The All Malabar Adult Education Workers Association was doing its best, but the cause required more and more workers and more and more determination.

Called upon to address the gathering Sri S. Airavatham said: He was quite happy to be in Malabar, on the first visit. It was his good fortune to have come into personal contact with a veteran journalist and patriot of all India fame, Sri Kesava Menon; a quiet but determined protagonist of Adult Education, Sri E. Raman Menon; and a level headed man of wisdom, Sri Mukundan. Under the inspiring, able and wise leadership of such seasoned patriots Kerala was bound to make great headway in Adult Education. "Mathurbhumi" was devoting good space and carrying the message of Adult Education to every nook and corner of Kerala.

Continuing Sri Airavatham said: The South Indian Adult Education Association had done, from the time of its inception in 1939, a tremendous piece of spade work and indeed paved the way to the long contemplated and imminent State Literacy Drive. The Hon'ble Mr. J. L. P. Roche Victoria, as its General Secretary from the beginning, had made the Association the power for good it was. He was a conspicuous example of a good man—a very good man—not merely commanding respect, but making more and more of good people. Sri T. J. R. Gopal was the Association, and the Association was Gopal, a born organiser imbued with an infectious zeal and with a passion for public service. Sri Harisarvothama Rau, the third of the three builders, had tussled with the official mind and made it see the value of Adult Education. It was only appropriate that a man of the high culture of Sri K. S. Ramaswami

Sastri should be the President of the Association at a time when it was entering a new and vaster phase of activity.

The Association was pursuing a purpose which was non-communal, non-sectarian and non-party and it was only natural that it should have grown in body and mind. It had much more work to do in the future than it had done in the past, as the un-official wing of the Adult Education movement. The fruition of the Government's scheme of an Adult Literacy drive would depend, to a great extent, on the measure of co-operation that the Association was enabled to give. Government could spend money and employ people to do propaganda, but they could not carry the message to the heart of the people unless the propaganda was backed by the Association which alone could rouse the people to action. The Association would continue its good work un-elated by praise and undeterred by cold neglect; it would not rest until an Act of Parliament was passed enforcing a certain measure of conscription for Adult Education effort.

The Association had immense public support, because it was working for a good and great aim. It was the duty of the people to give more and more support to the Association. They had demonstrated their faith in the Association's objective through the First Adult Education Week. They were demonstrating their faith in the objective again through the Second South Indian Adult Education Week. The Government were giving their support to the Week celebrations because as people's Government they knew that the Association was a dynamic body capable of playing a role complementary to State effort. The truth was neither State effort nor Association effort by itself could help achieve the objective quickly.

The Provincial Adult Education Fund for which collections were made during the Week through sale of flags and tickets and aid entertainments and to which Local Bodies had been permitted by the Government to contribute was earmarked mainly for starting new and more and more Adult Literacy Schools and Adult Education Centres. The small fraction that the Association would be getting out of the collections, in accordance with the direction of the Central Committee, would not take the Association far

Propaganda on an increasing scale had to be done by the Association through its monthly English Journal, the 'Adult Education Review,' which was more than one year old and growing as a healthy smiling child, the monthly Tamil Journal 'Mudhior Kalvi' which was in the offing and the two journals of identical name, 'Vayojana Vidya,' in Telugu and Malavalam. Non-official supporters of the Adult Education cause should see to it that the Journals got enough of the sinews of war to run their course with their own earned resources.

Referring to criticism of the Adult Education movement, Sri Airavatham said: Idle intellectuals who had not experienced the woes of ignorance and the pangs of poverty were talking irreverently trying to throw cold water on enthusiasts, because the State had not yet taken to Adult Education vigorously. The same intellectuals had made fun of Mahatma Gandhi when he talked of Swaraj being won in one year. Little did they imagine, then, that British authority would come to tremble with real fear, in one year. They were intellectuals no doubt—of a sort—but not

very intelligent people. They did not know that Mahatma Gandhi was not thinking in terms of the forms of Government—that he was aiming at and working for a change in the mentality of the people. Similarly, what was badly needed was a change in the attitude of the authorities concerned towards Adult Education. Adult Illiteracy should be regarded and treated as a Public Enemy, and fought. It could be liquidated by vigorous "Each one Teach Ten." Drive Adults had cultivated minds, and retentive capacity, they had only to learn to read and write the symbols of letters and words in the mother tongue, with which they were already quite familiar.

Sri E. Raman Menon proposed a vote of thanks.

An exhibition was opened in the Government Training School by Sri K. Kunju Kaimal, D.E.O., Central Malabar. Two of the exhibits deserve mention; one a miniature Light House made by Mr. Padiangaden, Teacher, B. E. M. H. E. School, Puthiyeera, and the other an enlargement of the front page of the January issue of the 'Adult Education Review.'

South Kanara District.

Puttur: A Taluk Adult Education Committee of thirty members was formed. Processions were taken out in the forenoon, and the Week was inaugurated by the Revenue Divisional Officer. He explained to the people the purpose of the Week and the need for their co-operation. An anti-malaria exhibition was held in the Church High School. A variety entertainment was given by the students of the Adult

Night School, managed by Rev. Father D. C. Pais and the students of the St. Victoria Girls School. A public meeting was held, Rev. F. Antony Souza presiding, and addressed by Sri M. B. Sharma, Teacher, Sri K. N. Mallaya, Vakil, and the Tahsildar, Puttur. Variety entertainment was given by the students of the Board High School, and a public meeting addressed by Sri G. Mahabal Rai and Sri Parameshwara Gowda. The Tahsildar thanked the speakers.

Celebrations in other places

Madurai: The Week was celebrated under the auspices of the Central Adult Education Committee, Madurai. Sri A. Vaidyanatha Aiyar presiding, a public meeting was held and addressed by Sri T. K. Rama, Chairman of the Municipal Council, and President of the Committee. Led by the Headmistress Mrs. U. P. Ramanaatha Sastri, pupils of the Government Girls High School enacted a playlet stressing the importance of Adult Education. A discussion on 'The Task Before us' was initiated by Sri R. Lakshminara-

simham, M.A., L.T., Deputy Inspector of Schools. The D.E.O. Sri A. Gopala Aiyar, B.A., L.T., presided over a meeting which was addressed by Sri A. Vaidyanatha Aiyar, Sri T. K. Rama, and Sri R. Lakshminarasimham. The meetings were well attended on all the days. The Mobile Unit for Adult Education, Madura Division, in charge of Sri K. V. V. Subramanian, B.A., L.T., exhibited films in various parts of the city during the Week.

(Continued on page 461).

S. I. A. E. A. Executive Committee Meeting Proceedings

Arrangements for Seminar Sanctioned.

A meeting of the Executive Committee of the South Indian Adult Education Association was held at 6 P.M., on Sunday, 18th March, 1951, at the new premises.

The following members were present : Sri K.S. Ramaswamy Sastri, President, Sri T. K. Rama, Vice-President, the Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary, Sri T. J. R. Gopal, Organising Secretary, Sri P. Nagabhushanam, Regional Secretary for Andhra Desa, Mr. F. X. Pereira, Treasurer, Mrs. Radha, Sri Sundararama Dutt, Mr. L. C. Richard, Sri S. Airavatham, Sri P. S. Krishnaswamy, Sri T. Neelakantan, Sri J. P. G. Gomez, and Sri V. Veeraraghavan.

Sri A. G. Vilva Roy, Adult Education Officer, and Mr. Jagannathan attended the meeting by invitation.

Sri K. S. Ramaswami Sastri presided.

Minutes of the last meeting of the Executive Committee held on 11th October 1950 were read out by Sri T. J. R. Gopal, and approved. The minutes appeared in the issue of October 1950 of the Review.

Sri T. J. R. Gopal's Report.

Sri T.J.R. Gopal, Organising Secretary, presented the following report :—

I have great pleasure in presenting this, my report on the activities of the Association since we met last on 11th October 1950. The activities having been duly published in our monthly English Journal, the *Adult Education Review*, it will quite do if I recall them in brief and connected outline.

In pursuance of the Resolution adopted by the Committee at its last meeting, our President led a Deputation to the Hon'ble Minister for Education and Law with a view to explaining to him the Resolutions adopted at the last, the Seventh, Annual South Indian Adult Education Conference held at Tanjore, and urging the Government to take suitable action thereon. The Deputation waited on the Minister on 17th

November 1950, and presented a memorandum to him. The Minister gave a patient hearing and expressed himself freely on all the subjects raised.

On 22nd November 1950, a meeting of persons interested in Adult Education, including representatives of thirty-eight sponsoring organisations was held, and a Central Committee formed with the Hon'ble Minister for Education and Law as its President, to conduct the Second South Indian Adult Education Week in February 1951; also a Working Committee was formed with the Hon'ble Mr. J.L.P. Roche Victoria as its Chairman, Sri S. Airavatham as the Publicity Officer and myself as the General Secretary.

A memorandum was sent in November 1950 to the Indian Adult Education Association, Delhi, in reply to its questionnaire aiming at collection of facts relating to Adult Education effort all over the country for the preparation of an All India Directory. The memorandum was duly published in the November issue of the *Review*.

In accordance with the Resolution of the Executive Committee, Sri G. Harisarvothama Rau and myself participated in the National Seminar held at Jabalpur in December 1950, as representatives of our Association. A resume of the work done by the Association from its inception up-to-date was circulated among the Delegates and Observers of the National Seminar. We have gained some experience in regard to the conduct of a Seminar.

I was deputed by the General Secretary to go to New Delhi to meet the Officers of the Government of India and discuss with them the question of the Regional Seminar to be held in Adyar, and various other matters relating to Adult Education. As you are aware, the Government of India have been pleased to give the Regional Seminar a grant of Rs. 5000. My visit to Delhi was fruitful in securing expeditions payment of the grant. The Education

Department of the Government of India have adopted the policy of giving assistance to our Association in the matter of securing vehicles from the Disposals Department. I negotiated the matter with the concerned authorities, with the result that now two vehicles are available at Avadi for purchase at concession rates. I visited the Depot at Avadi and had the vehicles inspected with technical assistance. The Minister of State for Railways, Sri K. Santhanam, promised me when I met him that he would consider the question of granting Check Passes to a representative of the Association on the M. & S. M. and S. I. Railways. He mentioned to me the letter that our General Secretary, the Hon'ble Mr. J.L. P. Roche Victoria, had addressed to the Hon'ble Minister for Transport, Sri N. Gopalaswamy Ayyangar, requesting the grant of a Free Pass.

Rev. John G.P. Naumann, the Hon'ble Mr. J.L.P. Roche Victoria, Sri G. Harisarvothama Rau and myself attended the All India Adult Education Conference held at Hyderabad towards the close of December last. The Hon'ble Mr. J. L. P. Roche Victoria and Sri G. Harisarvothama Rau were elected Vice-Presidents of the All India Adult Education Association, and I was elected a member of its General Council.

The month of January and the first half of February of this year, were taken up with preparations for the Second South Indian Adult Education Week. A Brochure was issued along with the President's Appeal. Letters were addressed to the Ministers and the Heads of various Departments of Government. The Government's response was full and prompt. They issued circulars to Collectors and other Officers to see to the success of the Week. The Officers of the Education Department played their part. Andhra and Kerala were permitted by the Central Committee to form Regional Committees for the Week. The President of the Andhra Regional Committee is Sri G. Harisarvothama Rau and its Secretary is Sri P. Nagabhushanam. Sri Mukundan, President of the Malabar District Board, is the President of the Kerala Regional Committee and its

Secretary is Sri E. Raman Menon, Retired Educational Officer of the District Board.

The Week was celebrated all over the State, except Kerala, from 17th to 21st February. As census enumeration was going on at the time, Kerala had asked for and was granted by the Central Committee, permission to celebrate the Week from 5th to 9th March. Our Publicity Officer, Sri S. Airavatham, represented our Association at the Inauguration of the Week at Kozhikode by Sri Kesava Menon, Editor of 'Mathurbhumi.' The Week was inaugurated in Rajaji Hall, Madras, by our Chief Minister. Also an Exhibition was held in Rajaji Hall of Adult Education materials, those of the Government of Madras and the publications of our Association. A series of Entertainments was arranged in Gokhale Hall, Madras, to raise funds for the Provincial Adult Education Fund, but the yield was not as anticipated. Reports of celebrations in the District which are being received will be duly published in the *Review*. Reports of the celebrations, including the Chief Minister's inspiring speech, have been published in our *Review*.

In his connection it must be made clear that the Week has been mostly a propaganda success. As reports from the Districts indicate, the collections made do not appear to be as satisfactory as they were last year. Nor has the demand for Adult Education materials been encouraging enough. We introduced token tickets this year in place of flags, that is to say, in addition to the stock of flags left over by the First Week. Committees have been formed in all the Districts, but we have no information about Vizakhapatnam, East Godavari and Ramnad. Special mention may be made of South Arcot, North Arcot, Tanjore, Trichinopoly, Tirunelveli, Krishna and Malabar Districts for the large amounts of tickets demanded from us and supplied to them. Full details of the quantities of flags supplied to the various Districts will be published in the *Review*. A complete statement of accounts of the Week can be got ready only after realising many of the moneys still due. The mentionworthy

contributions are Rs. 500. from Sri T. S. Rajam of M/s. T. V. S. & Sons, Rs. 201 from Sri Gupta of "Ratna Cafe," Rs. 101 from Sri Kumaraswami Raja of Kumaran Confectionery and Rs. 100 from Mr. R. G. Pereira. Some of the sponsoring Associations have sent contributions. The expected contribution from the Government of Madras has not yet come. Some Local Bodies and Co-operative Institutions have contributed to the Provincial Fund, but we are yet to hear from other Local Bodies, including the Madras Corporation, which may be expected to respond. About Rs. 3000 has been advanced from the Association's funds for expenditure on the Week.

The Association has been, and will continue to be, essentially and mainly a propaganda body. The Government of India have asked for details of the work being done by the Association, with a view to integrating the Association in the UNESCO scheme of operational and survey projects and agencies. A detailed reply has been sent, as well as an application in terms laid down by the Government, which is to be forwarded by the Government of India to the UNESCO authorities in Paris. My name has been suggested as the Liaison member of the Association. In my capacity as Organising Secretary, I visited Vellore, Tanjore, Tirchinopoly, Madura and Coimbatore and spoke at various meetings arranged for me. Mr. J. P. G. Gomez accompanied me to Vellore, when I visited the place to meet the Collector. I accompanied the Hon'ble Mr. J. L. P. Roche-Victoria to Coimbatore and our President to Madura. The Hon'ble Mr. J. L. P. Roche-Victoria in all his tours as Minister evinced the keenest interest in Adult Education effort; invariably he met the Adult Education workers and encouraged them to carry on with enthusiasm; he spoke about Adult Education at all the gatherings he addressed; and he persuaded the officials to take interest in Adult Education propaganda.

It is only appropriate that on this occasion I should acknowledge the immense help that the Association has been receiving from our President, Sri K. S. Ramaswamy Sastri, who is respected

everywhere and by all classes of people. He accompanied me on a visit to Sri S. S. Vasan, and the latter was good enough to promise his support in the matter of producing our contemplated Tamil picture 'Padiyathavar Padum Padu.' Sri Sastriar took me also to Sri S. Anantaramakrishnan, the Raja of Chettinad and others to enlist their support for the cause.

An Adult Education Section was run in the Park Fair Exhibition under the guidance of Sri. P. S. Krishnaswamy, Director of Arundale Adult Education Centre.

The picture "Thiagi" kindly lent by Sri. M.K. Krishnamurti of the Photo Litho Press, Madras, has been very helpful in furthering Adult Education propaganda, especially in South Arcot District, and has also yielded Rs. 400 to the Association.

Association representatives led by our President had the pleasure of meeting M. Tores Bodet of the UNESCO during his recent visit to Madras City and discussing Adult Education prospects, with him. He was impressed with our Association's record of work and spoke to us encouragingly. We have applied for a large number of Radio sets offered by the UNESCO through the Government of India.

As Association work increases, we feel the need for facilities. I have already referred to vehicles. Two vehicles are available at Avadi, one at Rs. 1,400 and the other at Rs. 675. In this connection I am glad to state that Sri T. S. Rajam of M/s. T. V. S. & Sons, is willing to get the vehicles repaired and make them useable. Now it is for the Committee to decide whether or not we should purchase the vehicles.

I am giving towards the end a statement of accounts of the Association upto 31st December 1950. Accounts for the subsequent period will be given as soon as possible, as they are interspersed with Week transactions and time is required for finalisation. I may however state that the membership of the Association has increased and is capable of increasing. We have at present 128 members paying Rs. 2 per annum. Besides, we have 28 institution members paying Rs. 10 per

annum. We have secured five life members who have paid each Rs. 100 Sri G. Ramaswamy, Coimbatore, Sri P. Ponnusamy Chettiar of Coimbatore, Sri T. N. Menon, Kollamgodu, Bishop of Kumbakonam, and the Bishop of Trichy. H. H. the Mahasannithanam of Thiruppanandal and H. H. Mahasannithanam of Dharmapuram (Tanjore District) have made a donation of Rs. 1,000 each.

We have now to devote ourselves to two immediate objectives. One is the holding of the Regional Seminar in Adyar from the last week of April and the other is the launching of the Tamil monthly journal "முதியார் கல்வி". We have ample material of experience to be tested and rationalised through a Regional Seminar, and it behoves us to make it a success and justify the confidence evinced in us by the Government of India. The demand for the Tamil monthly journal, the starting of which has been already sanctioned by the Executive Committee, has become so insistent that it cannot be put off any longer. I am trying to bring out the first issue at least one week ahead of the Seminar.

I need not say anything about the good work that is being done through our English monthly journal, the ADULT EDUCATION REVIEW. It is being appreciated everywhere. The number of subscribers is increasing. It stands at present at 700 including the 500 copies subscribed by the Government and sent to all the Divisional Inspectors of Schools, District Educational Officers, Deputy Inspectresses of Girls Schools, Heads of Government Arts, Professional and Training Colleges and High Schools and Training Schools, Presidents of District Boards and Chairmen of Municipal Councils.

Association office work has grown enormously. A good deal of my time is taken up with routine work, and I am unable to do my work proper, as Organiser. But for the assistance I am getting from Mr. Gomez. I should find it difficult to carry on. I am receiving much help also from Sri S. Airavatham who is sharing my burden.

The finances of the Association are encouraging and increasing. The Association has earned during the period under report a total sum of Rs. 5,183-5-9, that is Rs. 2,974-5-3 through donations and membership fees including contributions of Rs. 1,000 each sent by Their Holinesses the Mahasannidhanam of Thiruppanandal and Dharmapuram to the General Secretary of the Association. A grant of Rs. 500 has been received from the Government of Madras towards the conduct of the Tanjore Conference. Rs. 400 has been received as a share amount from the collections of the film "THIYAGI" exhibited in the District Centres. Subscriptions received for the "Adult Education Review" account for Rs. 713-1-6. A sum of Rs. 596 was realised by the sale of Adult Education publications. The total expenses for the period under report is Rs. 4,474-7-8. The balance left over for the period under report is Rs. 708-15-1. The total balance with the Association is Rs. 5491-11-7, which includes Rs. 2,000 (Rupees Two thousands only) with the General Secretary and the bank balance of Rs. 2,783-12-6.

Commending the Organising Secretary's Report to the Committee for approval and recording, Sri K. S. Ramaswami Sastri said: The report was fairly exhaustive. No doubt a very considerable amount of work had been done, work which led to more and more of good work. Sri. Gopal was labouring with great earnestness and enthusiasm. The 'Adult Education Review' had undergone a great transformation—it had not only grown in bulk but also risen in level and improved in quality and variety—since Sri S. Airavatham took it up. Sri Airavatham, as a veteran journalist believed in doing things wholeheartedly and in the very best manner. The 'Review' was being received well and read. The launching of the companion Tamil monthly முதியார் கல்வி was long overdue, and could not be put off. Association work was increasing, and could be done well and in time with the facility of a vehicle. The concession offered by the Government was an

advantage which should not be missed. The Association was certainly in a position to conduct a Regional Seminar, and it was natural that it should be recognised and encouraged by the Government of India for that purpose.

Discussion followed on various matters mentioned in the Organising Secretary's report and conclusions were reached.

It was resolved that the General Secretary and the Treasurer be requested to do the needful in the matter of purchasing vehicles.

It was resolved that the Tamil monthly *முதியார் கல்வி* be launched on the Tamil New Year Day.

It was resolved, in accordance with the promise made by the former President to grant Rs. 100 to the South Arcot District Adult Education Committee for distribution as prizes to best run Adult Schools.

The question of holding a Regional Seminar was discussed at length, and it was decided to take the necessary steps for the purpose. (Draft Brochure is published separately).

Sri T. Neelakantan's letter suggesting that the Association take over the Night School run by the Asoka Society and arrange to conduct it as a Model Centre was considered. The idea was approved, but action thereon deferred to a more suitable time.

Flags Supplied to District Centres.

No.	Name of the District	Total No. of Flags.	Total No. of Tickets Re. 1	Total No. of Flags As. 8	Total No. of Tickets As. 4	Total No. of Tickets As. 1	Total No. of car Flags.
1	Anantapur	1000	...	...	...	8000	...
2	Bellary	1000	...	...	1000	5000	...
3	Chingleput	...	475	1000	...	7350	...
4	Chittoor	3800	100	200	600	...	...
5	Coimbatore	6000	500	1000	3050	23100	50
6	Cuddapah	15000	...	...	...	...	...
7	Godavari East	1000	100	150	...	...	...
8	Godavari West	5000	25	25	25	...	...
9	Guntur	6000	75	150	900	350	...
10	Hydrabad	4250	150	300	...	...	...
11	Kurnool	11500	...	...	...	...	...
12	Kistna	6000	2500	5000	5000	20000	...
13	Malabar	30000	100	100	100	...	...
14	Mathurai	2500	400	375	700	...	...
15	Madras City	...	50	150	2350	10300	...
16	North Arcot	11000	...	...	4000	89350	100
17	Nellore	500	...	...	1250	...	...
18	Nilgiris	4000	...	...	...	...	...
19	Ramnad	1112	...	...	...	...	...
20	South Arcot	100000	200	300	600	...	...
21	South Kanara	12000	...	...	25000	200	...
22	Salem	25500	...	...	16000	...	...
23	Tanjore	30000	1500	1500	9000	7000	12
24	Trichinopoly	500	...	...	...	...	...
25	Tinnevelly	...	425	25	2500	125000	...
26	Vishakapatnam	700	125	250	43600	100	...
Total		286862	6725	10525	31100	380050	462

Association to hold Seminar in Adyar from 23rd to 30th April.

Adult Literacy and Community Centre Methods to be determined.

At a meeting of the Executive Committee of the South Indian Adult Education Association held on 18th March 1951, it was decided that the First South Indian Regional Seminar on Adult Education be held from Monday, the 23rd, to Monday, the 30th of April 1951 in the Besant Memorial High School Gardens, Adyar, Madras, and the following office-bearers were elected for the purpose:—

Director:

The Hon'ble Mr. J. L. P. Roche-Victoria,
Minister for Food and Fisheries, Madras.

Associate Directors:

Sri K. S. Ramaswamy Sastri
Sri G. Harisvottama Rau
Sri A. G. Vilva Roy.

Secretary-General:

Sri T. J. R. Gopal.

Publicity and Recording Secretary:

Sri S. Airavatham.

Treasurer:

Mr. F. X. Pereira (Jr.)

Joint Secretaries:

Mrs. R. Radha
Sri P. S. Krishnaswamy
Sri T. Neelakantan.

Assistant Secretaries:

Mr. J. P. G. Gomez,
Sri V. Veeraraghavan.

Reception Officers:

Miss. P. K. Bhuvaneswari,
Sri M. I. Jaganath.

The Seminar is being organised with the support of the Government of India, and under the auspices of the South Indian Adult Education Association, in implementation of the UNESCO objective of raising the defences of peace in the minds of common men and women. The Government of India have given to the Association a grant of Rs. 5,000 for the purpose.

Community Movement.

The stress of modern conditions has quickened the pace of Democracy all over the world. Democracy, pure and simple, is now recognised, more than ever before, as the greatest defence of peace, and as the most effective antidote to extremist cults and nostrums. But, Democracy is now on trial; it is being put to the acid test by economic maladies of unprecedented magnitude which cry for immediate solution.

People's co-operation is essential to the solution of such problems. Above all, understanding is needed, and that presupposes a commensurate level of popular education. Hence it is that in every renaissance country, the State is promoting Adult Education in one form or another. In India, conditions being what they are, Adult Education has to start mainly with promotion of Adult Literacy.

The Adult Education effort, whether it is promoted by non-official agency or official apparatus, is a community movement and calls for community action even to the extent of conscription. In other words, Adult Ignorance, of which Adult Illiteracy is only an aggravation, can be eradicated successfully only by the Social Worker type of teaching personnel imbued with crusading zeal, organising and conducting Community Centres. Such personnel require a special kind of training in community living which is effectively insured in a Seminar.

There is a vital difference between a Conference and a Seminar. Of course a Seminar implies, but means very much more than, a Conference. A Conference serves just a little of intellectual commerce in ideas which, for want of time, are not studied together. After the exchange, the parties part and then do the thinking in isolation, that is, unaided by, and without reference to, one another. On the contrary, in a Seminar ideas are not merely exchanged and intellectually comprehended but are experimented and tested at every step and in every possible way, so to say, spiritually developed, experienced and lived, and the psychology of community endeavour and action is cultivated and fostered.

Unesco Objective.

The idea of Seminars originated with the United Nations Educational Scientific and Cultural Organisation. The UNESCO, in brief, has been working for "peace and

security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the Rule of Law, and for Human Rights and Fundamental Freedoms, which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."

Education occupies a central place in the world programme of the UNESCO: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace should be constructed. To such end the UNESCO has undertaken a comprehensive campaign for Fundamental Education with two-fold scope to spread literacy and simultaneously to provide and gradually to raise a basic minimum of education." The UNESCO realised that for more immediate results they must reach adults directly through education, and instructed its Director "to collect and disseminate information on new techniques and methods in Adult Education." International Seminars were thus projected. The Sixth UNESCO Seminar, and the first in Asia, was held in Mysore from 2nd November to 4th December 1949.

In his Closing Message to the Mysore Seminar, India's Education Minister, Maulana Abul Kalam Azad, said: "I can assure you that so far as India is concerned we shall examine every one of your recommendations with care and sympathy in order to give effect to them as far and as soon as may be possible." In pursuance of the policy envisaged and assurance given in the foregoing words, a National Seminar on Adult Education was held in Jabalpur in December last under the auspices of the Indian Adult Education Association. Delegates and Observers from all States in India, and un-official organisations participated in the National Seminar.

Although the national grief caused by the passing away of Sardar Vallabhbhai Patel—a great champion of the rural bias in education—had cast a gloom, the National Seminar did good work and tackled the problem of Adult Social Education in all its aspects. A great deal of interesting and useful information was made available to the Delegates and Observers about the organisation of campaigns and the results achieved in the various States in the field of Adult Social

Education. Some slight difference of opinion arose *apropos* the role of Literacy in Social Education, one school of thought urging that liquidation of illiteracy be given, as it demanded, due importance, if not priority, and the other school holding that making the adult "aware" of his social and political existence and disabilities and requirements was more urgent. Indeed, it was only proper that the idea was discussed threadbare and the purpose of a National Seminar served.

Venue and Atmosphere

For any Seminar, the atmosphere of the place where it is held is very very important. A more congenial place is inconceivable for the Regional Seminar than the vast estate of the Theosophical Society Headquarters, with its coconut palm groves, its proximity to the sea, its marked seclusion from the bustle of City life and its famous Banyan Tree which has listened to many words of wisdom falling from the lips of some of the great thinkers and protagonists of great causes. Dr. Annie Besant's contribution to India's educational advancement was considerable. Equally magnificent and varied was the life-long dedicated service rendered by Dr. G. S. Arundale, a born Educationist. Dr. G. S. Arundale was one of the founders and inspirers of the South Indian Adult Education Association; he inaugurated the First Adult Education Conference in 1939 where the Association was born. Sri C. Jinarajadasa, the President of the Society, is also an educationist of a high order whose quiet dignity of demeanour and scholarly approach to fundamental human problems are commanding universal respect. Srimathi Rukmini Devi, the most resplendent figure of the Society today, is a living synthesis of ancient and modern culture. She has been giving great help to the Association and the Seminar would enjoy her hospitality. Need it be said that a Seminar held in such a congenial atmosphere is bound to be fruitful?

Some of the methods and techniques evolved in the Seminar will have to be tested and clarified and developed by actual field work. The hamlets in the vicinity of the Theosophical Society Headquarters, typical and varied as they are, provide opportunity and scope for

such experimental investigation and study. In some of the hamlets, Community Centre methods are being tried under the auspices and by the workers of the Arundale Adult Education Centre under the earnest guidance of Sri P. S. Krishnaswamy, its Director. The methods are in various stages of unfoldment, and it would be worth while for the Seminar participants to study them, each in the perspective of his own individual experience. Adyar environment has been placed on the educational map of the world by Dr. Montessori's long stay here and by her personally implementing her famous method. There is a Montessori Training Centre. A typical Community Centre is in its rudimentary stage of development in Swatantra Nagar, Krishnampet, Madras, a colony of Corporation Sanitary employees, under the guidance of Sri G. Harisarvottama Rau, and the personal direction of Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association. Seminar Delegates and Observers can visit the Centre and gauge its potentiality.

Aim of the Regional Seminar.

The first and foremost aim of the Regional Seminar would be to devise ways to achieving cent percent literacy in India quickly. Social Education cannot make headway in the absence of fundamental literacy. It will follow, in general, the procedure followed in the international Seminar but with modifications and variations warranted by the conditions of the Adult Education problems in South India. Its aim is to provide opportunity for Delegates and Observers to study and compare the aims pursued and the methods adopted in their respective areas, and to evolve, where possible, a common plan of approach.

Groups on Language Basis

The question of language is of great importance to any Regional Seminar in a country of over thirty major languages and over two hundred minor dialects, much more and especially so to South India. For the purpose of the proposed Regional Seminar, South India comprises four lan-

guage areas—of Telugu, Tamil, Malayalam and Kannada. Groups will have to be formed for study of methods of teaching in these four languages. Needless to say, the work that these groups would turn out would form a very substantial and decisive part of the entire Seminar work; for, it is obvious that the mother-tongue alone can be the medium for Adult Education processes. Not only the techniques of imparting literacy but also Community Centre methods will have to be evolved in the four languages. There is no room for controversy on the question of the language to be employed at the plenary session. In the absence of a common indigenous language, at any rate in the South India we are thinking of, English will be the language for the plenary sessions of the Regional Seminar, which will be of the absolute minimum number. English will not be there as a virtue of necessity; it will enable non-South Indians to speak. The forum of the plenary session will be open to all who may come to attend the Seminar, of their own accord, and through special invitation.

As Adult Education effort develops covering a multitudinous population, the demand will arise for more and more of specially trained teaching personnel, and that need will have to be met by holding Social Seminars under the auspices of Social Service Leagues and Students Seminars under Students Organisations.

Organisation of the Seminar

The affairs of the Regional Seminar will be conducted by (1) a Steering Committee consisting of the Director, Associate Directors, General and Publicity Secretaries, and the four Group Chairmen; (2) an Administration Committee consisting of the Director, Associate Directors, the General and Publicity Secretaries and the Treasurer; and (3) a Reception Committee of five or more members. The Steering Committee will decide the subjects to be discussed and determine the programme of visits by participants. The Administration Committee will run the office of the Seminar and look after routine and publicity requirements. The Reception Committee will be in charge of boarding and

lodging arrangements and transport facilities for the participants.

The Director will preside over the plenary sessions and preside over meetings and direct the work of the Committees. In his absence, Sri G. Harisarvottama Rau, Associate Director, will preside over the plenary sessions and meetings of the Committees and help finalise the Seminar Recommendations. Sri A. G. Vilva Roy, Associate Director, will direct and guide the work of the Groups, and, as Chairman of the Committee co-ordinating their work, collate and correlate their conclusions. His role in this respect will be helpful. Both Sri G. Harisarvottama Rau and Sri A. G. Vilva Roy have considerable experience and knowledge for the purpose. They attended the UNESCO Seminar held at Mysore and the National Seminar at Jabalpur. Sri K. S. Ramaswamy Sastri, Associate Director, will elucidate the viewpoint of the Association of which he is the President, when necessary. The Secretary General will be in charge of the administration. The Publicity and Recording Secretary will summarise the proceedings of the Committees and the plenary sessions and issue daily bulletins. The Joint Secretaries will be in charge of the Enquiry Office, the Reading Room and Library and the Exhibition. The Assistant Secretaries will be in charge of distribution of publicity materials, volunteers, transport facilities and excursion arrangements. The Reception Officers will be in charge of boarding and lodging arrangements.

There will be a Registration fee of One Rupee for both Delegates and Observers. Associations and institutions affiliated to the South Indian Adult Education Association and other bodies which may seek affiliation in future for the purpose of representation in the Seminar will send Delegates. The affiliation fee for an institution is Rs. 10. Non-affiliated bodies may send Observers. Only Delegates are entitled to vote. The charges for boarding are extra for all, Rs. 4 per day. There will be no charge for lodging. Delegates and Observers are requested to bring their own beddings and suitable vessel.

The Daily Time Table.

7-30 to 8-15 A.M. ... Chotta hazri.
10-00 A.M. to 12 Noon. Seminar Session

12-30 P.M.

2-30 to 4-30 P.M.

4-45 to 5-30 P.M.

5-30 to 8 P. M.

8-30 P.M.

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The above arrangements are provisional and are subject to approval of the Director Associate Directors and may be amended in the light of the convenience of the Delegates. It is proposed to hold a meeting of the Delegates on 23rd April 1951 at 11 A.M. This meeting will consider the arrangements for the Seminar and appoint the Committees mentioned above.

Draft Discussion Points.

Survey of the work being done in the various districts of Madras State and in each of the three neighbouring States of Travancore-Cochin, Mysore and Hyderabad as a whole, at Adult Literacy Schools and Adult Education Centres.

Information is solicited on the following points: (a) percentage of literacy in the area specified; the number of illiterates in the area above 13 years of age (b) brief account of the work done from the commencement, and a measure of the progress achieved. The information may be tabulated as under:

1. Serial No.
2. Number and nature of the Centres working.
3. Nature of the Management.
4. Methods employed to attract adult learners.
5. When started and when recognised.
6. Nature of teaching personnel, Trained or untrained.
7. Equipment: Materials used.
8. Aided by Government, Local Bodies, or otherwise.
9. Number of adults admitted.
10. Duration of the course.
11. Number of adults who were regular in attendance.
12. Average age and average attendance.

13. Number of adults made literate during the period.

14. Whether there is any local committee or Association backing the school or Centre.

15. The nature of follow up work

The reports, in summary form, will be made available to the Delegates and the Observers.

2. The handicaps experienced, and the obstacles to be overcome, as revealed by the reports, to be discussed.

3. Discussion whether it is desirable to concentrate on eradicating illiteracy completely in a compact area within a stated period of time.

4. Organisation of literacy campaigns, ways of enthusing the people, co-ordination of official and un-official agencies, role of Universities, Trade Unions, large scale employers, Co-operative organisations and Social Service Leagues, the Cinema, the Theatre, the Radio and the Gramophone and the nation-building Departments of the State can play.

Study of points of adult learner psychology: his shyness, defeatist mentality and inferiority complex; his cultivated and developed mind, assimilative power and retentive capacity; his citizenship outlook and sense of political responsibility; and his reaction to economic forces and trends.

Celebrations in other places.

(Continued from page 451.)

Ramanathapuram Range: Under the auspices of the Ramanathapuram Taluk Adult Education Week Committee, the Week was inaugurated with processions and public meetings in rural centres. Sri G. S. Anivasan, I.A.S., Assistant Collector, Ramanathapuram, inaugurated the Week in Revipattanam, Tirupattanam and Kalakarni. The need for Adult Education was explained at a public meeting addressed by Mrs. K. Kathiresan, Headmistress, Government Basic Training School for Women, Sri S. Mutakumaraswamy, Deputy Inspector of Schools, Ramanathapuram, and Sri Varathanarayanan, Labour Inspector, Ramanathapuram and Sri Raja Iyer, M.A., I.L.M., Headmaster, Rajah's High School, Ramanathapuram.

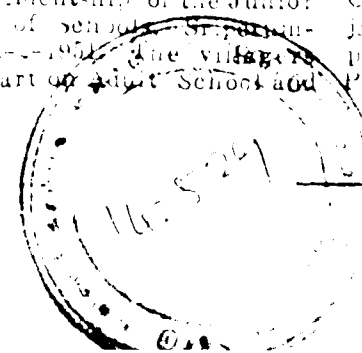
Sripurambadur: A public meeting was held under the presidency of the Junior Deputy Inspector of Schools, Sripurambadur Taluk, on 21-4-1951. The villagers have decided to start an Adult School and

a library in the first week of March or as early as possible.

Kattur, Ponneri Taluk: The Week was celebrated by the Board Elementary School. A public meeting was addressed by Sri S. Venugopal Reddiar, Sri G. V. Narasimhalu Naidu, Sri D. U. Subramanya Reddiar, the Tahsildar, the Revenue Inspector and Sri K. E. Sundara Mudaliar.

Reports of celebrations have been received from the places given below. They will be published in the April issue of the 'Adult Education Review'.

Kilpalanandal, Thiruvannamalai Range, Madurantakam, South Arcot District, Chattrapatti, Venkatachalapuram; Manjambakkam; Salavakkam; Kattinathodakkapatti; Nattanallur; Makkalur; Adanur; Perambalur Taluk; and Aminapet, Salem.



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Request to Readers.

'The Adult Education Review' is a record, month by month, of Adult (Social) Education activity in India; it is also the medium, for Adult (Social) Education workers, to express their opinions and views fully and frankly and in a friendly spirit conducive to the growth of knowledge and fostering of the national spirit.

Readers are therefore requested to send for publication in the 'Review' brief reports and articles typed or written in ink and legibly on one side of the paper. Unaccepted reports and articles will be returned if so desired and stamps had been sent for the purpose.

S. Airavatham,
Working Editor.

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF
The South Indian Adult Education Association, Madras
(All Correspondence should be addressed to the Organising Secretary)

Vol. II

APRIL, 1951.

No.

EDITORIAL

Our Regional Seminar.

By the time this issue is in the hands of our readers, the Regional Seminar organised at Adyar by the South Indian Adult Education Association will be in full swing. It is of very happy augury that Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, inaugurates the Seminar. He has already been amidst us and he has so endeared himself to every one of us who has come into contact with him that his association with the Seminar as the first functionary is highly welcome. His urbanity of temperament, we are sure, will very fittingly suit the occasion and lend a leading touch to the happy collaboration of friends speaking different languages and sitting together to carry on a common purpose which, in the ultimate, has as its objective international fellowship of all men in all lands for the peace and well-being of humanity. The organisers of the Seminar are now actively at work.

According to reports so far received the congregation at the Seminar

is expected to be fairly big in size including very many who may not be conversant with English which under present conditions must necessarily be the official language of the Seminar. We are informed, however, that none of these will be denied his say on all the issues coming before the Seminar. Whatever is said in English will be summarised, translated and circulated in all our four languages. Discussion of general issues which are, for the present, formulated under sixteen heads, will first take place in the language groups whose views will be before the Seminar as a whole for final discussion and decision. We are sure that even at the plenary sessions a limited number of Indian language speeches will be allowed. At the international and national level the language question did not much matter, but at the State level, it will have to be faced as all Adult Education must be through the mother tongue of the learner. It is a fairly unique experiment we shall have in Adyar, and we are sure

it will help promote fair kinship between language groups of South India as also to encourage following areas.

Adult Education Amongst Adivasis.

While on the issue of the Seminar, we desire to draw attention to a peculiar problem which requires handling in a special sense. There are certain inaccessible areas in our State called 'Agencies' which are under the direct control of the Central Government although the administration is carried on by the State authorities as the agents of the Central Government. Adivasis live in these areas. Their education is probably of very great importance as they are likely to be easily misled by undesirable anti-social elements. Gandhiji started the Adivasi movement also and some earnest friends are carrying on work for the amelioration of the Adivasis. We have reports so far as the literacy effort is concerned that in the Agency areas bordering on Orissa there are at present about 67 Literacy Centres run by men amongst Adivasis themselves under the guidance of the workers in the plains. The workers in the plains have no means of visiting these centres.

The teachers and the taught from these Centres congregate once a year at some spot near the plains and there a certain type of Examination is held. The friends and workers, more especially of the Gramika Dharma Sabha of Kovur, have given Adivasi workers training in some essentials. Recently some developments have taken place. An Advisory Board has been set up and Sri Malayappan, one of the most popular men in Government Service, reported to be dedicating himself to

the cause of the submerged, has been appointed Special Officer. He went round the Agency and saw at one place a congregation of 4,000 Adivasis managing their conference themselves in an up-to-date fashion. Standards of the plains cannot apply to these inaccessible regions where education up to the Third or Fourth Standard is equivalent to graduation in the plains. As qualified men cannot be got easily the State policy of the Madras Government in regard to Adult Education may have to be liberalised.

For 1950-51 the Government of Madras sanctioned 40 schools for four different regions of the area at 10 each under the Madras Government scheme and allowed 50 per cent more remuneration to the teachers in the form of grants. We understand that some Literacy Classes have been started on the borders of the civilised area. We have not got full or correct information about these schools as yet. The Deputy Inspectors of Schools working in the Agency areas are under the Revenue Department, and it is to be hoped that as Sri Malayappan has taken charge we shall be able ere long to have this information. Surely it is not enough if we touch the fringe of the Agency area. The interior of it has to be reached. For that purpose it is necessary that the qualification required for admission into Adult Training School are not strictly insisted on. It must be enough if an attainment certificate is issued by a competent authority.

It is also necessary that an Adult Training School is organised by the Special Agency authority as near the Agency as possible with the assistance of the Madras Education Department with such modifications in the Madras scheme as may be necessary. Further, men chosen for inspection and supervision may have to be specially chosen for their missionary zeal and special facilities given to them for transport, health measures and the like. As all developmental measures are intended for men, the human element is the most predominant factor in their effectiveness. The human element can play its part to the extent of its education. Therefore, it is necessary that the education of the men and women in the Agency is pushed with as much speed as possible alongside of the other ameliorative measures taken in hand. We therefore commend that through direct Governmental effort as also through the indirect method of aiding and encouraging private effort the edu-

cation in the Agency should be planned and speeded up.

The Seminar may not discuss this question. Nor are we sure that the Madras State Government, in its Provincial sphere, can or will seriously take it up. It looks as though the Central Government must make special arrangements providing enough funds and directing that the literacy effort amongst the Adivasis should have its own scheme suited to the conditions in the Agency. As the Adivasis question affects also States other than Madras, we invite to it the attention of Professor Humayun Kabir who is greatly attached to the cause of literacy. We also draw the attention of the authorities of the Gandhi Memorial Fund to the cause and urge on them the need to train missionaries who will carry the torch of literacy and knowledge to the Adivasis and help spread the Gandhian ideology amongst these simple folk who can more easily understand his message than the sophisticated population of the plains

Government Circular to Local Bodies.

Local Administration Department, Government of Madras.

G. O. (Ms) No. 730.

Dated, the 16th April 1951.

ORDER.

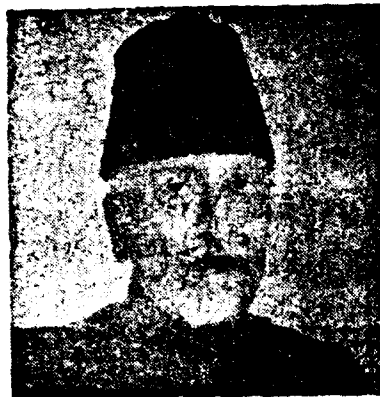
The South Indian Adult Education Association proposes to conduct a South Indian Seminar on Adult Education at the Theosophical Gardens, Adyar, Madras, from the 23rd to the 30th April 1951. District Boards, Municipal Councils and the Corporation of Madras are requested to co-operate with the organisers in conducting the Seminar. District Boards and Municipal Councils and the Corporation of Madras are permitted to send one Delegate or Observer each to the said Seminar. The Delegates or Observers may be paid Travelling Allowance and Daily Allowance from the funds of the Local Bodies concerned.

2. The Secretary-General, South Indian Seminar on Adult Education, is requested to communicate copies of brochure concerning the Seminar on Adult Education to the District Boards, Municipal Councils and the Corporation of Madras for information.

(By order of His Excellency the Governor)

J. SIVANANDAM

Secretary to Government.



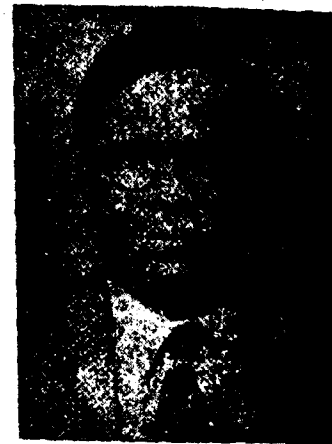
The Hon'ble Maulana Abul Kalam Azad, free India's first Education Minister, has sent through Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, a message of encouragement to, and confidence in, the South Indian Adult Education Association, with reference to the objective of making India completely literate within a period of fifteen years.

first plenary meeting in the forenoon of Tuesday, 24th April 1951, would determine the specific questions to be discussed and formulated. The issues so framed would then be discussed in Group meetings. The conclusions reached by, and the proposals evolved at, Group meetings would be taken up in plenary meetings and thrashed out. The final Recommendations of the Seminar would be framed necessarily in the light of the discussions at the plenary meeting.

The Steering Committee consisting of the Director, the Associate Directors, the Secretary-General, the Publicity and Recording Secretary, and the four Group Chairmen was announced. It was decided to co-opt four members to represent the four language regions of South India.

The Administration Committee consisting of the Director, Associate Directors, the General and Publicity Secretaries and the Treasurer, and Reception Committee of five members, each in charge of a section, were announced.

Groups were then formed on the basis of languages, all those, Delegates and Observers, hailing from and representing each language region constituting the respective Group. Sri K. G. Sundaram was



announced as the Chairman of the Telugu Group, and Sri T. P. Meenakshisundaram Pillay as Chairman of the Tamil Group.

The question was asked if it would not be better and desirable for the Seminar to divide itself into Committees on the basis of issues rather than languages. Sri G. Harisarvothama Rau said that such a procedure was certainly to be preferred on merit, but it was not practicable. Those of the Delegates and Observers who could follow discussions and express themselves freely only in their mother tongue could not be left out, for it would be mainly through the work of such persons that Adult Education could make headway. The language basis was adopted because that was the only basis possible and not with a view to encouraging the spirit of mutual exclusiveness. Those who were interested in any particular aspect or part of Adult Education could take part in all the Group discussions. If he so desired, it was open to a Delegate or Observer to be in every group.

Professor Humayun Kabir met the Delegates and Observers informally in Children's House and exchanged greetings and he enjoyed drinking a glass of coconut water.

popular...
renowned to be dedicating himself to competent...

The Inauguration function.

The Inauguration of the Seminar commenced at 5-30 p.m. with silent prayer.

The Hon'ble J. L. P. Roche-Victoria, Director, presided and delivered an address of welcome to Professor Humayun Kabir and the Seminar participants. He recalled the modest beginning made 12 years ago and felt happy about the speedy progress now being made. He paid a tribute to India's Education Minister,

free India's first Education Minister, who is keenly interested in your programme of activities and hopes that you will help him realise his dream of achieving complete literacy within the next fifteen years. He has always held that voluntary agencies can render great help in the field of education.

"In a way, it is perhaps right and proper that the South Indian Adult Education Association should take the lead in this work. Yours is one of the oldest organisations in India which has devoted itself to the spread of mass literacy and education through voluntary and non-official effort. I know many of your members have contributed richly to the development of education.

Professor Humayun Kabir paid tribute to the Hon'ble Mr. J. L. P. Roche-Victoria and said that it was fitting that the Minister for Food should be the Director of a Seminar of this type.

Continuing Professor Humayun Kabir said: "No education can be complete and permanent unless the minimum standards of literacy are attained. While the importance of literacy should never be overlooked it is right and proper that the concept of Adult Education should give place to that of Social Education among our masses. It is hardly necessary to emphasise the importance of Social Education for the proper functioning of democracy. It is a consciousness of the danger of democracy without proper education that has moved men and women of wisdom to organise movements for Adult Education on a world wide scale—We cannot divide education into watertight compartments. Education to be effective, must cater to the varying needs of the community, and while there may be room for difference in emphasis in different aspects at different times, neglect of any aspect is detrimental to education as such, and therefore to the life of the community.

Sri K. S. Ramaswamy Sastri read out messages wishing success to the Seminar received from His Excellency the Governor of Madras, the Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister, Sri K. M.



The Hon'ble Mr. J. L. P. Roche-Victoria, now Minister for Food and Fisheries, and General Secretary for over a decade of the South Indian Adult Education Association, is the Director of the First South Indian Seminar on Adult Education.

Maulana Abdul Kalam Azad, for the impetus he had given to the idea of Seminars and to Professor Humayun Kabir's effective direction and wise guidance of Adult Social Education effort all over the country.

Then Professor Humayun Kabir delivered his Inaugural Address. He said "I bring to you the greetings and good wishes of the Hon'ble Maulana Abul Kalam Azad,

Unnithan, Secretary to the Government of Madras, Department of Education, and Sri T. S. Rajam of Messrs. T. V. S. and Sons.

Sri K. Sankara Menon, Joint Director, Kalakshetra, conveyed Srimati Rukmini Devi's good wishes and said that since Adyar had been the place of inauguration of every kind of educational movement and the Mecca of culture, it was only reasonable to hope that Adult Education would take rapid strides.

Sri K. Punjabrao Deshmukh, former Education Minister of Madhya Pradesh, and now Member of the Indian Union Parliament, who was in Madras by happy coincidence and attended the inaugural function, was requested to speak. Giving an account of the work being done by Shri Shivaji Lok Vidyapitha, Amravathi, Sri Deshmukh congratulated the South Indian Adult Education Association on the national service it was rendering.

The Hon'ble Mr. J. L. P. Roche Victoria said he was very happy to note that the Inauguration function was honoured by the presence of the Honorary Director for Harijan Welfare and Mr. Masjid, M. L. C. of the Muslim Educational Association.

Sri K. S. Ramaswamy Sastri proposed a vote of thanks.

Professor Humayun Kabir and the Hon'ble Mr. J. L. P. Roche Victoria attended the first Seminar dinner.

The arrival of Delegates and Observers and that of Professor Humayun Kabir and the scenes of his being taken to the Seminar grounds and those of the Inauguration function were filmed by the Gemini Studio.

H. E. the Governor's Message.

The following is the full text of the message for the Seminar received from His Excellency the Governor of Madras:—

I would like to congratulate the South Indian Adult Education Association on

their initiative in organising the First South Indian—Regional—Seminar on Adult Education which is to be held from 23rd to 30th April this year in Madras.

Education is one of the most primary needs of a nation and its importance in a democratic structure of administration needs no over emphasis. I trust every one will endeavour to co-operate with the South Indian Adult Education Association in its activities towards this ideal.

Chief Minister's Message.

The Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister of Madras, has sent the following:—

I am glad that the First South Indian Seminar on Adult Education organised under the auspices of the South Indian Adult Education Association, is to commence its session today. The scheme of Adult Education which is engaging the attention of the Governments as well as the non-officials who are interested in promoting literacy among our people, is assuming more and more importance. Large-scale illiteracy and ignorance among our masses stand as the greatest social evils in our land, the eradication of which must be attended to with all earnestness and untiring efforts. Our country's real progress cannot be assured so long as these evils exist among our masses. Enfranchisement based on adult suffrage can prove beneficial only when it is exercised in the plane of literacy. Therefore, in order to achieve the maximum good from the great reforms offered to us by our Constitution, everyone of us, whether official or non-official should strive to liquidate illiteracy among our masses as early as possible. For this great task, a well-trained and well-equipped machinery is necessary. A well-ordained programme of work is also necessary for that machinery to pursue. I hope that this South Indian Seminar on Adult Education will prove very useful in that respect. And I wish the organisation every success.

An all-out Campaign Against Illiteracy and Ignorance.*

By SRI V. TYAGARAJAN, M.A., L.T.,
Professor, St. Xavier's College, Palamcottah.

The terms "education" and "literacy" are loosely employed when we talk of the adults. Education, let alone the classical definition, is the bringing out of the soul, the realisation that truth is life, that life is beautiful, and that beauty is godliness. The goal of ancient Indian Education was that each individual should solve the problems and secure the happiness of environmental society, to enable man to attain "Paraditya". Needless to say that we have strayed far from this noble ideal, and have come to rivet attention on the individual.

"Literacy" is different from "education". The Mysore Seminar unanimously accepted Julien Huxley's definition that literacy is "the pre-requisite for scientific and technical advance of the people, for better health, more efficient agriculture and productive industry, for democratic and national progress, international awareness and knowledge of other nations", so that men and women may live to the fullest stature of their existence, and not merely live to eat what they know not even to skilfully produce. Briefly, literacy is the ability to read and write with comprehension and case a simple message.

The Indian masses to-day are educated though not literate. They have an eye to beauty wherever it be and often excel the perception of the so-called educated in their ways and habits of life. They are more philosophical than we and so are nearer God than we. They worship, for instance, Nataraja of their hearts and not decorate Him in bronze images in drawing rooms. Their culture is thus more urbane than that of the town-bred. They are intelligent and sensible and grasp at changes if presented in proper light. But it is a pity that they are not literate in the sense in which we understand the term. According to the Adult Literacy Seminar of Jabalpur, 85 per cent of Indians are illiterate as per 1941 census and the census of 1951 is sure to be more revealing. In the 'Literacy chart' prepared by the Christian Literature Society, Nagpur, U.S.A. and Japan are at the cent per cent tier and India is the lowest in the ladder. In

modern U.S.S.R., illiteracy, "that dark legacy of Tsarism," has been eliminated and she is reaching up to the height of Japan and America, all because of careful planning and regimentation.

India's colossal illiteracy is the result of the diverse factors:—socio-economic considerations, lack of facilities, maldistribution of population, linguistic difficulties and absence of good neighbourliness. A war against this fell disease was started to be waged even as early as 1937, ignoring the sporadic attempts made by unorganised agencies before, by the Indian National Congress, which declared its aim as cent percent literacy. Unfortunately, not much progress was made for one reason or another. The major cause for the failure of this early effort was the lack of definite planning, not to speak of the magnitude of the problem sought to be solved and the paucity of trained workers.

The present literacy drive is an all-out campaign, well thought out and planned with a realisation of all local conditions and based on the experiments of other countries. So far as the Madras State is concerned, the movement of adult literacy is in the hands of a seasoned worker, one long connected with teaching at various levels, Sri A. G. Vilva Roy, the Special Officer in charge of Adult Education. He gets unstinted help from such a galaxy of great men as H. E. the Governor of Madras, the Hon'ble the Minister for Education and the Director of Public Instruction, Sri K. S. Ramaswami Sastri and Sri G. Harisarvottama Rau. The Hon'ble Mr. Roche-Victoria backs up the campaign wholeheartedly.

*This article was written by the author during his sojourn in Adyar as one of the trainees of the course of Adult Education Training for College Lecturers.

for Food said at the Tanjore Conference organised by the South Indian Adult Education Association that unless our people are educated to produce more food, our food problem will always be with us.

Criticisms Analysed.

Withal even the present drive is sought to be countered by unsympathetic, though possibly well meaning, critics. Some object to it on the score that literacy does not command priority in the problems facing the country; some suggest that the adult with all his problems and environmental difficulties does not ask for it as much as he asks for economic betterment and therefore need not be thrust down his unwilling throat. They, however, forget that on this analogy, the adult never asked for it and yet he is given the franchise. A majority of the people feel that the adult illiterate is past redemption and that all available State finance must be concentrated on compulsory Elementary Education. Even the "Madras Mail," a staunch advocate of the cause of adult literacy till yesterday, has come to discourage the literacy drive possibly because there is no Roman script in it. All this opposition to the movement is from the literates and not illiterates, and we do not for a moment believe that it is a case of vested interests, out to consolidate their position to the ruin of the teeming millions.

The great virtue of the present literacy drive, this "feverish activity" as a very well placed gentleman uncharitably characterised it recently, is that it bases its scheme on an analytical and thorough-going study of who the Adult Illiterate is, and goes about not so much teaching him as ennobling him. His prejudices and predilections are recognised and the adult is made to feel that he attends in his leisure hours not a school but a friendly club consisting of his own mates. The hugeness of the problem is boldly faced by the "each one teach one" phrase, which is not a slogan but a method developing a real spirit of fellow-feeling and service. The colossal waste of the traditional alphabetical method where young children of the Elementary School learnt only that much in ten years as to forget easily, is

avoided; and by the provision of suitable new text books, easy continuation readers, charts and pictures and audio visual aids, an adult illiterate will be transformed into a continuing literate within forty days.

The venture is no doubt a bold one and all agencies engaged in ameliorative measures must co-operate to make it a success, with all limitations of finance, and painful to say, the obstructionist tactics of power politics, the State alone cannot be made to shoulder the mighty move. College Lecturers as possessing a grip over young impressionable men, and college students who are to be the citizens of tomorrow have been roped into the cordon of literacy workers, and the Adult Education Special Officer is conducting from 4th to 18th February at Adyar, Madras, giving representative Lecturers of about 40 Colleges intensive training in the methods of Adult Education. They are expected to train their students for social work through College Social Service Leagues. Each trained collegiate will be made to teach the adult in his spare moments for one hour and a half per week and during vacations for a longer duration; care being taken that this will not in any way infringe upon his legitimate work as a student. Social Service record will be valued by Government for employment in public offices as a preferential qualification. Taking into consideration the need to fit up the unfortunate in the new Democratic set up of our land, it will not be a counsel of despair if we suggest that, on the Russian model, a tax be levied on the illiterate. I for one would not rule out the possibility of Universities' decreeing that a graduate will be given his diploma on the strength of a record of social work.

The campaign of adult literacy has come to stay and if sincerely worked out by soldiers of peace much desirable progress would have been made in ten years. It must be borne in mind that the literate home is a prerequisite for the education of the children themselves. We must aim at a prolonged drive—the education of the young and the education of the old and the twin will soon meet. If we are indifferent to this, it will end in the tragedy of the foot ruling the head.

A Suggestion for the Expansion of Elementary Education

BY E. RAMAN MENON,

Secretary, Kerala Regional Adult Education Committee

(Adult Educators are deeply interested in promoting Elementary Education which is the juvenile front in the war against illiteracy. Literate and educated parents will see to it that Elementary Education is not wasted; it is to their advantage to see Elementary Education made universal. In this article the author makes a valuable suggestion to bring all children into school and simplify the system.)

The farmers of the Constitution of the Republic of India have directed all the States of the Union to universalise Elementary Education so as to bring to school every boy and girl of school age within a period of ten years. The scheme of Education envisaged by them is an eight year course corresponding to the courses in the full fledged Basic School or the existing Higher Elementary School or the Lower Secondary School. We in this State mean by the term Elementary Education the course of five years' study in Standards I to V of an Elementary School or Classes I to V of a Secondary School. The immediate introduction of a compulsory eight years course is obviously not possible when we have not found it possible to make even the five year Lower Elementary course universal and compulsory. The urgent task that faces those who are in charge of the administration of Education today is therefore to introduce free and universal and compulsory education in standards I to V. If this could be achieved within two or three years, it would be possible subsequently to tack on standards VI to VIII year by year to all Lower Secondary Schools, so that within a further period of about four or five years every Elementary School will be what is now called a Higher Elementary School. But as a basis for full realisation of the objective, the present task is to make education upto, and including, Standard V universal and compulsory.

It is regrettable to find that in spite of the directive in the Constitution, no efforts are being made in our State for the expansion of Elementary Education. A scheme of introducing compulsion in certain selected villages every year so as to bring the whole country under compulsion within a period of 20 years was initiated under the Advisers Regime. This seems to have been given up by the present Congress Govern-

ment. And the Congress Government have no alternative scheme to offer. They appear to be overwhelmed by a sense of their helplessness in the face of the huge commitments involved. As if to divert attention from the main problem, the Congress Ministers often talk of replacing the existing Elementary Schools by Basic Schools within the next fifteen years, knowing full well that the capital expenditure involved will be prohibitive, and knowing also that if every one of the existing Elementary Schools is converted into a Basic School within fifteen years we shall still have at the end of the fifteenth year nearly half the schoolgoing population unprovided for.

The stumbling block is of course the finances. The present position is as follows: The population of the State, according to the 1941 census, is 49381810 that is, 24557143 men and 24824667 women. Fifteen per cent of the population is generally taken as the population of the school-going age. According to the latest published Public Instruction report—that for 1947-48—the number of boys under instruction was 11.1 per cent of the total male population and that of girls 6.1 per cent of the total female population. Thus the number of boys of school-going age not attending school was 3.9 per cent of the male population and that of the girls 8.9 percent of the female population, that is, there were 957729 boys and 2205834 girls or 3163564 children in all of school-going age not attending school. It should be borne in mind that these figures are only approximate. In the first place the estimate of 15 per cent as the proportion of children of school-age compared to the total population is very low. Secondly these figures are based on the 1941 census. The population will have greatly increased since then. But we have to act on the basis of the 1941 census.

more accurate statistics. According to the Public Instruction Report, 42,37,062 children were attending school. Therefore roughly 42 lakhs of children attended school, and 32 lakhs did not. The total cost of educating these 42 lakhs of children was Rs. 6,65,52,876 of which 93.8 per cent was borne by the Government and 6.2 per cent by private agencies. Therefore to educate 42 lakhs of children, the Government, including the District Boards and Municipalities, spent Rs. 6.25 crores. To educate the remaining 32 lakhs at the same rate, the cost will be Rs. 4.75 crores. The main factor that stands in the way of the immediate universalising of Elementary Education is the difficulty of finding this sum of Rs. 4.75 crores every year. There is also the difficulty of getting trained or even untrained teachers to handle this gigantic task. To teach 42 lakhs of pupils, 1,21,053 teachers are now employed. At the same rate, to teach 32 lakhs more of pupils, the additional number of teachers required would be about 92,000. It is obvious that this huge army will not be forthcoming unless the pay and prospects offered to a teacher are considerably enhanced or the standard expected of a teacher is considerably lowered. Both are out of the question.

To stare blankly and helplessly at a problem will not help us to solve it. And it is a problem that has got to be solved and solved within the short space of ten years. A suggestion to get over these hurdles is offered below. In the absence of anything better, I recommend it to the attention of the public and the Government. I suggested this to Mr. C. J. Varkey when he was the Minister for Education, more than ten years ago. He seemed to approve the basic principle of the scheme and said that he would get it examined by his experts. But soon after that, the Congress Ministry went out of office.

If any one realistically examines the actual work that is being done in our Elementary Schools, he cannot help noticing that a large part of the time spent by the children at school is wasted. If school work is better organised, it is quite possible for all the work done in a school day (which was formerly four hours and is now five hours) to be done in three hours. An Elementary School may have the following time-table.

10-00 to 10-40 a.m.	Mother-tongue.
10-40 to 11-10 "	Nature Study (four days in the week and one day's hand work).
11-10 to 11-40 "	History and Geography (each thrice a week and one day handwork.)
11-40 to 11-55 "	Free play.
11-55 to 12-30 p.m.	Arithmetic.
12-30 to 1-00 "	Mother-tongue.

This will of course be varied to suit different schools and classes.

In this scheme very little time is given to Games and Handwork. The teaching of these in Elementary Schools is a farce and no child will suffer by their absence from the curriculum. Although music is now included in the syllabus, 99 per cent of the schools do not make any effective provision for teaching it, but good recitation may be taught in the language class. Similarly some drawing work may be done along with Nature study and Geography. According to this scheme, the Elementary School pupil will get every week ten lessons in the mother tongue, five lessons in arithmetic, four lessons in Nature Study, two lessons in History, two lessons in Geography and two lessons in Hand-work (if this is necessary) with a short interval for free play every day. This will amply suffice to cover the syllabus.

If the work done in an Elementary School can be done in three hours, why should not each teacher teach two sets of pupils every day? In that case, with an effective system of compulsion, it will be possible for our present number of teachers to teach 84 lakhs of pupils without any large additional expenditure. An incidental advantage of this system is that it will avoid the mid-day starvation which is for a large number of pupils in Elementary Schools the inevitable accompaniment of a five hour working day. The Adviser Government in Madras introduced the system of mid-day meal for poor children in those areas where they introduced compulsion. Mid-day meal is unavoidable along with compulsion if the general health of the children is not to suffer. In England it is compulsory for all managements to provide at least milk for all the pupils who

require them. The present Congress Government calculated that ultimately the system would cost Rs. 4 crores, and discontinued it in 1947. If the three-hour school day is adopted, the children can go home for meal or come to school after meal.

The three-hour school will also easily fit into the Basic Education system. It will be remembered that class lessons in the Wardha system extend to two hours and ten minutes only. If the Management of a school can (1) provide midday meal for poor children, (2) arrange for the effective teaching of some useful craft, and (3) secure the services of a craft teacher, it may be permitted to extend the school day to six hours. Then also the ordinary class teacher will teach one set of pupils in the forenoon and another set of pupils in the afternoon. The former will have craft work in the afternoon and the latter in the forenoon. If such schools can establish close correlation between craft work and class work, the system will approximate closely to Basic Education.

It may be remembered that the Travancore Government recently introduced changes in their Elementary Education system, more or less based upon the principle outlined above. There they have six working days in the week, one set of children attending school on three alternate days, and another set on the other three days. But the scheme described here is better because the children will be benefitted more by five three-hour working days than by three five-hour working days. There may be obstacles to be overcome before the system can be set working. The compulsory provisions of the Elementary Education Act may have to be amended and made more effective. This scheme may involve a redistribution of the existing schools; and managements and even teachers may protest. But, these are details which, with sufficient tact and judgement, are capable of satisfactory adjustment. The main point is that there seems to be no other method of realising our goal of a free, compulsory, nation-wide system of Elementary Education within ten years.

Mrs. Ana Sanche in Madras.

The Suddha Dharma, (Edited and published by Sri Janardana, 31, Pilathope, Mylapore, Madras) writes:—

"This sister who is a member of Suddha Dharma Mandalam Association at its branch Suddha Dharma Mandala Vidyalaya and Santiago-de-Chile, South America, arrived in Madras on the 21 January. She flew from Santiago-de-Chile leaving it on the 16th January. Her main purpose is to learn the technique of Yoga in accordance with the principles and practices of Suddha Dharma in person, having been a devotee of its truths for a number of years. She is now under the personal instructions of the Director. In social life, Sister Ana Sanche is the wife of late Mr. Roberts Sanche who was Minister of Foreign Affairs in Chilean Government. She is also the grand-daughter of two Presidents of the Chilean Republic. Being fully alive to the fact that intimate practices of Yoga cannot be effectively done amidst

the humdrum of organisational activities, she set apart a room in her own lodgings at Santiago, wherein, a few picked persons under the guidance of Brother Vajra (Benjamin Guzman V) congregated and practised. That she should have come here shows her high devotion and thirst for more knowledge of the great truths of Suddha Dharma in person. Our fervent prayer to Bhagavan Sri Narayana, Sri Yogi Devi and the great ones of the Mandalam, is that she should have her aspirations fulfilled and return to her native country with greater faith for the cause of Suddha Dharma."

Mrs. Ana Sanche expressed great appreciation for the Adult Education effort in South India when she was met by the Organising Secretary and Publicity Officer of the S. I. A. E. A. She attended the inauguration of the Adult Education Week in Rajaji Hall and the dance drama by Srimathi Veijayantimala in Gokhale Hall.

Value of Publicity and Propaganda in Social (Adult) Education.

By Sri T. N. RAO, B.A., L.T.,
Mobile Unit Officer, Anantapur.

Publicity is an essential part of propaganda. To do propaganda without publicity is to play Hamlet without Hamlet. So, publicity and propaganda are two sides of the same weapon, namely, the informative process, by which we want to reach the masses and deliver our goods. It is one thing to have a message for the public but to deliver that message effectively and well, is quite another thing. Hence arise, the technique of publicity and the art of propaganda.

Publicity is an attack on the attention of the public, and propaganda is only an informative drive. Unless publicity and propaganda go hand-in-hand, we cannot deliver our goods to the public in the best of all possible ways. Some people hate publicity and think there is something rather vainglorious or even indecent about it. The word "propaganda," too, has a bad odour but, this is only because of its very value and importance. Propaganda is one of the forms of mass education and is particularly suitable for adults and for people who are illiterate, and, publicity is the literature side of it. In fact, once people have passed the school-going age, by far the best way of teaching them new things is by means of well-organised publicity and propaganda. Some might argue that "good wine needs no bush". The value of education being well-known, this sort of trumpet-blowing is not necessary; but it should be remembered that in these days of economic struggle and preoccupations, even good beer needs loud advertisement. Well-organised publicity and propaganda greatly increases the work done by each rupee of Government money spent on Social (Adult) Education. Hence to neglect publicity and its counterpart propaganda, will be a short-sighted policy. There is no doubt of

Now let us come to the technique of publicity and the art of propaganda to make our literacy and informative drives efficient and complete. Publicity should necessarily be bold, colourful, and attractive, while propaganda should be vigorous, resourceful and persuasive.

Thinking on Right Lines.

The first essential requisite in the uplift of the masses in the educational sphere is to create the right spirit and set them thinking on right lines about several vital problems affecting their daily life. The Publicist and Propagandist should together strive for the creation and growth of the educated mind among the masses having no literacy and education. Through extensive and intensive means, they should prepare the ground for spreading literacy and disseminate up-to-date knowledge of men and things among adult illiterates. By and their effective methods, they should also be able to inculcate in the public mind a proper sense of the rights and duties of citizenship. The late Sir Sikhandar Hyat Khan, Premier of the Punjab, said: "It is now recognised that environment plays an important part in tuning up the human factor". So the Propagandist and the Publicist would do well to turn their spot-lights on individuals in particular relation to their environments during their worthy campaigns so that the individual comes up in tune with the rest of the society. Again in the words of Sir Horace Plunkett, the great Co-operator and rural Pioneer, our Publicity and Propaganda should be so directed particularly in rural areas towards "better agriculture, better business, and better living", and all these because of better literacy and better education. The latest widening of adult franchise, has opened new vistas of

duals, and instilling into their minds independence of thought and freedom of judgment, for the successful running of our democracy; and, this also forms an essential part of our Publicity and Propaganda programmes.

I may now mention here some salient forms of the technique of Publicity and the art of Propaganda which we should make use of in our Literacy Campaigns.

(1) Village Guides or trained Social workers who will act as links between the Government Officials and the public in rural areas;

(2) Broad casts (Rural and Urban);

(3) Magic lantern and Cinemas (touring and permanent);

(4) Dramas (amateur, village, professional and school);

(5) Group-singing, glees and "melas";

(6) Gramophone records;

(7) The Press and the Newspapers;

(8) Coloured pictures and posters and other printed material such as hand bills, leaflets and pamphlets;

(9) Books;

(10) Exhibitions, shows, models and miniatures and display;

(11) Competitions (sports and literacy-health, etc.);

(12) Week celebrations;

(13) School programmes;

(14) Model villages;

To the above items of publicity, the following forms of propaganda can be added:

(1) Lectures (in simple language on all topics affecting daily life, agriculture, health, education etc);

(2) Talks (general and particular to groups or sections or classes of people);

(3) Public meetings;

(4) Cinema (with 16 m. m. sound and silent films-both instructional and entertaining);

(5) Organising Folk dances and Bhajana and Kollatam parties;

(6) Door to door visits;

(7) Meetings and prize distributions;

(8) Celebrations of Anniversaries, Jubilees etc;

(9) Variety performances;

(10) Tour-vans provided with vibrator and loud speaker-units;

(11) Ballad-singing and recitals;

(12) Street dramas and shadow-plays;

I have detailed above some salient forms of publicity and propaganda that will be of invaluable help in our Literacy Drives and Social (Adult) Education campaigns in its three-fold aspect, namely,

(1) Education for Literacy through Adult Education classes;

(2) Education for Culture through Information and Library; and

(3) Education for Efficiency and National Safety through aids such as Cinemas and magic-lantern shows.

One thing should be remembered; the illiterate individual should not be divorced from, or taken out of, the setting of the society in which he lives, for purposes of educative activities or propaganda; but, he should be taken along with his environment as a whole. To simply confer literacy on him, as an individual, is "to lay a table with plates, spoons and forks, but without any food on it". If the object of Literacy Drives and Adult Education programmes is to make people possess homogeneous culture, our Publicity and Propaganda should be so organised and adjusted that the money spent on these may bear quick and fruitful results.

Second South Indian Adult Education Week Celebrations.

Most of the reports of celebrations of the Second South Indian Adult Education Week were published in the last issue, in summary form. More of such reports are summarised below:—

Keezhpalanandal, Mangalammadura, Thiruvannamalai Taluk. With a portrait of Mahatma Gandhi a procession of local Board Elementary School children was taken out. The National Flag was hoisted, and there was solemn salutation. Fifth Class Monitor Nandagopal and Janab Jaffer Hussain, who presided, spoke on the significance of the flag. Games of various kinds were played by school boys and girls, to the delight of parents who were present in large numbers. Sri Kuppusamy Nainar presiding, a public meeting was held and addressed by teachers and others stressing the value of Adult Education. It was resolved to make sustained effort to educate the adult illiterates most of whom were tillers. Sri Vaidyanatha aiyer, Head Master, thanked the speakers. A class of 20 adults was conducted by Sri L. Dandapani, Teacher. Books were collected and a small library was set up. The celebrations were conducted by a Committee formed for the purpose.

Thiruvannamalai: The Week was celebrated with the hearty co-operation of the local officers, leading gentries and school masters of all institutions. The Revenue Divisional Officer presiding, a public meeting was held on the first day and addressed by several speakers explaining the value of Adult Education. Collections were made through hundi boxes and sale of flags and tickets, on the second day. Also a public meeting was held in the evening, the District Munsiff presiding. Sri T. S. Krishnaswami Mudaliar, local Burma Shell Agent presided over a public meeting on the third day. Books were collected on the fourth day for the Adult School Library and a public meeting was held, Sri Varadarajulu Naidu presiding. Sivakami Ammal, Tamil Pandit, Municipal Girls' High School addressed a public meeting on the last day at Kilnathur, the North Arcot.

Chittoor District: Sri R. Narasimhulu, B.A., L.T., District Educational Officer, Chittoor, writes:—

I have the honour to submit a brief report on the celebration of the Second South Indian Adult Education Week in this District.

A preliminary meeting of the top ranking officials and non-officials earnestly interested in the drive against illiteracy was called under the presidency of Sri N.P. Chengalraya Naidu, President, District Board, Chittoor. A District Committee was formed at the meeting held in the District Board Office, Chittoor. The President, District Board, was elected as the President of the Committee and other office-bearers such as Vice Presidents and Secretaries were also elected. Various sub-committees were formed and the functions and duties of each Committee were defined.

The Week's celebrations which commenced on the 17th February 1951, were inaugurated by Sri N. Subramaniam, M.A., I.C.S., Director of Settlement, Madras, with Sri N. P. Chengalraya Naidu, the President of the Association, in the chair. Mass meetings of men and women were held in several parts of the District Headquarters. Entertainments from all local schools (Boys and Girls) were provided for illiterates through dramas, folk songs and film shows. Prizes were distributed to pupils who gave good performances. Processions of all school children with posters exhibiting Social Education slogans were the main features of the celebrations to arouse public conscience.

Visits to Adult Literacy Centres were organised. The subordinate officers of the Department at the Headquarters opened an Adult Literacy School at Paradarami during the Week. On the 19th the Hon'ble Mr. Roche Victoria, Minister, Government of Madras, was an

meeting in the District Board High School Chittoor, when the members of the public were reminded of their sacred duties in this stupendous task of liquidating illiteracy in the District.

Reports are on hand regarding the successful celebration of the Week in all the Taluk and Firka headquarters of the District. The subordinate officers at the Taluk Headquarters enlisted the active co-operation of the officials of the various departments and harnessed non-official agencies interested in Social Education work for turning out very useful work during the Week. The District and Taluk Associations have laid down plans for the future to promote the scheme which is the problem of the day.

The sincere and ungrudging response of the officials and non-officials to the call of the Department for driving out illiteracy in the District has been striking. The Associations through their finance sub-committees are making efforts to raise funds to help the existing Centres and to open new ones.

Madurantakam: A committee of nineteen, of officials and non-officials, was formed with the Tahsildar, Madurantakam as its President, Sri A. Sreenivasachari as Vice President, the Deputy Inspector of Schools as its Secretary, and the Attendance Officer as its Assistant Secretary. The Week was duly celebrated. On the first day a procession of School children was taken out in the forenoon, and a mass meeting was held in the evening in Gandhi Mandapam, Sri R. Gopalakrishnan, M.A.B.L. Sub Magistrate, presiding, and addressed by Sri C. Govindaraju Mudaliar, Sri P. Indrabhoga Mudaliar, Mr. S. R. Theodore, Sri M. A. Soundararajan, Sri Vijayaraghava Reddiar and others. Flags and tickets were sold on the second day. On the Mobilisation Day Sri K. S. Rajaram Iyer, Headmaster, Hindu High School, presiding, Sri V. Krishnamurthi of Mambakkam, who had undergone training in Adult Literacy methods, gave a demonstration of adult teaching with alphabet charts, aids and other helpful hints, for the benefit

of adult literates who would take to teaching the adult illiterates. Sri M. A. Soundararajan emphasised the value and need for more such demonstrations, Sri M. Vedagiri, the Deputy Inspector of Schools, explained the procedure for opening Adult Literacy Centres, and dispelled doubts. An Adult Literacy Centre was inaugurated at Mambakkam, at a mass meeting, Sri K. Perianayagam, M.A., Deputy Tahsildar, Madurantakam presiding, which was addressed by Srimati V. Akhilambal, Headmistress, Board Girls High School, and Mr. S. R. Theodore. Sri M. Vedagiri appealed to the public to keep the Centre going and to the adult illiterates to attend the Centre regularly. Sri Balasundaram, Manager of the Gurukulam, Mambakkam, proposed a vote of thanks.

The Week was celebrated at Acharakkum, Chunampet and other centres.

Manjambakkam, Chingleput District: The Week was celebrated under the auspices of the local Board Elementary School, according to the programme laid down by the Central Committee. Meetings were held and adults were urged to attend night classes, in order to become literate and educated. With the amount collected, which was small enough, groundnuts were distributed to the children.

Salavakkam, Chingleput District. The local Board Elementary School celebrated the Week by taking out a procession carrying national flags and holding meetings. The Village Munsiff appealed for public co-operation. A library was opened by the Supervisor, Co-operative Credit Society. Sri K. Sabapathy, President, Panchayat Board, presided over the public meeting held on the last day. The urgency of Adult Education was explained.

Kavanur puducheri, Conjeevaram Range: Sri V. Munusamy Reddiar inaugurated the celebrations, when Sri M.K. Narasimhachari spoke on the responsibility of parents in respect of education. House to house teaching of adults was done on the second day, and a meeting was held to explain the significance of the Week, Sri Poongavana Udayar presiding. Books were collected and

taken out in a procession. The value of a library was explained by Sri R. Sonachalam, Sri Sadaya Gounder presiding. On the closing day also a public meeting was held and addressed by Sri Munusamy Reddiar, Sri Sadaya Gounder and Sri Poongavana Udayar.

Nathanallur: A procession of school children was taken out in the forenoon, and a public meeting was held in the evening, Sri Doraisamy Naicker presiding. Door to door propaganda was done by teachers. Sri N. D. Elumalai Naicker presiding over a meeting, the work of an Adult Literacy School was explained. A public meeting was held also on the last day, Sri Kannappa Naicker presiding.

Venkatachalapuram, Uppulivapuram Firka, Musiri Taluk, Thiruchirapalli District, A committee was formed to celebrate the Week, according to programme, under the auspices of the Local Adult Literacy School. Revenue Inspector Sri M. Kenjappan explained the significance of the Week. Sri A. Somasundaram made an exhaustive speech on Adult Education.

Adhanur, Perambalur Taluk: A procession of school children was taken out with singing of Adult Education songs. Prayers were offered in temples. Co-operative Society President Sri L. Muthusamy Aiyar presiding, a public meeting was held and addressed by Sri K. M. Krishna Aiyar and others. A series of meetings were held at one of which the woman aspect of Adult Education was explained by speakers. Appeal was made for people's co-operation in removing illiteracy.

Chathrapathi village, Ramnad District: The local Adult Education Committee took keen part in the Week by arranging public meetings on all the days. Many speakers took part and discussed various aspects. An Adult Literacy School, started on 1-2-51 with Sri R. Krishnaswami Naidu, a teacher trained in Adult Literacy method, is doing good work in the village.

Sivaganga: An Adult Education class was opened with an Adult Education trained teacher Sri Seshadri to run it. The starting strength of 25 adult learners is

being maintained. Charts are being used with success.

Palayamkottai: The Commissioner, Municipal Council, Palayamkottai, has sent reports of celebrations from the Headmistress, S.T.C. Branch C.M.S. Adeikalapuram Girls School, the Headmistress, Perumal Sannathi Street School, the Headmistress, R. C. Girls Higher Elementary School, Headmistress, Vadakkupet Girls School, Headmaster, Municipal New School Vannarpet, Headmistress, Vadakkupet School, Headmistress, C.M.S. Adeikalapuram Girls School, Headmaster C.M.S. Mary Arden Elementary School, Manager, Central Elementary School, Headmaster Dropati Ammankoil School, Headmaster, Papathi Amman Street, Headmaster, Scavengers colony School, Headmaster, Antony Elementary School Headmaster, Pappathiamnian School and Headmaster, T.D.T.A. Elementary School, Samadana-puram, Processions, demonstration teaching variety entertainment and public meetings were features.

Coonoor:—At a meeting held at the Coonoor Municipal Office on 14-2-51, Sri V. Chendil Velayudham, Municipal Commissioner, presiding, an influential Committee was formed to conduct the celebrations, consisting of the Coonoor Tahsildar, late John Thangavelu, Sri K. K. Nair and the heads of all institutions. Sri N. R. Bojarayulu of Kotti inaugurated the celebrations at the Vannarpet School, Sri J. A. Rajiah welcoming the guest on behalf of the Adult Literacy Centre. Sri V. Chendil Velayudham appealed to adult illiterates to attend classes regularly. Sri M. Rajiah D. Paul, M. A., I. A. S., presiding, Mr. V. T. Titus, M. A. L. T., M. Litt, District Educational Officer, delivered an instructive lecture at the Municipal High School pleading for early bridging of the gap between the educated and the uneducated and for a nation-wide campaign against illiteracy. Sri Rajiah D. Paul declared open an Adult School on behalf of the 'Toc H' Committee. Rev. Sam Veda-muthu thanked the Municipality for permitting the school to be run in the

premises of the Municipal High School. Sri G. T. Gopalakrishna Naidu, L. M. P., L. P. H. congratulated the 'Toc H.' Committee on the noble work it had undertaken to do. Sri K. P. K. Nair, B. A., L. T., Senior Deputy Inspector of Schools, Coonoor, presiding, Sri Venkatarama Sastriar, Tamil Pandit, St. Antony's High School, spoke at the Krishnapuram Elementary School about the importance attached to Adult Education since the days of the Sangham literature, and said, with citations from Purananuru, that each-one-to-teach-one was the long-accepted method of spreading education. Sri K. P. K. Nair asked the voters to exercise vigilance during the elections. Mr. K. G. Vergeese, Municipal Councillor, presiding, the Week was celebrated at the Gandhipuram Adult School. Sri G. Leelakrishnan who spoke on the occasion, said that distinctions of caste and creed were due to ignorance and hence Education was necessary for national progress. The late Thangavelu, Secretary Y. M. C. A., proposed a vote of thanks. Dr. Ramanujam of the Railway Hospital presiding, Sri S. Dharmaraya Siva, M. A. L. T. of St. Antony's High School delivered a speech at Woodcote Estate stressing the need for efficiency and explaining the technique to be employed in educating adults. The Adult School set up by Sri C. R. Chandar, the Manager of the Woodcote Estate, was then declared open, and the first class for estate workers was conducted by Sri V. P. Ramaswami. Sri C. Rangaswamy, Headmaster, Municipal High School, played an effective, if silent, part in the Week celebrations.

Musiri:—Thiruchirapalli District. The Week was inaugurated at a meeting held in the Board High School by Sri M. P. Krishnaswami Pillay, B. A., B. L., Advocate and Mirasdar. He said Adult illiteracy could not be tolerated in independent India. The Deputy Inspector of Schools explained Government's policy and plans, and urged the formation of a Committee for carrying an Adult Education work. He gave a demonstration lesson to about fifteen adult illiterates. A propaganda meeting for women was held in the

Inspector of Schools. Reading materials were distributed and the use of libraries was urged. A variety entertainment was the feature of the last day's celebrations. The Deputy Inspector of Schools who was the main organiser received great co-operation from the Tahsildar, the Revenue Inspector and the Headmaster of the Board High School. An Adult Education Committee was formed.

Quilandy, Malabar North: Sri A. Kunhikannan, President, Adult Education Committee, Quilandy, writes: A permanent Adult Education Committee was formed in Quilandy on 3rd February 1951 according to the instructions issued by the South Indian Adult Education Association. The Second South Indian Adult Education Week was celebrated from 5th to 9th March in accordance with the programme published in good time before the commencement of the Week. Two Adult Education classes and a library were opened during the Week in the neighbourhood.

Mangalore: An influential committee of officials and non-officials was formed with the Collector as President, the District Educational Officer as Secretary and the Headmaster of the Canara High School, Urva, as the Treasurer; and three Sub-committees were also formed to organise an Exhibition, entertainments and propaganda, the Headmaster of the Milagres High School, the Principal of the Government Training College, and the Municipal Commissioner being in charge, respectively. Inaugurating the Week and opening the Exhibition at the Milagres High School, the District Judge, Sri C. Krishna Moose, urged the Social Workers present to take to Adult Education which was indispensable. Official and non-official speakers urged the opening of many Adult Schools. As many as fourteen institutions participated in the Exhibition which attracted about two thousand visitors, including the Hon'ble Sri K. Madhava Menon. Entertainments given by Nava Bharat Adult School and other School children were most successful in that they met the

brought home to the illiterates in a vivid and graphic manner the disadvantages of not having the benefits of even Elementary Education. Sri M. Sanjiva Talwar, Municipal Commissioner, and Sri P. R. R. Poonja made stirring speeches at the close of the entertainments. Talks were given to factory workers by veteran leaders Sri N. S. Kille, Sri B. Iddinabba, Sri P. K. Naravana and Sri H. K. Thingalaya at Messrs Commonwealth Trust Limited, Jeppu and Kudroli Highland Coffee Works and Volkart Brothers. A meeting of representatives of Social Service organisations made suggestions for doing sustained work through the District Adult Education Association. It is generally felt that the Association could not make headway unless the factories are compelled by law to provide educational facilities for its illiterate and partially literate workers for at least one hour a day in their premises. Publicity and propaganda arrangements made by the Municipal Commissioner were excellent and effective.

East Godavari District:—The District Educational Officer, East Godavari, writes: The celebration of the Week commenced at every centre in the District as per reports of the subordinate Inspecting Officers. At every centre the school children paraded the main streets of the village with placards on Adult Education and singing slogans exhorting the people in an impressive manner. The children and the teachers carried with them hundi boxes to collect funds for the Provincial Adult Education Fund. In Municipalities like Rajahmundry and Kakinada, the Week was celebrated in a fitting manner. The local Adult Education Committees formed for this purpose in these Municipalities prepared suitable programmes for each day, and eminent educationists were requested to give talks on every day on the scheme of Adult Education. In almost all the centres, mass meetings were conducted in the evening. At some of the meetings which I attended, at Kakinada and Rajahmundry and Samalkota, I exhorted the people to co-operate with the Government and the Education Department in achieving the aim. The

speakers at various other meetings did the same. The principle of 'Each One Teach One' was explained at length at every meeting in speeches. Exhibitions were organised at the Adult Literacy Centres, and at some places demonstrations were given in educating adults through easy methods.

Kothapeta, East Godavari District: A Taluk Committee was formed with Sri T. Purushotham Pantulu, M.L.C. as President. The Week was inaugurated by the President at a public meeting held in the Hindu Aided Elementary School. Sri M. Subbaravudu, B.A., B.Ed., Headmaster, Board High School, spoke on the great need for Adult Education to make adult franchise fruitful. The Adult Education scheme was explained at a public meeting held on the second day Sri U. Sitarama Swamy, B.A., B.L., presiding. A library was opened in the Panchayat Board Office, Sri T. Subba Rao presiding. Books like Baskararamayanam; 'Bhavishytparvamu', 'Bharatamu' and 'Jayaminibharatamu' were donated to the library. A public meeting was held also on the last day of the Week and addressed by Sri B. Kesava Rao, Deputy Panchayat Officer, Sri Vedula Venkatarao and Sri M. Subbaravudu. The Week was celebrated also in Munganda, Gopalapuram and Isukapudi villages.

Kakinada: Processions of school children were taken out in the forenoon and a public meeting was held in the evening of the first day at the Mission Higher Elementary School, Jagannaickpur. The propaganda mobile unit went round the streets in Dhanavapeta and halted before the Adult Literacy School. The Deputy Inspector of Schools addressed the people and urged adult illiterates to join the school in large numbers. Gramophone records were played on loud speakers on the second day. A public meeting was held on the third day in the C. B. M. Higher Elementary School for girls, Kakinada, and addressed by the District Educational Officer, the Deputy Inspector of Schools and prominent men of the locality. The Mobile Unit visited Rajahmundry. The part that could be played by Basic School

students and teachers was explained at a meeting held at the Basic Training School, Rajahmundry. The Mobile Unit visited Ramaraopet, Rechupeta, a backward locality, Samalkot and addressed meetings.

Urathu, Narasapatam Range, Vishagapatam District: The Week was celebrated under the auspices of the local Board Higher Elementary School with the co-operation of the Rural Welfare Officer, members of the Adult Education Committee. A public meeting was held in the Adult School and addressed by the Rural Welfare Officer, Sri D. Seetharama Raju Garu, Mr. T. Simon, teacher and members of the Committee. Sri Annaji Rao Pantulu Garu, retired Headmaster, hoisted the National Flag. To Adult pupils books, charts and slates were distributed.

South Arcot District: Mr. H.S. Paul, Collector, has sent the following:—Report on the celebration of the 2nd South Indian Adult Education Week in places other than the District Headquarters in South Arcot District:—

Cuddalore Taluk:—Processions were taken out and meetings held in all the firka headquarters. A meeting at Kullanchavadi was arranged on a grand scale in a specially erected pandal. It was presided over by the Revenue Divisional Officer, Chidambaram. Four groups of members were formed and they visited 7 Adult education centres during the Week.

Chidambaram: There was a big procession of over 3000 boys and girls on 17-2-51. At the termination of the procession a meeting was held at the R. C. T. High School and the Week was inaugurated by Srimathi R. Rajalakshmi, M.A., L.T., Headmistress, Kilmoongiladi Asram. On 18-2-51 a meeting was held at Pachaiappa's High School and Sri C. S. Ranganatha Iyyengar, Headmaster, R. C. T. High School, presided over it. Sri S. Venkatachariar, Senior Deputy Inspector of Schools, and Sri L. S. Subbaraya Pillai spoke. The last day of the Week (21-2-51) was observed as Entertainment Day. The entertainment was by the students of Kilmoongiladi Ashram. Dr. S.G. Manavalaramanujam M.A. Ph. D., Vice-Chancellor of the Annamalai University, presided. Ten groups of members of the Taluk Adult

Education Committee were formed and they visited 22 Adult Education Centres during the Week.

Kattumannarkoil: A public meeting was held at the District Board School on 17-2-54. Three other meetings were held, one at Kanjankoil on 19-2-51, the second at Lalpet on 18-2-51 and the third at Rajasudamani.

Tindivanam: A procession was taken out and a public meeting was held on 17-2-51. On the Mobilisation Day (18-2-51) the teachers of Gushalchand School went round some of the streets where there are large numbers of illiterates and taught them. Consequent on this many are reported to have joined the Adult Education Centres. On 21-2-51 a public meeting was held at Sekhar's park presided over by the Municipal Commissioner.

Villupuram: A procession was taken round the main streets of the town and a public meeting was held on 17-2-51.

Gingee: On 17-2-51 a procession was taken round the town and a public meeting held presided over by the Headmaster of the local High School. An exhibition was conducted by the Gramah Seva Sangh at Sathambadi. Two new Adult Education Centres were opened during the Week, one at Vallam and another at Sathambadi Cheri.

Vriddhachalam: On 17-2-51 a long procession went round the streets of Vriddhachalam. An exhibition was opened on 18-2-51. One group of members of the Taluk Committee visited Adult Education Centres during the Week. On 19-2-51 there was a big public meeting presided over by Sri M. V. Parthasarathi Mudaliar. Sri Rajavel Padayachi and the Revenue Divisional Officer spoke on Adult Education, Grow More Food Schemes etc.

Tittagudi: On 17-2-51 a procession of school boys and girls went through the town. There were three public meetings during the Week, two were presided over by the Deputy Tahsildar and one by the Sub-Registrar. An Exhibition was opened on 18-2-51. Five groups were formed and they visited 8 Adult Education Centres during the Week.

Kallakurichi: There was a procession of school children and teachers and adults on 17-2-51. A public meeting was held at the Board High School, Sri R.V. Ramanuja.

Iyengar, District Munsif, presided. Sri Parthasarathi Naidu, B.A. B.L. Vice President District Board, and Sri Venkatavaradan, B.A. L.T. Headmaster, and others addressed the meeting.

Ulundurpet: A large public meeting was held on 17-2-51 at Ulundurpet presided over by Sri A. Chidambaram Pillai, Sub-Divisional Magistrate Ulundurpet. Another public meeting was held on 21-2-51 at Madiyanur, presided over by the Deputy Tahsildar.

Tirukoilur: On 17-2-51 a procession went round the town and an Exhibition was opened by the Revenue Divisional Officer, Tirukoilur, at the District Board Choultry. In the evening a public meeting was held presided over by the Revenue Divisional Officer. The annual report of the Taluk Adult Education Committee was read by the Secretary Sri A.S. Muthusami Pillai.

On 18-3-51 a conference of Adult Education workers was held. It was presided over by the Collector. The District Educational Officer opened the Conference and spoke about the duties and responsibilities of the workers. Sri A. S. Muthusami Pillai, the Secretary of the Taluk Committee, read a report surveying the work done by the Committee. The Collector appealed to those present to feel their duties towards the less fortunate illiterate adults and to do their best to eradicate illiteracy. He also stressed on the responsibility of the teachers, especially the High School teachers, who were technically better qualified and suited than laymen for doing the Adult Education work.

West Godavari District:—The Second South Indian Adult Education Week was celebrated from 17-2-51 to 21-2-51 with enthusiasm in many important Centres throughout the district. Officials of the Education Department and teachers and pupils of Secondary and Elementary Schools, Colleges and Training Schools organised the celebrations, and some non-official public workers and officials of the Revenue Department co-operated in the celebrations.

Permanent District and Taluk Adult Education Committees were formed. Programmes were chalked out suitably for the various localities on the lines suggested by the Central Committee, and the instruc-

tions of the District Committee were followed.

The Chief items of the programme gone through in the celebrations in Eluru town were as follows:—

17-2-51:—A big procession consisting of the students of the all Secondary Schools and the C. R. R. College was organised and conducted through the main streets of the town with musical accompaniments. The pupil teachers of the Government Basic Training School, Eluru, joined the procession singing Adult Education propaganda songs. The procession terminated by 9 a.m. at the G.B.T.S., Eluru, where an Adult Education Exhibition, specially displayed by the Basic Trainees, was opened by Sri E. Venkata Rao. A large number of College and High School students and the public witnessed the Exhibition with interest.

A public meeting was held in Tangelamudi in which the District Educational Officer, and Sri D. S. Subrahmanyam, M.A., B.Ed., Principal of the local College, and Sri P. Ramachandra Rao, M.A., Vice Principal, participated. There were some cultural entertainments by the students of S.E.S.D. High School, and Burra Kadha performance by the students of G.B.T.S.

18-2-51:—A meeting of the workers was conducted in the G.B.T.S. when the District Educational Officer, Sri K. Veerabhadraswamy, B.A. L.T., instructed them on the right approach to the adults. A public meeting was held in the premises of the Railway Station Municipal Higher Elementary School, Gandhinagar. There was a huge gathering. Janab Kalirshs Income Tax Officer, Eluru, presided. Sri D. L. Das, Retired S.S.M. spoke on the occasion. Two one-act plays in Telugu were enacted by the members of the local Cosmopolitan Club.

19-2-51: A public meeting was conducted in the Southern Street near Sri Markandeya Temple, Sri G. Rajabhushana Rao B.A. B.L., presided. Sri G. Mallikharjuna Rao, H.M., G.B.T.S. and Sri D. Suryanarayana, Assistant, G.B.T.S. spoke on the occasion. A Telugu drama 'Nirudyogi' was enacted by the students of the Municipal High School.

20-2-51: Another meeting was held in Philipsipeta and this had the largest gathering during the celebrations. Sri K. Venkateswarlu, S.D.L. Eluru West.

presided, Sri G. M. Rao, H.M., G.B.T.S. spoke on the occasion. The Education Entertainment films which were exhibited and eloquently explained entertained the audience. The Markandeya Dramatic Association exhibited some one act plays. The meeting terminated at 11.

21-2-51:—A public meeting was conducted near the Government Training School for Women in the Pandar erected for the local Ramakotifestival. Sri K. Narashimulu Chetti B.A., B.L., Sub-Judge, presided and Sri Somanchi Lingayya spoke on the occasion. There was a cinema show and Burra Kadha performance by the boys of the Hindu Aided Elementary School, Sanivarapupeta.

Coimbatore Municipality:—The Week celebrations were concentrated in Devangapet, Ramarkoil Street and Puliakulam areas where the proportion of adult illiterates is comparatively high. Processions of school children were taken out with placards and slogan shouting and public meetings were held. The Municipal Chairman presided over some, and the Municipal Commissioner over other, meetings which were addressed also by Municipal Councillors. The Daniel Thomas Adult Night School gave an Each One Teach One demonstration. The Adult Education Propaganda Van exhibited films to a large crowd of more than 500. Sri P. K. Raghunatha Rao, Adult Education Officer, Coimbatore Division, presiding flags were sold, and a membership campaign was launched by Janab Muhammad Sahib, one of the Adult Education trained teachers of the Municipality. Two fresh Night Schools were opened with the help of Ward Councillors. Adult Education literature and equipments were distributed free at the cost of the Municipal Council.

Rajahmundry:—The Deputy Inspector of Schools, Rajahmundry West, reports that the Week was celebrated with great enthusiasm in Rajahmundry, Dowlaiswaram and adjoining villages. Processions of school children were taken out, and public meetings held. Dr. Sylvester Bargar, Mrs. B. S. Benjamin and Sri J. Kumudakararao, addressing the people in Rajahmundry, said free India could not afford a vast mass of adult illiterates. Mrs. T. Lydiyamma gave a demonstration with charts. Municipal Elementary School

teachers did door to door propaganda, organised flag hoistings and made door to door collections. Sri Kavuta Viswanadha Sastry, M.A., B.L., Sub Judge, Rajahmundry, presiding, a monister meeting was held in Veerabhadrapuram, and addressed by Rev. M. L. Dolbeer, M.A., D.D., Sri M. Somasundaram, M.A., B.L., Sri J. K. Rao, B.Sc., B.Ed., D. I. of Schools, Rajahmundry West. Propaganda songs were sung by some girls. A propaganda drama was enacted by the girls of the Victoria Girls Higher Elementary School, accompanied by a dance recital, to the delectation of a vast gathering of over 2000 people. Sri G. Ranga Rao Naidu, District Educational Officer, East Godavari, attended several functions, visited the Adult and Basic School Exhibition in the Government Basic Training School, presided over a public meeting which was addressed by Rev. F. L. Coleman, D.D., Principal of the Lutheran Theological College, Rajahmundry, on "Rural Education in the West" and Mr. Devasahayam, B.A., B.Ed., H.M. N. L. C. M. Training School, Rajahmundry on the need and importance of Adult Education in a Democratic Republic. The National Higher Elementary School had an excellent programme including speeches by Dr. T. Kanakaraju, the local Civil surgeon, and the Adult Education Propaganda Officer. A propaganda drama by the school children and a cinema show. The last day of the Week witnessed a mile long procession of children and teachers of all Municipal and Aided Elementary Schools and others. Sri S. Pothuraju, a leading merchant, presiding, a public meeting was held and addressed by Sreemati Adurti Bhaskaramma Garu and others. There was a dramatic performance of the last act of 'Bobbili'. There were Kolattam and Bhartanatyam and magic lantern show.

Sri K. Santhanam's Message

Minister of State Transport
and Railways, India

New Delhi, 13th February 1951

The Hon'ble Shri K. Santhanam has great pleasure in sending his good wishes for the Second South Indian Adult Education Week to be celebrated from the 17th to 21st February 1951 at Madras.

General Secretary,

Second South Indian Adult Education Week,
Central Committee's Office, Madras 1.

Mobile Unit Propaganda in Various Districts.

Madras Mobile Unit: Sri M. Devarajan, B.A., B.T., Propaganda Officer, Madras Mobile Unit, addressed the pupils of the Basic Training School for Women, Kancheepuram, on 14th February 1951, the Headmistress presiding. He urged them to devote themselves to Adult Education. The Deputy Inspector of Schools, Mrs. G. Cannan, B.A., L.T., who also spoke on the occasion, pleaded for regular running of the Adult Education Centre in the School, started in October 1949.

The Mobile Unit Propaganda Officer then visited the Pachaiappa's High School, Kancheepuram and addressed a meeting of students, Sri Kanniappa Mudaliar, the Principal, presiding; he suggested the students forming an organisation of their own and work for Adult Education there-through. The Principal said he would take steps to see that such an organisation was formed.

The Deputy Inspector of Schools presiding, the Mobile Unit Propaganda Officer addressed a gathering of about two hundred students at the Government Secondary School, Kancheepuram, and appealed to the staff to revive the Adult Education class and advised the former Headmistress of the Adult Training Centre, Miss S. Sarada, to supervise the Centre.

The Mobile Unit Propaganda Officer visited Adult Education Centres being run in the K.V.K. Municipal School premises, and in the Municipal School, Melapallayam and expressed appreciation of the work being done there by means of charts and illustrations, paying a tribute to Sri Muthukumaraswami Mudaliar, the teacher in charge.

Dr. P. S. Sreenivasan, Chairman of the Kancheepuram Municipal Council, and M.L.C., presiding, a public meeting was held at Hodsonpet Choultry and speeches were made emphasising the urgency of Adult Education. Films were shown.

Another public meeting was conducted in the Harijan colony at Konerikuppam, Dr. Raghuraman presiding.

Following the Training Camp for Social (Adult) Education for College Lecturers at Adyar, from 5 to 8 February 1951, propaganda for Social (Adult) Education was done by the Madras Mobile Unit in Cheyyar Taluk, North Arcot District, at Vadamanaipakkam and Mamandur, and in the Chingleput District, at Kancheepuram, Kodungaiyur Adult Literacy School, Ponneri, Minjur and Arani (Ponneri Taluk.) Processions of school children and adults singing songs and shouting slogans on the value of literacy; talks to High and Training School students on the need for student volunteer organisations; and public meetings were the features of the propaganda. Dr. Srinivasan, Chairman, Municipal Council, Conjeevaram, Sri V. D. Subramania Reddiar, Manager Mani Talkies, Minjur, Dr. Raghuraman of Conjeevaram, and several leading men in various places of visit exhorted the public and spoke at length on the need for literacy and the very effective steps taken by the Republic of India in this regard. All the film-shows were much appreciated. The health films of the United Information Service so kindly lent to the unit have been very much appreciated along with the Departmental films and recorded music on the gramophone.

The Madras Mobile Unit did propaganda for about eighteen days in March 1951 in the Chittoor and Tirutani Taluks of the Chittoor District and in the Tiruvallur Taluk of the Chingleput District. With a view to consolidating what had been done already and planning further work, the Unit visited twelve Adult Literacy Schools, and Centres at a Training School, and at three High Schools. Public meetings were held on festival days, at Mogali on Mahasivaratri day and at Tirutani on Krithigai day. Propaganda work was done at the time of the Pullur shantaget shandy. The Chittoor District Adult Education Committee took a leading part in the activities of the Mobile Unit. At a public meeting held under the aus-

patronage of the Committee, Sri M. Anantayanan Aiyangar, Deputy Speaker of the Indian Union Parliament, presiding, the Mobile Unit Propaganda Officer, explained the Madras Government's scheme.

Madurai Mobile Unit: On 1 March 1951 two shows were given, one in 'Rahini Talkies' and the other in Gandhi Maidan, Periakulam. On 2 March, a film show was given in Vadugapatti.

Propaganda lectures were delivered and film shows given in Tirupattur, Kandaramanickam, Kilasevalpatti, Palathur and Neganatharapatti in Tirupathur Taluk. The Unit concentrated propaganda in Aruppukottai during the first two days of the Adult Education Week, the District Collector, Ramanathapuram, inaugurating the same, the Ramanathapuram District Educational Officer and the Propaganda Officer participating in it.

Film shows were given and teachers spoke at important centres in Madurai. The Propaganda Officer attended all the Adult Education functions in the Government Girls High School, Madurai, the Madurai College, and East Veli Street, Madurai, and he spoke at the anniversary of the Literacy School, Sowrashtta High School, Madurai.

The Mobile Unit did propaganda work at Tiruppuvanam and Manamadurai in Ramanathapuram District on 26th and 28th February, respectively.

Coimbatore Mobile Unit: Most effective propaganda was done during February-March 1951. On 17th February 1951, Sri K. P. G. Menon, Divisional Inspector of Schools, Coimbatore, presiding, Srimathi A. V. Kuttiammalu Amma inaugurated the Rural College at Peelamedu, Coimbatore, organised by the District Adult Education Committee. This is the fourth Rural College in Coimbatore Division and the second in Coimbatore District, and the credit for having established this College goes to a large extent to the Managing Trustees of the P. S. G. Charities, Peelamedu.

The labourers of Arundadiyar Street, Coimbatore, where the Daniel Thomas Literacy School is functioning, were ex-

horted at a public meeting on 18-2-1951, to take to literacy earnestly.

The work of the Mobile Unit in Kanara region was inaugurated at Udipi on 21st February by the Hon'ble Sri K. Madhava Menon, Minister for Education and Law. Sri K. P. G. Menon welcomed the Minister and Mrs. Madhava Menon. The Unit did intensive work in the South Kanara District from 19th February to 5th March. The enormous Mela at Dharmasthala, which takes place once in forty years, had brought in a multitude of about a lakh of people. The occasion was availed of for effective propaganda. Film shows were given in four different centres in Mangalore. The Adult Literacy School conducted by students in the Government Training College, Mangalore, was visited and suggestions for improvement were given. A noteworthy feature is the teaching of English at a class conducted by B.T. students to adults who had only Elementary Education. Finding scope for a Rural College, Sri P. K. Raghunathan, the Propaganda Officer, gave suggestions for the purpose.

Propaganda meetings were held and filmshows given at Gurupur and Kinnikumbala, Sri H. Rama Rao, District Educational Officer, presiding. Accompanied by Sri U. Deju, P.A. to the D.E.O., who addressed the people in Thulu, the Mobile unit touched the following places: Farangpet, Kalladka, Vittal, Adianadga, Perla, Perdala, Kumbala, Mogral, Puthur, Subramanya and Sullia. Sri P. Venkataramana Gowda, B. A., B. L., Member, South Kanara District Board and Trustee of the Devasthanam, presided over the public meeting at Subramanya.

A special meeting of the Adult Education workers of Coimbatore was held on 11-8-1951 at the office of the District Educational Officer, Coimbatore, when the Hon'ble Mr. J.L.P. Roche Victoria presided. That was more or less on occasion for stock taking. Sri V. T. Titus, District Educational Officer, Coimbatore, in his welcome address, presented a brief report of the activities in Coimbatore district.

during the recent Adult Education Week. Sri P. K. Raghunathan, Propaganda Deputy Inspector for Adult Education, Coimbatore Division, explained the aims and objects of the Adult Education Mobile Unit as well as the mode of approach. He also gave an account of the work of the Mobile Unit in his charge during the last three months. Sri Rajanayagam, Secretary of the Coimbatore District Adult Education Committee, gave a report regarding the work of the District Committee and the progress made. He made a special mention of the happy co-operation that exists between the officials and non-officials in the District as regards Adult Education work.

Anantapur Mobile Unit: The Deputy Inspector (Propaganda) reports that he was very much handicapped and hampered in his propaganda work in February on account of non-receipt from the Office of the Director of Public Instruction of films and records in time. However he carried on intensive and effective propaganda throughout the Second South Indian Adult Education Week celebrations. A special feature of the celebrations was

that very large gatherings of women present every day of the Week.

At Brahmanapalli, the Propaganda Officer, assisted by Sri K. Kristappa, Deputy Inspector in charge, formed an Adult Education Committee with Sri Narasappa as President and four other prominent villagers as members. The President gave the assurance that an Adult Education Club would be started very soon. Meetings were addressed and gramophone records played by the Propaganda and Attendance Officers at Bandamidapalli, Chakryapet, Nayanapalli and Singanamala. Interesting questions concerning the daily life and avocations of the villagers were put and answered at the meetings. Harijan colonies and slum areas in Penukonda were visited and intensive propaganda was done, Sri G. Narayana Reddy, B.A., L.T., Headmaster Board High School, playing a keen part.

Largely attended meetings of villagers were addressed by several speakers, besides the Propaganda Officer, at Kothacheruvu and Bukkapatam, followed by film shows.

The Pollachi Adult Education Committee Meeting.

The Pollachi Taluk Adult Education Committee held its monthly meeting on 1-4-51 in the Office of the Deputy Inspector of Schools, with Sri N. Mahalingam its President, in the chair, and adopted a number of resolutions.

The minutes of the previous meeting read by the Secretary, Sri P. S. Subbian, were passed; his report of the Committee's work in February and statement of accounts for the period were duly presented and recorded.

Sri P. S. Subbian, Secretary, was chosen as Delegate, and Shrimati Thangam Anandaram as Observer to the First South Indian Seminar on Adult Education to be held in Adyar, Madras, from 23rd to 30th April. It was decided to hold public meetings in Valparai, Annamalai Hills.

The Government of Madras were requested to permit non-trained Adult School teachers to work for one year with effect from 1-6-51.

The Committee conveyed its thanks to the Pollachi Municipal Council for its contribution of Rs. 1,000 to the Committee for Adult Education work.

The Committee expressed regret that no Training Centre for Adult School teachers had yet been established in Coimbatore district, and requested the Government to establish one without further delay.

The budget of expenditure of Rs. 1,950 for the year 1951-52 was approved.

Mr. Paul Jesudasan proposed a vote of thanks.

The President, Sri N. Mahalingam, entertained the members to tea.

Government's Reply to Recommendations made by the S.I.A.E.A.

The Seventh South Indian Adult Education Conference held at Tanjore on 29 and 30 July 1950 adopted a number of Resolutions urging expansion and regularisation of Adult Education efforts.

A Deputation from the South Indian Adult Education Association led by its President, Sri K. S. Ramaswami Sastri, waited on the Hon'ble Sri K. Madhava Menon, Minister for Education and Law; on 17th November 1950, presented him with a memorandum explaining the Tanjore Conference Resolutions, and had with him, and in the presence of the then Acting Director of Public Instruction, a thorough discussion of the points raised.

The Government of Madras have examined the recommendations made by the Conference and expounded in the memorandum, and passed orders. The following is the full text of the Government of Madras (Education Department) Memorandum No. 36378 c/50-5 Education dated 12-4-1951:—

Subject:—Adult Education—Resolutions passed at the Seventh South Indian Adult Education Conference at Tanjore—Orders passed.

Reference: Letter from the President, South Indian Adult Education Association, dated 17-11-1950. Letter from the Secretary, South Canara District Adult Education Association dated 18-10-1950. Letter from the Director of Public Instruction No. 1067 S.E. 3150 dated 22-12-1950.

The Government have considered carefully the various suggestions made by the South Indian Adult Education Association for the expansion of Adult Education in this State and pass the following orders:

1. Increase in the rate of teaching and contingency grants to Adult Literacy Schools.

The Government are unable to increase the existing rates as the funds available at their disposal for Adult Education are small.

2. Payment of Government contribution to the South Indian Adult Education Association for conducting a Seminar.

Orders in this matter will issue shortly.

3. Legislation to compel employers, especially factory and plantation owners, to allot an hour for the education of their employees and meet the expenses.

The Government consider that it is not practicable to undertake legislation as suggested. The Commissioner of Labour is requested to take up the matter with the factory and plantation owners and see whether anything can be done in this regard.

4. Recognition of Adult Schools run by teachers trained by non-official agencies.

The Director of Public Instruction is informed that these schools may be recognised if in his opinion the teachers have received proper training.

5. Recognition of the diploma given after study in Rural Colleges for higher education and for Government employment.

Rural Colleges are intended only for those who may have received education upto a certain standard and who are anxious to improve their knowledge. They are not intended to qualify for University courses or for Government employment. The suggestion cannot be accepted.

6. All Adult Education Centres to be supplied free of cost with publications "Chennai Cheithi" and "Mezhi Selvam."

The Director of Public Instruction is informed that all Adult Education Centres in this State may be supplied with a copy each of the two publications in the respective languages and that the entire expenditure may be met from the provision made for Adult Education in the Budget estimate.

7. Setting up of a broad-based State Adult Education Council.

There is a State Advisory Board of Education to advise the Government on all matters relating to different grades of education and also sub-committees for various grades of education like Adult Education. The Government consider that there is no need for a separate State Adult Education Council.

News and Notes.

Sri Gopal Visits Adult Education Classes in Madurai.

Sri T. J. R. Gopal, Organising Secretary South Indian Adult Education Association, was taken round on 7th March 1951 on a visit to Adult Education Classes in Madhuraj being run with the support of



The Hon'ble Sri P. S. Krishnaswami Raja, Chief Minister of Madras, speaking with the authority of experience Commends the work that is being done by the South Indian Adult Education Association to promote Adult Literacy as the necessary first step to social Education.

the Municipal Council, by Srimati Girisundari, Municipal Schools Lady Supervisor, Sri Seetharama Aiyar, Personal Assistant to the Municipal Chairman and Sri T. R. Raghavan, Adult Education worker. Four Classes were seen while at work. The teachers gave Sri Gopal an account of the handicaps they were experiencing and explained how their enthusiasm was being damped by the Educational authorities enforcing rules strictly. Sri Gopal expressed apprecia-

tion of the work that was being done, especially the class for women run by Miss Newton in the N. N. Muthulakshmi Girls School, and said that it would be more helpful to the cause if the Officers of the Education Department encouraged enthusiastic workers, and were less meticulous in the application of the rules. The Municipal Council would be giving great help to the class, Sri Gopal opined, by giving a radio set. Adult learners of classes run in mills complained that the shift system defeated the regularity of their attendance. Sri Gopal said that each such class should be backed by an Association and a Committee which would look into the difficulties and seek remedies for the same.

Sri Gopal, Sri P. S. Subbian, Secretary of Pollachi Taluk Adult Education Committee, and Sri T. R. Raghavan visited the Teachers' Training Camp, Pasumalai, at the invitation of its teacher Sri S. P. Deivasigamony, addressed a meeting and answered questions. Sri Gopal's appropriate and convincing replies made a great impression. Sri Subbian made a thrilling speech on the duties of teachers. Sri Deivasigamony proposed a vote of thanks.

Mr. A. James David, Headmaster of the Elementary School of the Madhuraj Nadar Vidyasala, took Sri Gopal, Sri P. S. Subbian, Sri K. V. V. Subramanyam, Adult Education Officer of Madhuraj Division, and Sri T. R. Raghavan to the Night Adult School Class being conducted by the Management of the school. Sri Gopal paid a tribute to the way in which the class was being run, and of thanks to the Manager who was present.

Pollachi Taluk Adult Education Committee Meeting

Thirty members of the Pollachi Taluk Adult Education Committee met on January 21 at the office of the Deputy Inspector of Schools, with the Committee President, Sri N. Mahalingam B. Sc., in the

Resolutions of condolence were adopted on the demise of Sardar Vallabhai Patel and A. V. Thakkar Bapa. The accounts were perused and approved. A detailed report of the working of the Committee was read by Sri S. Kolandaisami Chettiar, Junior Deputy Inspector of Schools, and Joint Secretary. Sri P. K. Sethuramasami Gounder, Chairman, Pollachi Municipal Council, and the Editor of *Nav India* were thanked for their gift of books and dailies for the Adult Schools. Donations of Rs. 50 each received from the Kottur Panchayat Board and Pollachi Co-operative Stores were accepted with thanks. Thangam Anandram, Municipal Councillor, and member of the Committee, was requested to conduct meetings for ladies to propagate Adult Education among women. A Sub-Committee consisting of the Headmaster of the Boys High School, the Headmistress of the Girls High School, the Supervisor of Schools, the Municipal Commissioner and Thangam Anandaram was formed to arrange for the celebration of the Adult Education Week.

Sri P. S. Subbian, the Secretary, was asked to correspond with the District Adult Education Committee in connection with the holding of the Tamil Nad Regional Adult Education Conference. The District Committee was requested to contribute 50% of the subscription collected from the members for the Taluq Committee. Mr. A. J. S. Maria Doss was empowered to open Bank Accounts of the Committee in the South Indian Bank, Ltd. C. R. Subramania Sastriar was authorised to arrange for the weekly Broadcast of Adult Education Scheme through the local Wire Broad Casting System.

A subscription of Rs. 10 was sanctioned for the Madras Indian Social Conference. The Committee thanked the Divisional Inspector of Schools, Coimbatore, for having given priority to Pollachi Taluq by sending the Propaganda Mobile Unit to this Taluq. While proposing the vote of thanks Sri P. S. Subbian requested the members to take keen interest and support him in conducting the Tamil Nad Regional Adult Education Conference successfully.

Pollachi Taluk Adult Education Committee—Programme of Talks.

The following scheme of talks in Adult Night Schools in Pollachi town has been drawn up with a view to provide opportunities for the educated people of the town to share their knowledge and experience with those adults who are attending Adult Literacy Schools and are just beginning to learn to read and write. The Committee launches into this scheme with the hope that all speakers noted below will make it convenient to deliver their talks on the date and the time assigned. The teachers conducting the schools are also requested to co-operate with the public speakers in this respect and extend to them all facilities when they come and deliver their address in compliance with our request.

Sarojini Devi Adult School:—2-4-51, "cleanliness of the home" by Miss Balambal M-A.L.T. 10-4-51, "Life of Sarojini Naidu" by Miss Girija, B.A., 18-4-51, Education of children at home and at school" by Sri Subramania Sastry 28-4-51 "How we are governed" by Sri Dharmaling Gounder.

Kasturibai Adult School for Women:—3-4-51, "Thrift in home" by Mrs. K. E. Samuel; 11-4-51, "Life of Kasturibai Gandhi" by Mrs Thangam Anantharaman, 20-4-51, "How to keep Surroundings clean" by Dr. Eapen. 30-4-51, "Municipal Administration and our duties" by Sri Subbiah Mudaliar.

Adult School for Women, Coimbatore Road:—4-4-51, "Personal cleanliness" by Dr. Saraswati; 13-4-51, "Annie Besant" by Mrs. L. T. Manuel; 21-4-51, "Khadi Movement—first Principles" by Mrs Subadra Devi, B.A.L.T., 27-4-51, "Electricity as the friend of the Housewife" by Mrs. Selvaraj.

Marapettai Adult School:—2-4-51, "How we are governed" by Mr. Venkata Subbu, B.A.L.T., 10-4-51, "Life of Nehru" by Sri Venkataraman; 25-4-51, "How to prevent epidemics" by Sri Ramaswamy, Sanitary Inspector.

Komarapalayam Adult School:—3-4-51, "Personal Health" by Sri Muthuswami, Compounder; 11-4-51, "Bharathi" by Mannamuthu Gr. 18-4-51, "Education of Children" by Sri Subramania Thevar; 25-4-51, "Value of Census" by Sri Chinna-swamy, H. M. XI Ward.

Vadugapalayam Adult School:—4-4-51 "Sanitation of the Village" by Mr. Akkalam Chettiar; 11-4-51 "Life of Tagore" by Mr. Subramania Thevar; 18-4-51, "Removal of Illiteracy" by Sri Thangamuthu Gounder; 25-4-51, "How to use Library" by Sri V. K. Palanisami Gounder.

Kottampatti Adult School:—2-4-51, "Causes and Prevention of Cholera and Plague" by Dr. Thomas; 13-4-51 "Life of Katta Boumu" by Sri Sadaswami; 17-4-51 "Value of Insurances" by Sri A. J. S. Maria Doss; 24-4-51 "Child Education" by Subramania Thevar.

Adult Literacy School, Palladam Road:—3-4-51, "Cleanliness of House and Surroundings" by Sri Doraiswamy Raju; 10-4-51 "Life of Sri Sivashanmugham Pillai" by Sri Nagappa Pillai; 18-4-51, "Improvement of Labour Condition" by Sri Krishnamoorthy, Assistant Inspector of Labour; 25-4-51, "Savings in family" by Sri Govindaraju, M.A., L.T.

Municipal Broadcast:—1-4-51, "Adult Education—How to make your home literate" by Sri C. R. Subramani Sastry; 8-4-51, "Adult Education—Literacy Drive among Labourers" by Sri P. K. Sethu Ramaswamy; 15-4-51, "Literacy Drive Among Villages" by Sri T. S. Krishna Rao; 22-4-51 "Literacy and its importance in State affairs" by Mrs. Subadra Devi; and 29-4-51, "Literacy Drive among women" by Mrs. Selvaraj.

* Pollachi appeal to Women *

Appeal was made to women to learn to read and write at a meeting held in the Municipal Girls' School, Pollachi, on 5-2-51, under the auspices of the Pollachi Taluk Adult Education Committee. Srimati R. Thangam Anandaram presiding.

Sri P. S. Subbian said it was the duty of the literate sisters to make their illiterate sisters literate.

Miss S. Balambal, Assistant, of the Girls High School, said that in the race of life women could not afford to lag behind men.

Sri Purisai S. Murugesu Mudaliar, who was the main speaker on the occasion, cited passages from the Ramayana and the Mahabharata to illustrate the high role that women had played in the

cultural and social life of ancient India, and said that it was incumbent upon the women of modern India to try to become equally great; indeed they should aspire to become the rulers of the country alongside their menfolk.

Sri N. Mahalingam, President of the Committee, garlanded the chief guest.

Mrs. V. K. Shanmugham Chettiar, of Zamin Uthukuli, spoke a few words about her experience in learning, and said with pride that she could now read and write freely.

Sri P. S. Subbian, Secretary, proposed a vote of thanks.

* Government Training School for Adult School Teachers, Udayagiri *

The valedictory function of the Government Training School for Adult School Teachers took place on 6-3-1951, Sri G. Harisarvothama Rau, M.A., Honorary Organiser for Adult Education, Andhra Desa, presiding. Sri P. Sundararajan, B.A., L.T., District Educational Officer, Nellore, delivered the Valedictory Address. Sri T. N. Rao, B.A., L.T., Propaganda Officer, Anantapur, Sri B. Yegnanarayanaiah, Headmaster, Board High School, Udayagiri, Sri P. Nageswara Rao, the local Deputy Inspector of Schools, and a number of prominent people of the town addressed the gathering.

A procession of pupil teachers of the Training School was taken round the town before the function, followed by the Social Education Propaganda Van, Sri G. Harisarvothama Rau, the District Educational Officer, the Propaganda Officer and others taking part.

In his speech at the function Sri G. Harisarvothama Rau said it was necessary in Udayagiri Taluk to concentrate effort on achieving complete literacy as quickly as possible.

One of the trainees read out a few poems he had composed in praise of the service being rendered by Sri G. Harisarvothama Rau to the Adult Education cause.

The District Educational Officer, in his Valedictory Address, said Adult Education was necessary to insure and secure

and healthy living. He asked the trainees after the completion of their course to take to Adult Education in all earnestness and start and help run as many Adult Education Centres as there was scope for. Sri B. Yegnanarayanaiah, the Propaganda Officer, and the Deputy Inspector of Schools, Udayagiri, also addressed the trainees.

The School report was presented by Sri N. V. Subba Rao, B.A. B.Ed. Headmaster, Government Training School.



Sri T. Neelakantan, Secretary, Asoka Society, G. T. Madras, has been running a Night School for adults at great cost. He has unquenchable ardour for Adult Education.

Sri T. Neelakantan is a member of the Executive Committee of the South Indian Adult Education Association and one of the Joint Secretaries of the First South Indian Seminar on Adult Education.

Sri T. N. Rao, B.A. L.T., Propaganda Officer, said complete literacy could be achieved quickly in Udayagiri Taluk, as elsewhere only if the people gave their co-operation, and propaganda was necessary to make them realise their social responsibility and give their co-operation in a successful literacy drive. The trainees when they took to work could take part in such propaganda.

Sri P. Nageswara Rao, B.A., B.Ed., Deputy Inspector of Schools, exhorted the

trainees to work hard and with sincerity to deserve the attention bestowed upon the Taluk by the authorities.

The District Educational Officer distributed the certificates Sri B. Ramasubbiah B.A., B.T., Assistant of the School, proposed a vote of thanks.

* Student Volunteers Training Course inaugurated in Andhra University. *

On 6th March 1951, Dr. Krishna, the Vice-Chancellor of the Andhra University inaugurated a short five day methodical, course in the organisation and technique of Social Adult Education work for the student volunteers of the University College, Waltair.

The function began with prayer and a literacy song by student volunteers. Sri Rangadama Rao, Principal of the College, in welcoming Sri A. G. Vilva Roy, Adult Education Officer, Madras, who was to conduct the training course, expressed his appreciation of the Government scheme of Social Adult Education through University students as a practical scheme and exhorted the students who volunteered to undergo the training to go into the villages and work during the vacation.

Sri A. G. Vilva Roy explained the scheme and said that University students could not only spread literacy in villages but also carry the torch of knowledge to the common man. The history of other countries indicated that the youth of the country played a great part in nation building activities. During the term days they could do Social Adult Education work by turns in the neighbouring population centres employing the latest technique of quick literacy work. They could organise Every-day Science lectures and demonstrations for the benefit of the adults and give them correct information of the subjects on which they want information.

Continuing Sri Vilva Roy said. During the vacation they could camp for forty days in a village and strive to improve it all round under the guidance of a trained member of the staff of the college. He said he hoped to complete the short training

course in five days with the assistance of Professor Jagannathan of the College who recently underwent training. Many students had high ambitions and besides attending to their studies want to have an academic performance which would give them leadership. The Social Adult Education programme would give unlimited scope for the exercise of their talents. They could become great by spending their spare hours in Social Education activity which was national service of a high order.

Dr. Krishna, while inaugurating the course, endorsed what Sri Vilva Ray said and added that the University had a scheme of Social Service drawn up in 1938, but it did not work. The present scheme sponsored by the Government was a well-thought out one and would succeed. He reminded them of Dr. C. R. Reddi's Convocation address where he had stressed the importance of education for service in free India. While teaching the adults the students would also learn from the adults and he exhorted them to benefit to the full from the presence of Sri Vilva Roy in their midst for five days.

Sri Seshagiri Rao, a student volunteer, expressed the resolve of students to spread literacy among adults.

Professor V. Jagannatham proposed a vote of thanks.

As part of the training Sri A. G. Vilva Roy took a student leader to Simhercholum about 12 miles away and discussed with the temple authorities possibilities of arranging for mass propaganda for fundamental education through student volunteers during the temple festivals. He also took Professor V. Jagannatham M.A., B.L. who was in charge of the Students Social Service activity in the University College,

waitair, to three Social (Adult) aided centres in Adakapalce area, about 2 miles away and acquainted him with the practical problems in the field.

The camp ended on March 10 with a valedictory address by Sri G. Harisarotham Rau.

* * *

**H. H. Sri Ambalavana Desikar
Passes away**

Great loss to Adult Education Cause.

The cause of Adult Education has sustained a great loss by the passing away of His Holiness Srilasri Ambalavana Desika Pandara Sannadbigal of Tiruvaduthurai Adheenam at the age of 55, at 6-40 p.m. on Thursday 12th April 1951 at his camp at Tiruvadamardur. When it appeared he was recovering, the end came all of a sudden. He was a great institution by himself apart from his being the head of a great Adheenam. Innumerable and magnificent were his gifts to great causes like Adult education. He recognised in the South Indian Adult Education Association a power for good and gave it a substantial contribution of Rs. 3,000. Himself a great man, he reacted to great causes, great men and great occasions. Who could forget and help wondering at the originality of thought and magnificence of conception when he presented a gold sceptre to Pandit Jawaharlal Nehru when the latter assumed charge as India's Prime Minister?

At a meeting of the Tirikkootta Tambirans held at Thiruvadamardur on 13th April 1951 Odukkai Sri Subbu Kuthi Tambiran Swamigal was elected Pandara-sannathi and was duly anointed. He has assumed the name of Sri Subrahmaniya Desika Paramacharya Swamigal.

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Adult Education is a non-party And non-communal question, And a National Movement

In the course of his Presidential Address to an Adult Education Workers' Conference held at Coonoor the Hon'ble Mr. J. L. P. Roche-Victoria said:

In spite of holding several Conferences, and in spite of issuing several bulletins and journals, we still find people criticising the Adult Education movement as waste of time, money and energy.

These critics forget that Adult Education is a non-party and non-communal question and a national movement. Any political party worth its salt cannot afford to ignore the education of their masters.

If there is any criticism, it must be constructive with a view to rectifying any defects in methods, or to suggest a better plan of work. I, therefore, consider that any destructive criticisms of the movement hereafter do not deserve any consideration at all.

The funds collected from the public and the funds provided by the Government are being accounted for and audited statements are being published from time to time and everybody is free to examine the accounts and satisfy himself that these amounts are utilised in the best interest of the movement.

I may also assure this Conference that all practical suggestions for the better working of the organisation are always welcome.



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Request to Readers.

'The Adult Education Review' is a record, month by month, of Adult (Social) Education activity in India; it is also the medium, for Adult (Social) Education workers, to express their opinions and views fully and frankly and in a friendly spirit conducive to the growth of knowledge and fostering of the national spirit.

Readers are therefore requested to send for publication in the 'Review' brief reports and articles typed or written in ink and legibly on one side of the paper. Unaccepted reports and articles will be returned if so desired and stamps had been sent for the purpose.

S. Airavatham,
Working Editor.

ADULT EDUCATION REVIEW

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

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No. 7

EDITORIAL

The First South Indian Seminar on Adult Education.

We have published in this issue a complete summary of the proceedings of the First South Indian-Regional-Seminar on Adult Education held in 'Damodar Gardens', Adyar, Madras, from 23rd to 30th April 1951. The Seminar was organised by, and held under the auspices of, the South Indian Adult Education Association with the approval and patronage of the Government of India. The Madras State Government gave every possible co-operation, in addition to giving a contribution towards expenses. The Director of Public Instruction urged the Officers of the Education Department to play their due part. Local Bodies and the Corporation of Madras were requested by the Local Self-Government Department to depute representatives and permitted to incur the necessary expenditure; and the Firka Development Department did likewise. For the first time the Women's Welfare Department came into the Adult Education picture, and played a notable part. Unofficial organisations like the Theosophical Society, the Christian Literature Society and Social Service Leagues sent representatives. Thus the Delegates and Observers who lived as a community for eight days were representative of all categories of Adult Educationists. The

Hyderabad and the Travancore-Cochin State Governments deputed their Officers, thus justifying the South Indian range of the Seminar.

The purpose of the Seminar was to provide opportunity for exchange of experiences, discussion of ideas and testing of plans, and to evolve techniques for promoting Adult Literacy and Community Centre methods. These purposes were fairly well served. The original plan was to split up the Seminar into Language Groups and let these Groups discuss the problems of Adult Literacy and Adult Social Education and make Recommendations for further work, and finally, in plenary session, to codify the Recommendations subject-wise. This plan was conceived with a view to giving full opportunity and scope for expression to participants who could not follow the proceedings and express themselves in the English language. In fact, however, there was no such participant; hence the consensus of opinion was in favour of constituting Subject Committees, in addition to Language Groups. Accordingly, the Seminar functioned both through Subject Committees and Language Groups. The Adult Education programme was classified into as many as sixteen major sub-

jects, and entrusted to eight Committees. Every one of the Committees consisted of persons who had field work experience and knowledge of the subjects entrusted to it, and the Recommendations it made were therefore apt, practical and seasoned. The Language Groups confined themselves to the method of promoting Adult Literacy in their respective languages.

Professor Humayun Kabir's Inaugural Address went to the core of the problem, and laid emphasis on fundamentals. The people of India, freed from political bondage, were awake, and had begun to act and move as a nation. They had to equip themselves for the duties and responsibilities of citizenship in a democracy which was called upon, by the stress of world events, not only to maintain internal security and national welfare but also make an effective contribution to world peace and world progress. Making India completely literate was only the first step in the comprehensive scheme of Social Education to be pushed through. The ancient way of getting education from the book of life was no longer adequate. Literacy was essential and demanded by modern conditions. But Literacy was only means to an end which was Social Education. It was being recognised everywhere in the world that Social Education was needed at all times, a continuous process. It was waste of time to indulge in controversy about Elementary Education and Adult Education. Both stages of education were equally necessary and equally important. If Elementary Education was neglected, it would mean adding to the volume of adult uneducated. Elementary Education would make quick progress where adults—parents and guardians—were all educated.

Sri K.M. Unnithan's Valedictory Address was practical, and dealt with the difficulties with which Adult Educators are confronted. Referring to the 10 year 20 million dollar project of the Unesco for training teachers and other workers to start wiping out illiteracy in the world's backward areas. Sri Unnithan observed with characteristic modesty: "Taking the cue from such a high authority, I have a feeling that our activities in the sphere of Adult Education might also be confined mainly to the liquidation of illiteracy..... Our sole attention might in the first instance, at any rate so far as this State is concerned, be focussed on spreading literacy, thereby opening the door as it were for knowledge, through the written word." In these words, Sri Unnithan has clinched the issue and touched the crux of the problem. The line of action suggested by him is precisely what the South Indian Adult Education Association has been pursuing. An adult literate can learn things better and more quickly for himself than an adult illiterate who has to look to others to get things read to him. But adult illiteracy in our country is too vast to be wiped out by a few classes here and a few centres there. India can be made completely literate within five years only if a scheme of conscription is enforced whereby adult illiterates shall be constrained to learn and adult literates to teach. Maulana Abul Kalam Azad no doubt prefers voluntary non-official effort; but he would certainly welcome conscription for the specific purpose of wiping out adult illiteracy if public opinion demands it. The mission and objective of the South Indian Adult Education Association is to create and promote such a public demand.

H. E. the Governor Urges Co-operation Between Officials and Publicmen

Hon'ble Mr. J. L. P. Roche-Victoria's Reply to Critics of Adult Education Effort.

Inaugurating the Coimbatore Nilgris Districts Adult Education Workers' Conference in St. Antony's High School Hall, Coonoor, at 3 p.m., on Sunday, 20th May, 1951, His Excellency the Governor of Madras urged "closest co-operation between District officials and leading public men and personalities" including ladies, and emphasised the need for sustained effort.

The Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, who presided, gave a fitting and spirited reply to "people criticising the Adult Education movement as waste of time, money and energy," and declared that "any destructive criticisms of the movement hereafter do not deserve any consideration at all". Stressing the value of complete understanding between officials and unofficials, the President said: "I hope our officials also would get rid of their usual red tapism and try to get the movement going as expeditiously as possible in response to public demand."

In spite of his illness, the Hon'ble Sri K. Madhava Menon, Minister for Education and Law, was present at the Conference. Addressing the gathering, he said that the Adult Education task was so stupendous that Governmental effort alone could not help accomplish it. The urge must come from the people, and every educated adult should contribute his quota of effort with missionary zeal. Some measure of official Redtapism was necessary to insure correct administration.

The proceedings began with prayer songs sung in chorus by the students of the Municipal Adult School, Gandhipuram.

Sri Mahalingam's Welcome Speech.

Welcoming His Excellency the Governor, the Ministers and others, Sri N. Mahalingam, B. Sc., Vice-President of the Coimbatore District Adult Education Association, said: On behalf of the Adult Education workers of the Coimbatore and Nilgris Districts, I accord a most cordial welcome to Your Excellency, the Hon'ble Ministers for Food and Education and others, to this conference, which is the first of the kind. Today is indeed a proud day for us, workers in the field of Adult Education. We are happy beyond words that it has been possible for His Excellency to find time to come here and inspire us with his presence and encourage us with his words of considered and valuable advice. His interest in the cause of Adult Education is so deep that even considerations of health have not deterred Sri K. Madhava Menon. We

cannot be too grateful to him for having readily responded to our invitation and come here, to take part in our deliberations. It is the fervent prayer of one and all of us assembled here, as of numerous others elsewhere, that he recoup his health and acquire fresh energy. The Hon'ble Mr. J. L. P. Roche-Victoria is our leader and co-worker. No Adult Education Conference can be complete or real without his being associated and with it. He is indeed the father of the Adult Education movement in South India. But for his most strenuous and sustained stewardship the movement could not have received fillip and cannot be what it is today, a great force to reckon with. It is only appropriate that he should preside over this conference of workers, and it is also our good fortune.

I welcome all my co-workers, who have come here to exchange experiences and ideas and to seek fresh guidance for further work. We have come to realise the need for Adult Education as against the compelling conditions of our political

and social life. Without education no man can stand on his own legs. Education alone can complete and fulfil his personality. Besides, he has to play his part in the making of Democracy. The greatest handicap to the progress of Adult Education is lack of finance. If the Government would meet at least half of the expenditure entailed by the starting and running of Adult Education Centres, local people would find the other half.

H. E. the Governor's Address.

The Hon'ble Mr. J. L. P. Roche-Victoria requested His Excellency the Governor to inaugurate the Conference. Receiving an ovation as he rose, His Excellency said:



FRIENDS:—I have spoken on the subject of Adult Education more than once and I have watched with very great interest the rapid progress that this movement has been making in Madras State. It was more than a year ago that, speaking at Madras, I stressed the great importance of Adult Literacy and Adult education in the light of a democratic Republic. I stressed the importance of educating our masses so that they may be able to exercise their rights in such a democracy with proper understanding.

Sometime ago I had occasion also to attend a Conference in Madras where one of the subjects discussed was the need for a right approach to the people, especially in the villages, when tackling this question. This is the first occasion however when I actually have a chance to see what is being done in the districts by the district workers.

A great deal depends upon the enthusiasm and the energy of the workers in each district. This is the reason why in some districts in Madras State this movement has made excellent progress while others are relatively backward. There may be occasionally one or two other factors but the primary main spring of our Adult Education movement is the human element. Our first task in the district therefore should be to mobilise all the enthusiasm and talent possible, then to see they are directed in the right channels, and see at the same time that they get the proper training which would make their approach to the people whom they have to educate, successful. For this task we require the closest co-operation between our district officials—not only in the Education Department—but others as well and the leading public men and personalities of the place. Especially would I like to see as many ladies as possible interesting themselves in this movement.

The second factor which, I am afraid, is sometimes lost sight of, is the need for sustained effort. Too often our workers start off with a good deal of enthusiasm. This enthusiasm sometimes fades; sometimes it does not fade but we lack the necessary experience and practice which would make that effort a complete success. For, literacy in its earlier stages is a lesson which can be forgotten much more easily than it is learnt. I have come across cases especially of villagers who have been taught not only their letters but even the elements of simple reading and writing by some of our Adult Education workers. Unfortunately these villagers have been lost sight of after this is achieved, and all the good result attained has been undone in a period of six months or even less. When we therefore plan this campaign let us do it systematically and with care. Let us not be led away purely by the

glamour of numbers. It is better to proceed gradually and see that the work done in one place is kept up as a continuous effort till success is achieved; till there is no prospect that these villagers would lapse back into illiteracy and ignorance.

There is therefore the need especially when tackling a district, for a systematic planning by your organisers and for full and constant supervision of the results. I am sure that aspect of the problem is already in all your minds and will receive your attention at this Conference.

And now I thank you all very much indeed and in inaugurating this Conference may I wish you the best of success. Jai Hind.

The Hon'ble Mr. J. L. P. Roche-Victoria's Presidential Address.

Delivering his Presidential Address, the Hon'ble Mr. J. L. P. Roche-Victoria said: Your Excellency, Hon'ble Mr. Madhava Menon, and friends,

I must first of all thank His Excellency for having consented to inaugurate this Conference. We all know of the great



interest which His Excellency is evincing in the Adult Education movement. I am sure with his blessings the Conference will be a success.

Let me also welcome the Hon'ble Mr. Madhava Menon to this Conference. We

missed him at the Seminar, but we know that he is keeping a very close watch over our activities and helping the movement in all directions. The success of the last two Adult Education Weeks held in the State was largely due to his able guidance and the great interest he took in the Committees which organised the Weeks.

I consider this Conference of Adult Education Workers of the Coimbatore and the Nilgiris Districts a very important one as it is held immediately after the South Indian Regional Seminar held at Adyar during the last week of April. The Seminar was conducted with the help of a grant of Rs. 5,000 from the Government of India and was inaugurated by Professor Humayun Kabir, Joint Secretary of Education, Government of India. He conveyed to us the best wishes of the Union Minister of Education, Maulana Abul Kalam Azad. He emphasised the importance of Adult Social Education to the proper functioning of democracy. He also said: "We cannot divide education into water-tight compartments. Education, to be effective, must cater to the varying needs of the community and while there may be room for difference in emphasis in different aspects at different times, neglect of any aspect is detrimental to education as such, and therefore to the life of the community." The presence of Miss Ella Griffin, UNESCO Expert, gave a further impetus to the Seminar. Her talks at the Seminar based on study and experience of conditions prevailing in other parts of the world made a deep impression on the participants and helped them draw up the Recommendations.

The Recommendations of the Seminar which was attended by Delegates and Observers from all over South India forms a valuable document as it reflects the experience and the ideas of Adult Educationists and workers in all the four linguistic areas as well as the different States of South India. Besides the recommendations made by the Seminar to the Government, Local Bodies, Universities, Trade Unions, employers of labour, Co-operative Societies and other institutions, there are several directions and instructions to Adult Education workers. By examining them at Conferences such as this, it is hoped that the Adult

Education work will be expedited in all parts of South India.

I need not tire you with all the several Recommendations made by the different Committees at the Seminar. But one or two points deserve our attention here. Besides the starting of Adult Literacy Classes, the organisation and the establishment of Community Centres to carry out the programme of Adult Social Education have come into prominence. Again, the grants from the Government of India as well as from the State Governments have made it necessary to strengthen the agencies through which such funds have to be utilised for the greatest benefit of all concerned. The co-operation of officials and non-officials and a complete understanding between them has become very necessary. If these points are taken up for discussion at this Conference, and also taken up by other Conferences to be held in the different parts of Southern India, it will be possible to give a practical shape to the Recommendations of the Seminar, which in the words of Prof. Humayun Kabir "will lead to an improvement in the quality and extent of Adult Education in the South."

In spite of holding several Conferences and in spite of issuing several bulletins and journals, we still find people criticising the Adult Education movement as waste of time, money and energy. These critics forget that Adult Education is a non-party and non-communal question and a national movement. Any political party worth its salt cannot afford to ignore the education of their masters. If there is any criticism, it must be constructive with a view to rectifying any defects in methods, or to show us a better plan of work. I, therefore, consider that any destructive criticisms of the movement hereafter do not deserve any consideration at all. The funds collected from the public and the funds provided by the Government are being accounted for, and audited statements are being published from time to time and everybody is free to examine the accounts and satisfy himself that these amounts are utilised in the best interest of the movement. I may also assure this Conference that all practical sugges-

tions for the better working of the organisation are always welcome.

Hereafter I would suggest that we avoid long and tedious speeches and concentrate upon discussions of the practical problems facing us with regard to this great national question. I hope our officials also would get rid of their usual red tapism and try to get the movement going as expeditiously as possible in response to public demand. I am glad that this Conference is held at Coonoor where we are having a salubrious climate. I am sure it will lead to clear thinking and quick action.

I thank you all for your kind co-operation. I am particularly grateful to my friend Sri Samanna Naidu Garu, the Chairman of the Coonoor Municipality, and Chairman of the Reception Committee, for all the help rendered in making it possible to hold this Conference here today; above all, for the arrangement he has made to open a new Adult Education Centre in Coonoor. We are thankful to the Municipality for this gesture. I hope it will serve as an ideal Community Centre to commemorate this Conference, and as a model for all Municipalities and Local Boards to emulate.

The Hon'ble Sri. K. Madhava Menon's Speech.

Requested by the President to address a few words to the gathering, the Hon'ble Sri K. Madhava Menon said: At least some of the critics of the Adult Education movement were troubled with honest doubts and well based fears. Government had been spending crores of rupees every year on Elementary Education, and yet only 35 per cent of the children of the school-going age could be brought into schools, so that the untapped 65 per cent went to swell the volume of adult illiterates and adult uneducated. Obviously Governmental effort alone was not equal to the stupendous task of making vast masses of adults literate. Would it be right, then, to leave the task unattempted? It was a task for the people themselves to attempt and accomplish. There was no other way. Every educated adult should deem it his duty to teach his less fortunate adult illiterate neighbour. It was necessary for every educated adult to evince a

missionary zeal. The problem of literacy must be attacked at both the ends, at the bottom and at the top, and attacked continuously for many years, until India became completely literate.

Continuing, the Education Minister said: The task was not accomplished with adults being made literate. Mere literacy could no longer satisfy the country's requirements. The adults should be given general education, kept informed of what was going on in the

heads. If the right sort of persons were elected, people would get the right sort of Government which would maintain peace and insure progress. It was incumbent on educated adults to see that the uneducated adult voters got proper advice and guidance. Adult Social Education alone could give such advice and guidance.

Concluding the Education Minister expressed the hope that at least by the time of the second or third general elections Adult Social Education would have made considerable headway.

Miss Olsen of the UNESCO now working in the Lovedale school spoke a few words in appreciation of the work being done in India. She also gave a brief outline of the characteristics of Adult Education work being done in the U.S.A.

Sri V. P. Ramaswamy, Secretary Nilgiris District Adult Education Association, and Sri J. Rajanayagam, Secretary, Coimbatore District Adult Education Association, presented reports on Adult Education work being done in their respective areas.

Opening a general discussion, Mr. V. T. Titus gave an account of his experience of Adult Education work in the Coimbatore and Nilgiris districts. He was led to the conclusion that the methods applied to Elementary Education did not suit Adult Education. An altogether new approach was called for. The terms 'school' 'teacher' and 'student' were inadequate. Adult Social Education work could be carried on effectively in Community Centres by Social workers treating adult learners as comrades.

Sri Y. B. Belli Gouder, a local medical practitioner said that some kind of compulsion was necessary if Adult Education was to be effective and quick.

Sri S. R. Narayana Aiyar, a local Advocate, said that compulsion would not secure the desired end.

Sri K. S. Ramaswamy Sastri, Honorary Adult Education Organiser for Tamil Nad, and President, South Indian Adult Education Association, said that the Republican Constitution of India had made it obligatory for the present generation to see that the coming generation was completely literate and fairly educated. And 'so, there could be no



world, of what they were required to do as citizens. General elections in India were not for off, and they were going to be held on the basis of adult franchise. Adult franchise on such a large scale had not been attempted anywhere in the world. There was the very real danger of the man who could successfully propagate the biggest and longest falsehood getting elected as against a man who possessed better qualifications and deserved to win masses of adult voters who had not had the blessings of education were apt to be swayed by the passions of the hour, by exciting side issues, Democracy meant counting of heads, and not breaking of heads; counting of heads but not the contents of the

shirking on the part of the educated people. Besides, how could India realise and enjoy the freedom from war, freedom from want and freedom from hunger if her people were not freed from ignorance?

Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, said: The Adult Education



movement was truly a national effort, non-party, non-communal and non-sectarian. Its success required, and would be in proportion to, co-operation from all classes of people, between the poor and the rich, employees and employers, officials and non-officials. As His Excellency the Governor had done well to emphasise, Adult Social Education effort could make headway only if the closest co-operation was cultivated and maintained between District officials of all Departments, not merely those of the Education Department, and leading publicmen. The co-operation between District officials and publicmen should manifest itself in the broad-based organisation and effective functioning of a net work of Committees—District Committees, Taluk Committees, Firka Committees and Village Committees—as instruments of propaganda. Propaganda wherein the official and non-official vied with each other and played an equally important part, would help to create, foster and harness popular enthusiasm so essential for the success of the cause.

It was decided to refer the following draft resolutions to the District Committees for finalisation, and suitable action:

1. This Conference congratulates the South Indian Adult Education Association on having held a successful Seminar on Adult Education, and assures its full co-operation in implementing the recommendations of the Seminar. This Conference is of the view that a series of Sub-Seminars be held to evolve techniques and methods with reference to local conditions.

2. This Conference appreciates the invitation extended to the South Indian Adult Education Association by Sri K.M. Unnithan, Education Secretary to the Government of Madras, in his Valedictory Address to the Seminar, to formulate concrete proposals for furthering Adult Education effort in the State.

3. This Conference is of opinion that Adult Education effort is, and can be, mainly and essentially, only a non-official movement; and therefore requests the Government to take steps to set up a wholly non-official statutory body for the entire State and entrust to it the organisation and development of Adult Social Education endeavour.

4. This Conference requests the Government to give recognition to Adult Education Schools conducted by teachers who have had their training in centres run by un-official organisations and institutions.

5. This Conference requests the Government to recognise Emergency Refresher courses that may be conducted by un-official agencies.

6. This Conference requests District Boards and Municipal Councils to depute their teacher employees for training in Adult Education methods.

7. This Conference requests the South Indian Adult Education Association to take steps to start and run at least one Model Adult Education Centre in every District in Madras State.

8. This Conference requests the Government to open centres for training teachers of adults where there is demand and scope, in every District.

(Continued on page 530).

Great Gains Gathered in the War Against Illiteracy.

FIRST SOUTH INDIAN ADULT EDUCATION SEMINAR RECOMMENDATIONS.

The First South Indian—Regional—Seminar on Adult Education was an unqualified success, from every point of view, and in all respects.

Sri K. M. Unnithan, Secretary to the Government of Madras, Department of Education, in his Valedictory Address, said:

On the whole, it seems to me that there is a bright future for the Adult Education movement in view of the enthusiasm of Social Workers and the attitude of the Madras State and the Indian Union Governments.

As you all know, it is the South Indian Adult Education Association, that is responsible for sponsoring this Seminar; and to it goes the entire credit for the unqualified success of the Seminar, the first of its kind in South India. I offer my congratulations to the Association.

The First South Indian—Regional—Seminar on Adult Education, organised by the South Indian Adult Education Association with the approval and patronage of the Government of India, was held in "Damodar Gardens," Adyar Madras, from Monday, the 23rd, to Monday, the 30th April 1951.

The Reception Office with its two main sections (a) Enquiry and (b) Postal facilities, the Office of the Secretary General, Sri T. J. R. Gopal, the Recreation Section and the Medical Unit were located in the main Besant Memorial High School building. The Office of the Publicity and Recording Secretary, Sri S. Airavatham, was located in the Yellow Building. The Office of the Associate Directors, Sri K. S. Ramaswamy Sastri, Sri G. Harisarvothama Rau and Sri A. G. Vilva Roy, was located in the Octagonal Room adjoining Children's House.

The Seminar Reading Room and Library was located in Hut No. 13; the British Council materials were exhibited in Hut No. 14; the United States Information Service materials were exhibited in Hut No. 15; the Each One Teach One Club of

the Arundale Adult Education Centre was located in Hut No. 16.

Lunch and dining arrangements were made in the Besant Theosophical School Hostel to the east of 'Damodar Gardens', and near the Kalakshetra. Lodging arrangements for Delegates and Observers were made in various spacious huts within 'Damodar Gardens.'

More than forty Delegates representing various affiliated bodies, District and other local Adult Education Associations and Committees, Adult Education Workers' Associations and Social Service Organisations, and more than forty Observers representing various institutions interested in Adult Education were present, and participated in the various activities of the Seminar, plenary meetings, Committee and group discussions, visits to various Community Centres and an excursion to Thirukalikunram and Mahabalipuram.

The Seminar was inaugurated at 5.30 p.m. on Monday, 23rd April 1951, by Professor Hunayun Kabir, Joint Secretary to the Government of India, Ministry of Education. The Hon'ble Mr. J. L. P. Roche Victoria, Minister for Food and Fisheries,

Madras State, and Director of the Seminar, welcomed the Delegates and Observers and Professor Humayun Kabir.

Sri K. Punjabrao Deshmukh, Member of the Indian Union Parliament, and former Education Minister of Madhya Pradesh, who happened to be on a visit to Madras, was present at the Inauguration function, and addressed the gathering at the request of the Hon'ble Mr. J. L. P. Roche Victoria. He said that Adult Social Education work was real national service, and congratulated the South Indian Adult Education Association on its excellent record.

The Seminar functioned through Groups formed on language basis—Tamil, Telugu, Malayalam and Kannada—and eight Subject Committees on (1) Organisation; (2) Agency; (3) Co-ordination; (4) Aiding Bodies; (5) Training and Psychology; (6) Instruments; (7) Women's Problems in Adult Education; and (8) Continuation Literature.

The Recommendations made by the Subject Committees and the reports made by the Language Groups were placed before the plenary session on 30th April 1951 and duly approved and adopted.

Sri G. Harisarvottama Rau, Associate Director, presided over the plenary sessions. Sri A. G. Vilva Roy, Associate Director, guided and co-ordinated the work of the Committees and the Groups.

Srimati Rukmini Devi, Director of Kalakshetra, and the host of the Seminar, addressed the Delegates and the Observers in the forenoon of Wednesday, 25th April 1951, felicitating them on the great work they were doing and wishing them every success. She was happy to note that the Rule of Fear had ceased and that Love had taken its place, being the keynote of all true education.

Miss Ella Griffin, Unesco expert on Adult Education, who had been requested by the Education Ministry of the Government of India to attend the Seminar and give personal guidance in framing Recommendations, arrived in Madras on 26th April 1951. Coming from Delhi by plane, she plunged into her work soon after her arrival. She attended meetings of the

various Subject Committees and Language Groups and gave the benefit of her views. She addressed the plenary meeting of the Seminar on 27th April, and joined the Delegates and Observers on visits to Centres and the excursion to Mahabalipuram.

Mr. Bach of the British Council gave a talk on 25th April 1951 on the role of the daily newspaper in Adult Education.

On 27th April 1951, Sri T. S. Avinasingam Chettiar, former Education Minister of Madras, addressed the Seminar emphasising the need for a new approach to the Adult Education problem.

Mr. Stanley R. Chartrand, American Consul and Public Affairs Officer, Madras, gave a talk on 28th April 1951 on the history of Adult Education in the United States. He gave a dinner on 29th April 1951 to Miss Ella Griffin, Sri G. Harisarvottama Rau, Sri A. G. Vilva Roy and Sri T. J. R. Gopal.

Artistes of Kalakshetra gave a music performance one evening and a Bharata Natyam performance on another evening. The British Council and the American Information Service gave film shows on a few evenings. Members of the teaching staff of the Besant Memorial School and others, mostly women, enacted a playlet on the closing day of the Seminar depicting the incongruous ways of illiterates.

Sri S. S. Vasan extended his patronage to the Seminar. His Gemini Studio filmed the opening and closing scenes, the welcome given on his arrival at Meenambakkam Aerodrome to Professor Humayun Kabir and his moving into "Damodar Gardens" along with Seminar participants.

The Hon'ble Mr. J. L. P. Roche Victoria, Director, presided over the closing session of the Seminar at 5-30 p.m. on Monday, 30th April 1951. Sri G. Harisarvottama Rau and Sri A. G. Vilva Roy, Associate Directors, reviewed the work done at the Seminar. Sri K. M. Unnithan, Secretary to the Government of Madras, Education Department, delivered the Valedictory Address explaining the Government's Adult Education policy. Sri S. Raghavan,

Executive Officer for Adult Education, Travancore-Cochin State, Sri Bura Srinivasa Rao, Inspector, Adult Education, Government of Hyderabad, Srimati M. Lakshmi Ammal, retired Principal of Lady Willingdon Training College, Madras, Sri V. Srinivasa Kini, South Kanara District Adult Education Association Delegate and Sri S. Linga Raju, West Godavari District Adult Education Committee Delegate, spoke reviewing the Seminar work and thanking the organisers. Sri K. S. Ramaswami Sastri, Associate Director, and Sri T. J. R. Gopal, Secretary General, summed up the work of the Seminar and thanked all those who helped to make the Seminar a success.

The consensus of opinion among Delegates and Observers was that the Seminar was a great success in that every aspect of the Adult Education problem was discussed threadbare in Group gatherings, Committee confabulations and plenary meetings and from every point of view based on field work experience; and in that conclusions were reached and Recommendations were evolved on the basis of the greatest common measure of agreement among the participants.

Director's Welcome Speech.

Welcoming Professor Humayun Kabir, Delegates and Observers, the Hon'ble Mr. J. L. P. Roche Victoria, Director, said: Professor Humayun Kabir and friends,

I heartily welcome you all to this, the First South Indian Seminar on Adult Education. An Asian Seminar on Adult Education for Community Action was held in Mysore in 1949 under the joint auspices of the Unesco and the Government of India. One of the suggestions of the Asian Seminar was that each participating country should arrange National or Regional Seminars. The Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India, who inaugurated the Asian Seminar, desired that we should organise National and Regional Seminars in our country. Accordingly, the first National Seminar was held at Jabalpur.

And the First Regional Seminar is being held here to-day.

The South Indian Adult Education Association is really proud that we have been able to organise this Seminar for the whole of South India under the patronage of the Government of India, with the help of their grant of Rs. 5,000, and with the active co-operation and guidance of Professor Humayun Kabir whom we have all the privilege to welcome in our midst today. I count this day as the Red Letter Day in the annals of the history of Adult Education in South India. The history of Adult Education in South India is nothing but the history of the South Indian Adult Education Association. I cannot help recalling the modest beginning in Adult Education effort made twelve years ago. The idea of promoting Adult Education was then considered as a colossal and impossible task. Times have now changed and our country has become an Independent Republic, and is therefore obliged to find a solution of the problem of the education of the people as quickly as possible.

The aim of the Regional Seminar is set out in the booklet issued to all of you, and it has been announced that we are all here to day chiefly to discuss methods of liquidating adult illiteracy and running of Community Centres. This is a gathering of active educational workers from all parts of this Region to study and compare the organisation and techniques followed in their respective places for the liquidation of illiteracy and to promote the people's education. We have to pool the experiences of all the participants in the Seminar as the basis for evolving the standards for the solution of the problems.

I do not wish to anticipate what Professor Humayun Kabir is going to tell us now. But I am sure he will agree with us that the programme which we have drawn up for this Seminar fits in with the programme of Adult Social Education which the Government of India under his able advice want us to carry out throughout the country.

We are fortunate in having Professor Humayun Kabir in our midst to-day because with all his previous experience and his knack of giving effective direction and wise guidance to Adult Social Education to all parts of the country, he is now the highest authority on the work we are all now interested in. By deputing him to inaugurate the Seminar, the Hon'ble Maulana Abul Kalam Azad has done us a great favour for which we must express our gratitude to him. Though Mr. Humayun Kabir is not able to stay with us throughout the week, we can all rely on him that in implementing the conclusions of this Seminar, his advice and guidance will always be with us.

Unfortunately, our Minister for Education, the Hon'ble Sri K. Madhava Menon, is unable to be present here to-day owing to his indifferent health, but he has given his blessings. The co-operation of the Secretary for Education, and the advice and active co-operation of the Department of Education is also assured to us.

I must express my heartfelt thanks to the authorities of the Theosophical Society and to all those concerned who are helping us to hold the Seminar in the 'Damodar Gardens' and for all the facilities that are placed at our disposal for the running of the Seminar.

I need not go into the details of the programme which has been drawn up for the Seminar. It is a comprehensive one. It is in your hands now to carry out the programme in such a way that we may derive the greatest benefit from the Seminar.

When we attained Independence, each one of us had a feeling of exhilaration that we have now become free citizens. I wish that every Indian should also have a similar feeling when he plans to educate his less fortunate brethren and takes the role of a teacher. In fact, unless we, every one of us, become both teachers and pupils, the great work of educating the masses will not be easy.

The organisers and members of the Reception Committee of the Seminar have

been trying their best to make your stay here as comfortable as possible. I hope the Delegates and the Observers who have so kindly responded to our invitation will be able to spend the week happily in these surroundings. If there are any difficulties, I request them to inform the concerned departments, and I am sure their requirements will be properly attended to.

I hope I will have an occasion to speak to you again before you return to your own districts. In the meanwhile, I wish you all a happy time.

Professor Humayun Kabir's Address.

Inaugurating the Seminar, Professor Humayun Kabir said:

Mr. President, Delegates, Ladies and Gentlemen,

I am grateful to the organisers of the South Indian Adult Education Association for giving me an opportunity to associate myself with the Regional Seminar being held here in the South. I bring to you the greetings and good wishes of the Hon'ble Maulana Abul Kalam Azad, free India's first Education Minister, who is keenly interested in your programme of activities and hopes that you will help him realise his dream of achieving complete literacy in this country within the next fifteen years. He has always held that voluntary agencies can render very great help in the field of education, specially of the education of those who lacked opportunities in their youth.

I am glad to be with you today, as this Seminar is a further step in the programme which was envisaged by the first Asian Seminar organised jointly by the Government of India and the Unesco and held in 1949 at Mysore, when some 20 Asian and other nations participated to plan out a programme for eradicating the illiteracy which prevails in vast areas of this part of the world. That Seminar decided rightly that, while a general discussion of the problems of education common to all Asian countries was a necessary first step, practical consequences of immediate application would follow only if the problems which

are peculiar to a particular region are discussed and methods of approach settled in Seminars at national and regional levels. You know that during the last winter a National Seminar was held at Jabalpur, and I am glad that to-day in the South you have taken steps for organising this, the first Regional Seminar in India.

Tribute to S.I.A.E.A.

In a way, it is perhaps right and proper that the South Indian Adult Education Association should take the lead in this work. Yours is one of the oldest organisations in India, which has devoted itself to the spread of mass literacy and education through voluntary and non-official effort. I know many of your members have contributed richly to the development of education throughout the South, and it is in recognition of their services that the Government of Madras have accepted two of your members as Honorary Advisers to the Government. I need hardly refer to your General Secretary, who is also the Director of the present Seminar, and an important member of the Madras Cabinet. To my mind, it is fitting that the Minister for Food should be the Director of a Seminar of this type; for one of the points which has emerged as a result of the experience of Adult Education work in different parts of the world is that it seeks to create better human conditions not only through the imparting of knowledge but also through the raising of the material standards of life. While plain living and high thinking is an ideal for which every one should work, one must be sure that at least the minimum essentials for a plain living are assured. I am sure you will agree that there can be no thinking, high or low, unless the minimum demands of existence are met.

Widened Scope of Education.

This is also the reason why in recent years the tendency has been to shift the emphasis from mere literacy programmes for the adult to programmes of complete education which touch every aspect of the adult's life. There was a time, particularly

in the 19th century, when literacy was thought to be the panacea of all evils. Men and women of enlightenment throughout the world thought that if only all men and women were taught to read and write, problems of poverty, disease and ignorance would disappear and in the resulting improvement of human affairs, all conflicts between races and groups would be solved. The experience of two World Wars in the course barely of 25 years has shattered many of those illusions. The faith in education cannot die, for that would also be the end of hope for man. Also, the increasing control over the forces of Nature and the growing condensation of the world compel a consideration of the problem of education on a global scale. To-day, it is therefore recognised that education is more than mere literacy and that it is only through education for peace that the threat of future conflicts and disasters to man may be averted.

Literacy and Social Education.

This is not to say that literacy is unimportant. In fact, no education can be complete and permanent, unless the minimum standards of literacy are attained. We have in our country the experience of an ancient civilization, where wisdom has permeated to the masses largely without the instrumentality of literacy. Many of us have come across instances where illiterate villagers display evidence of intelligence and even wisdom of a high order. At the same time, it has also been the unfortunate experience of most of us that in the absence of widespread literacy education, there arise occasions when the traditional wisdom is forgotten and tides of passion overrule the dictates of reason. There is no denying that, in the absence of literacy and the check it exercises on first impulses, there is a danger of suggestion or hysteria sweeping masses off their feet. Literacy expands the experience of the individual, and by bringing to his notice the diverse reactions of different groups and individuals to similar situations, encourages a critical spirit which would weigh the pros and cons before taking

precipitate action. We should not, however, overstress the point, for literacy is not a complete insurance against mass hysteria, but there is no denying that it is a valuable check.

While the importance of literacy should never be overlooked, it is right and proper that the concept of Adult Education should given place to that of Social Education in our work among the masses. The change in name is an indication that the education which we seek to bring to our people comprises training in literacy and training in community living. This includes knowledge and practice of better standards of health, of improvement in home hygiene and economics, of social obligations and responsibilities and the provision of larger and more varied facilities for games and recreation. Our programme for Social Education is, therefore, a five pointed programme catering to improvement in literacy, economic conditions, and community life. Better community life depends upon a keener consciousness of citizenship and enjoyment of a richer social life.

Educating our Masters.

To an audience like the present one, it is hardly necessary to emphasise the importance of Social Education of the proper functioning of democracy in this country. Some 70 years ago, a great Conservative statesman of the United Kingdom said: "We must educate our masters." What was true then is far truer to-day, for our masters are far more numerous and diverse. This diversity itself makes it the more necessary for us to provide for the education of the people. So long as a group is homogenous and its members conform to uniform beliefs and practices, conventions and customs may suffice, but when groups with different customs and beliefs come into contact, action must be guided by considerations of reason rather than tradition and faith. Otherwise, each group clinging to its own belief and perhaps prejudices—and suspicions—can lead only to clash and destruction.

It is a consciousness of the danger of democracy without proper education that

has moved men and women of wisdom to organise movements for Adult Education on a world-wide scale. Herein lies the significance of the Unesco's insistence on Fundamental Education as a condition of peace and progress. Fundamental Education—which we call Basic Education in our country—stresses the urgency and immediate need of such programmes. I have referred to the traditional wisdom which has obtained in India for centuries and commented on the fact that in spite of such traditions, occasions arise when all our wisdom, toleration and goodwill is lost in passionate frenzy. Have we tried to understand why this happens? Is it not due to the unquestioning credulity of our masses, which is the result of lack of acquaintance with differing conditions in different parts of the world? In the past when contacts between different parts of the country were few and remote, traditional wisdom might have sufficed. To-day, when contacts between different parts have increased, and are increasing, traditional wisdom is not enough, as it does not prepare the mind for a proper appreciation of the customs, traditions and beliefs that are novel and strange. Further, the contacts today are not only among the different regions of the country, but among the different regions of the world. People who have till now lived in sequestered areas are, therefore, brought face to face with strange modes of life, strange ways of thought and strange traditions. What wonder then that they at times react violently and even foolishly.

Literacy has, therefore, acquired a new importance in the context of the modern world, as only through literacy can our people have some acquaintance with ways of life different from ours. There are, no doubt, other ways of giving such knowledge. Where radios and films can be used on a large scale, a good deal of the content of such education can be brought to the people through such media. Play, drama, discussions and debates also help, and perhaps more quickly, to the same end, but it still remains true that the instrument of literacy, while its effects are slower and

less preceptible, is cheaper and somewhat more lasting. For a poor country like ours, the provision of such knowledge through audio-visual aids will be difficult, if not almost impossible. The credulity which we often find among our people is a definite danger to the proper functioning of our democracy and it can, in our existing circumstances, be removed mainly through the use of the written word. From this point of view also, the importance of literacy in a programme of Social Education cannot be gainsaid.

Primary and Social Education.

I will make only a passing reference to the controversy which is at times raised between the relative importance of Elementary or Primary Education and Social or Adult Education. To my mind, such controversy is based on nothing but misunderstanding. If we want a programme of Elementary Education to be effective, the children must go to school. If all children came to school, even then it would take 15 to 20 years before an appreciable proportion of the adults in the country would become literate. On the other hand, without the willing co-operation of parents and guardians, there is the danger that during these 15 to 20 years compulsion may be more on paper than in fact. Unless guardians of the children recognise the importance of education and send their wards willingly to school, it is difficult for any State to enforce compulsion. In order therefore to make the programme of Elementary Education successful, it is necessary to tackle the problem of the education of their guardians. Experience has also shown that Elementary Education is far more effective whenever it has been accompanied by a drive for education among the adults. *The English saying that when you teach a boy, you teach only a boy, but when you teach a girl you teach a family is a recognition of this fact.*

While therefore Primary Education cannot flourish without the support of a drive for Adult Education, it must also be clearly realised that no programme of Adult Education which neglects the education of children can meet with success. There are some who place a

greater emphasis upon programmes of Adult Education. The logic of their practice seems surprising, for after neglecting the children throughout the entire period when they should have received schooling, they seek to remedy the defect by arranging intensive courses of Adult Education extending for three months, six months or even one year. Such a policy is not only foolish but positively harmful. For one thing, even a one year's course of Adult Education cannot develop in the individual those habits of thought and action which you can instil in a child over a period of five or six years in the most impressionable period of his life. For another, no scheme of Adult Education, however ambitious, can wipe out illiteracy and ignorance if Elementary Education is neglected. To take the example of your State which, in my opinion, is one of the most progressive States in India in educational matters, your present organisation provides schooling for about 35 lakhs out of the 70 lakhs of children of school-going age in your State. If we take the number of children in all the age groups to be roughly equal, this means that almost seven lakhs of children are every year entering the ranks of adult illiterates. No programme of education for the adult can cope successfully with this annual inflow of some seven lakhs in addition to the enormous number of adult illiterates you already have. Programmes of Elementary and Adult Education must, therefore, proceed side by side if either is to succeed.

In fact, as it is hardly necessary to emphasise to the present audience, we cannot divide education into watertight compartments. Elementary Education and Adult Education are important but if we are to have provision for them, we must have facilities for training the necessary teachers and workers. This means that there must be a programme of Secondary Education on a sufficiently extensive scale to supply us with the teachers and workers for Elementary and Adult Education. Nor is this all. We cannot maintain the necessary scale of Secondary Education, if there is no provision for higher education to supply the teachers and leaders who can carry out effectively the

programme of Secondary Education. Again, all our educational programmes would depend upon the material resources, of the country and this depends upon what use we make of the natural resources, human and material, that we possess. A programme of technical and scientific education would thus be necessary to create the industrial and commercial wealth which alone would sustain a programme of National Education for a country. Thus from whatever side we may approach the problem, the conclusion is the same. Education, if it is to be effective, must cater to the varying needs of the community and while there may be room for difference in emphasis in different aspects at different times, neglect of any aspect is detrimental to education as such, and therefore to the life of the community.

Interchange of Experience

In this Regional Seminar, you will be discussing these and other common problems. You will also be discussing the different methods and techniques that have proved successful in different regions. Such interchange of experience is always fruitful, and the more so now when you can compare notes on what you have already achieved and what remains to be done. You will also have occasion to compare the experience in different language areas, but I think you will agree with me that the nature of the problem and the solution is the same in all regions. Whatever be the language, we are in all cases dealing with adults who have considerable experience and maturity, who have a considerable vocabulary in their own languages, and are interested in definite objectives which they have acquired as a result of their situation in life. In every case, we have to approach the adult with a full respect for his personality, and interest him in things which we consider to be necessary by first satisfying his interest in things which he regards to be important. The universal educational principle of passage from the unknown has to be extended in the case of the adult to include this aspect of growth of interest. If however we have a regard for his personality and we have faith in the education we seek to bring to him, I have no doubt that the Social Education programme will fire his

imagination and once this happens, the progress will be at an accelerated speed that will satisfy our most fervent hopes.

It is this last point which I should like to emphasise before I conclude. Education is a vital need of the community, and no progress can be achieved in any direction without a full realisation of this. Whatever programme we may have for the technical and industrial development of the country, whatever schemes we may draw up for improving communication, irrigation and agriculture, whatever objectives in social and human welfare we may set before us, they would one and all depend upon the quality of our personnel. The best laid schemes and the finest equipment would be of little use without the men to work them to the fullest advantage. That is why Western Educationists have insisted and rightly, that there is no country which as such is rich or poor: a country is what its men and women have made of it.

We in India have after centuries become the masters of our fate. This is a tremendous challenge and a tremendous opportunity. If we can utilise our resources, human and material, we can with our long traditions of culture and civilization contribute richly to the welfare of the world. But we can do so only if our men and women rise to the occasion and this they can do only if they are equipped for the task through a nation-wide programme of Social Education. Those who are working in this field therefore deserve well of the country and the Government, and I have no doubt that the organisers of this Seminar will receive adequate support from both. I hope and trust that Delegates will go back strengthened in their faith through the interchange of experience and knowledge and inspired with a consciousness of noble tasks nobly faced.

I once again thank you for inviting me to this, the first Regional Seminar of the South Indian Adult Education Association.

Second Day's Proceedings.

Delegates and Observers gathering in Children's House at 10 on 24th April 1951, reading of Surveys and Papers was taken up. Sri G. Harisavottama Rau presided and conducted the deliberations.

The first report to be read was the resume and all-State Survey of Adult (Social) Education activity sent by the Director of Public Instruction, Bombay. Conditions created by the attainment of Independence by India led the Bombay Government to establish machinery for promoting Social Education including liquidation of adult illiteracy. The Provincial Board for Adult Education was replaced by three Regional Committees, on the linguistic basis, for Maharashtra, Gujarat and Karnatak. District Committees—eleven for Maharashtra, five for Gujarat and four for Karnatak—were set up, and are functioning as the branches of the Regional Committees. Promotion of mass literacy in a concentrated manner in selected compact areas, tried for six years now, has opened the public eye to the potentiality of the Community Centre methods. The need for training courses has been realised, and more and more of such courses are being organised, as the need arises. The Adult Education Conference held in July 1948 reached momentous conclusions, and was followed by a great expansion of effort as witnessed by increased expenditure of Rs. 1,62,500 in 1949-50 against Rs. 53,050 in 1945-46. To prevent lapse into illiteracy, Village Libraries and Reading Rooms have been organised. Private ventures in Adult Education are being encouraged.

Adult Education Problems in South Arcot District.

Mr. L. C. Richard, Secretary, South Arcot District Adult Education Association, and Municipal Commissioner, Cuddalore, read a paper on "Some Adult Education Problems in South Arcot", and clarified various points replying to questions. The problems were common, and not peculiar to South Arcot. It is desirable to have teachers trained in Adult Literacy methods. Since, as experience has shown, only Elementary School teachers are available, it would be advisable from now onward to include Adult Literacy methods in the syllabus of training for Elementary School teachers. Furniture is not a serious question since adults would gladly sit at ease on floors. Equipment and materials, such as slates and books and lighting arrangements, are in short supply, but the demand must be

met. The ideal arrangement would be to provide electric lights. The allowances being given are poor, but they are grate from the District Committee. Indeed Rs. 15 per mensem would be a fair return but there is no wherewithal to pay this amount. Recognition by the Government gives prestige to an Adult Literacy School and the lack of recognition creates a psychological tension. Village Adult Education Committees alone can be held responsible for the liquidation of illiteracy. The struggle for vital necessities is so acute that it seems unreal to make a fetish of Adult Education.

Plea for the Roman Script.

Mrs. E. W. Wilder, reading a paper, put in a vigorous plea for the adoption of the Roman Script. She said: To advance our country, it is necessary that not only the rich and high but also the poor and the lowly should be able to read and write. The first thing is to make reading easy. If it can be taught in ten lessons, then why make it necessary to use a hundred? In regular school work, perhaps with 25 children in a class, morning or afternoon, you could teach them all in 32 weeks of five days each—all 8000, at a rupee each. Even children who work half time or more, going to school only one session a day, could go on from literacy to receive a primary education in two or three years. Roman script is for the poor, it is cheaper in paper, in the time for learning, and in money.

A number of questions were answered by Mrs. Wilder maintaining to the end that the Roman script alone could help achieve literacy quickly.

Continuation Literature.

Mr. L. C. Richard read a paper on the production of Continuation Literature, and answered points raised therefrom. The dearth of Continuation Literature, he said, is growing into a stumbling block in the way of the easy and speedy development of Adult Literacy in our State. Newly made literate, the adult takes to reading with avidity anything he can snatch. We are not able to provide him with real Continuation Literature, so that he is compelled to read old copies of 'Ananda Vikatan' and other journals and

newspapers. The purpose of Adult Education itself may be defeated if the production of Continuation Literature is deemed as the business of some other agency and not that of the sponsors of the campaign for adult literacy. A great deal of money has flowed into the treasury of the District Library Authorities by way of taxes collected for the Authority. Adult Education and the Library movement could be forged into a weapon for driving out illiteracy if the Library Authority would give thought to the production of Continuation Literature. I am strongly of the opinion that Government themselves could come out as publishers to cater to this very pressing need of the country.

The afternoon meeting of the Delegates and Observers was devoted to the reading of reports, the particulars furnished by the District Educational Officer, Madras, the Educational Officer of the Madras Corporation, the District Educational Officer, Tanjore West, the District Educational Officer, Tanjore East, and by Mr. L. C. Richard on behalf of the District Adult Education Committee, South Arcot. Mr. Richard's statement was followed by a lively discussion touching various aspects of Adult Education, such as the effectiveness of the official drive, the role of personality and the relevancy of Social Education propaganda.

The Talking Points mentioned in the Brochure were then taken up for general discussion. The conclusion was reached, that Committees be formed on the basis of subjects, without prejudice to, and without overlapping, the work of the four Language Groups. The following Committees were thus formed:

1. *Committee on Organisation*:—To deal with (points 1, 2, 3 and 4) "Essential Spade work necessary to organise Literacy Classes and Adult Education Centres as Community Centres including methods to make masses of men literacy-minded"; "Problems connected with the attendance of adult learners"; "Intensified work in compact areas"; and "the place of the Each One Teach One Method in literacy drives both at established Centres and otherwise".

2. *Committee on Agency* to deal with (points 5 and 7) "The utilisation of

Student Volunteers in Adult Education Drives" and "The Role of Universities in Adult Education endeavour".

3. *Committee on Co-ordination* to deal with (points 6, 10 and 16) "Co-ordination of Government departmental work for literacy"; "Agency for Inspection, supervision and local effort"; and Co-ordination of official and non-official agencies.

4. *Committee on Aiding Bodies* to deal (Point 8 a to 8 e) with "The role in Adult Education endeavour of Trade Unions, large scale employers, Co-operative organisations, Social Service Leagues, and Local Bodies."

5. *Committee on Training and Psychology* to deal with (points 9 and 17) "Trained and untrained personnel for literacy work; the duration of Training and the Nature of Training"; and the psychological background in Adult Teaching: from the known to the unknown, association of ideas, handling of the Adult, and temperamental set up of the teachers".

6. *Committee on Instruments* to deal with (Points 11, 12, 13, 14 and 8 f to 8 j) "The Daily Newspaper as an instrument of Adult Education"; "The Organisation of Adult Teachers and Adult Learners Libraries"; "Follow up work; (a) Big sized Wall Reading Lessons, (b) Wall newspapers, (c) periodical news, story and lesson sheets and (d) manuscript journals and leaflets.

7. *Committee on Women's Problems in Adult Education* (Point 16)

8. *Committee on Continuation Literature* The British Information Service gave a film show to Delegates and Observers from 7-15 p.m. for about one hour.

Third Day's Proceedings.

Meeting at 9 a.m. on 25th April 1951 in "Children's House" (Seminar Hall) with Sri G. Harisarvathama Rau, Associate Director, in the Chair, the plenary session of the Seminar proceeded with reading of Papers and Surveys.

Students and Adult Education.

Srimati M. Lakshmi, former Principal of the Lady Willingdon Training College, Madras, in the course of her paper on "The Use of Students in Adult Education Work and Some Experiments in Literacy

Teaching", observed: Some ten years ago, there was no State encouragement for Adult Education, nor were students inclined to do such work, the eager spirits among them being taken up with politics. Since India became free they have evinced some desire to do some constructive Adult Education work; but they have succeeded more with Adult Education than with Adult Literacy. Adult Education work has benefited the students themselves in the first instance by changing their outlook. Indeed the benefit derived by the students is greater than the boon conferred on the adult illiterates themselves. That is so because the general public are indifferent and think that Adult Education work is an unwarranted interruption of the studies for which they are paying; and further because students have other interests to divert their attention, and are young, inexperienced and gregarious. Experience shows students are more useful for Adult Education drives than for Adult Literacy work which requires more sustained and more skilful teaching. Once when there was a great firewood scarcity, women students went to the help of Cheri women in getting coupons. The work done by the students was so much appreciated that they were requested by the Tahsildars to do, and they successfully did, coupon distribution work. With a view to exploiting this fellowship between Cheri women and College girl students, Literacy Classes were started, but like Hiawatha's philosophy, they failed completely.

Srimati Lakshmi clarified points answering questions put by Rev. M. J. Prakasam, Mrs. Wilder and Sri Avadhanam Aiyar.

Adult Education work in East Godavari District.

A report on Adult Education work in East Godavari District was read by Sri Parupudi Satyanarayana, representing the Adult Education Committee of the District. Unofficial agencies like the District Adult Education Association, Public Library Associations and Local Bodies have been applying themselves to the work of liquidating adult illiteracy by running Night Schools from 1949. Adult Education work has been stimulated since Congress took over the Government, the Municipalities of Kakinada and

Rajahmundry and the District Board playing their part. There is increased activity in the Districts, on account of the impetus given by the South Indian Adult Education Association, but "I consider we are still in the initial stage. It should be our aim to achieve liquidation of illiteracy within a period of five years. The District Committee should be given freedom to spend the money collected within its area, contributing a fixed moiety to the South Indian Adult Education Association, thus dispensing with the present manner of first sending the money to the South Indian Adult Education Association and then getting a little or nothing." Training schools should be opened and maintained in every District. The rigidity of the rules should be relaxed. Special emphasis need not be laid on particular methods. Women workers should go into the homes of the illiterates and educate them generally and make them literate.

Sri Avadhanam Aiyar, Sri N. V. Subba Rau and Nagendradu took part in the brief discussion that ensued.

Srimati Rukmini Devi's Address.

At this stage Srimati Rukmini Devi arrived at the meeting and she was received with an ovation.

Sri G. Harisarvathama Rau, hailing Srimathi Rukmini Devi as the host of the Seminar, said that she had been ever generous in her support to great and good causes and that she had been, in particular, very helpful to the Adult Education movement in South India.

Addressing the Delegates and Observers Srimathi Rukmini Devi said she was happy to see that the Adult Education Seminar was being held in a place with a great educational history to its credit, a background of thought and an atmosphere of culture. Colonel Olcott had founded a school in Adyar for Backward class children who were then called Panchamas. Dr. Annie Bessant's educational activity also had had its origin and growth in the same place. A great change had taken place in the world of education. In the days when she was having her education, attending a Boys School, the teacher was a "tyrant" ruling the child's mind through sheer cruelty, and children learnt

their lessons out of fear. Such a note of fear could, as it did, produce only a generation of men and women who were afraid of everything and everybody, afraid of themselves, afraid of other people's opinions, and afraid of doing the right thing. Such fear, which had been the greatest barrier to Swaraj, was giving place to love, the keynote of all true education. A new courage was in evidence, courage born of love.

Those who were devoting themselves to Adult Education were really lucky people, because there was no need for them to create in the adult the urge to learn. Every human being desired ever to learn something or other. The desire to learn was always there; it did not grow less with age. It was easy to approach the adults and get them to learn, especially in rural areas. Villagers were simple and pure souls, hence they had real culture which was of the soul. They were in constant attunement with Nature which was the greatest teacher. There was beauty and happiness in Nature, which imparted more to the mind and the heart than books ever did or could. Nature was full of the calmness of love, which gave true culture. The process of education was going on in the villager, and would go on for ever. The Adult Education worker had only to help the villager complete his education. Teaching him to read and write was one way of completing the village adults education, but reading and writing - which was mere literacy - though essential, would hardly be enough.

Luckily, the tribe of "tyrant" teacher had died out, and had given place to a new, the desirable, type who was teaching through affection. A father was adored by his children, because he loved them. In their eyes none was superior to father, none superior to mother who gave herself to them. In the school the teacher should be a father or mother unto his or her pupils. The teacher was doing most responsible work. Whenever she (the speaker) found herself amidst the learners at Kalakshetra and the students of the Besant and Montessori Schools she was overwhelmed by the tremendous responsibility she was shouldering; she felt she could not play the role of their teacher

adequately, and hence preferred to go by the designation of Director. The teacher was, in fact, helping the evolution of his pupils. He was creating a new India out of the children placed at his disposal, who came each with a past, with opportunity and capacity to create the present and to shape the future. It was his function to make them become their big selves. Culture was the aim and product of education. The teacher was the architect who planned, and his pupils were the skilled workmen who built. In the process of construction of a new India, the teacher had to unlearn much of what he had learnt, to learn anew, to learn to give. Teaching and learning went side by side. While one was teaching, he was also learning.

Concluding Srimati Rukmani Devi said that the members of South Indian Adult Education Association, the organisers of the Seminar, were doing great work, exercising the privilege of making a new India. She had no doubt that those who were taking part in the Seminar would give their experience to the people in their respective areas; she wished them all success.

Thanking Srimati Rukmini Devi on behalf of the South Indian Adult Education Association, Sri K. S. Ramaswami Sastri said that she had made that morning one of her most telling speeches, full of beauty of style and thought expressive of innate culture and magnificence.

The plenary session resumed its work. Sri K. G. Sundaram presented a few illustrated posters in Telugu based on proverbs and humorous sayings of great entertainment and educative value to adults.

Replying to the objection raised that the pictures were offensive to adult psychology, Sri Sundaram said that the adults themselves enjoyed reading such posters, having better sense of humour than their champions.

Lady Sivaswamy Aiyar Adult Education School.
Srimati C. R. Satyabhama, Secretary, Adult Education Committee, Lady Sivaswamy's Girls High School, Myslapore, Read a Report of the Adult Education School run by the Teachers' Union of the Lady Sivaswamy Ayyar Girls' High School, Myslapore.

A local Committee consisting of the members of the Mothers' Union and the Old Girls' Union was formed with the Head Mistress as its President, and the Adult Education School was started on the 24th of December 1949.

This school which was opened with a strength of 16 students swelled to a strength of 60 in a few weeks. In the course of two months, there was a gradual drop, and only 30 adults attend the classes regularly now. These adults are not all of them illiterates. According to their ability, we have divided them into three groups. The first group is advanced and is to-day in the First Form stage. The second group has with some trouble managed to come up to the Fourth Class standard. The third group which consisted of absolute illiterates is now of the First Class standard.

Great emphasis is laid on the teaching of Tamil and Arithmetic. General knowledge subjects such as History, Geography and Hygiene are also taught to them. Weekly talks on the events are also given. The adults take keen interest in Music, Drawing, Needle-work and Hand work. The students of the Senior group are aiming to appear for the S.S.L.C. Examination next year.

Sixteen teachers from the school have volunteered to help in running the school. Classes are held on all week days from 4-30 to 6-30 p.m. These teachers receive no remuneration and they do the work in a spirit of service.

There is a small library of over 100 volumes, being the gift from a few friends of the school.

It must be said that, in running the class, we are not faced with any special or difficult problems. Still there are a few for which solution is necessary. What is the standard at which an adult can be declared literate? Should there not be common tests throughout the Presidency? We would be obliged if we could get suitable answers to these questions in the Seminar.

Constructive Programme.
Sri V. Achuthan Nair, Rural welfare Officer, Thirumangala, read a paper which is more or less a prefatory gist of four papers explaining how the constructive programme is a historic necessity, the economic ideology inside the constructive

programme, the challenge of Saphai and how to meet it through Adult Education and how the Khadi and Village Industries movements are really "a Back to Land movement." The central idea of these papers is that literacy will come to be found desirable and then necessary and then achieved "incidentally" while the constructive programme is in the process of comprehensive fulfilment.

Sri B. Srinivasa Rao, Inspector of Adult Education, Hyderabad Government, read a report on Adult Education in Hyderabad. The actual work of literacy commenced with the establishment of the Inspectorate of Adult Education in 1947. There were 200 Adult Schools in the beginning. Since the Congress Minister, Sri B. Ramakrishna Rao, took charge, 115 more schools were started on a new basis. Representations from villagers for more schools are pouring in. The old Advisory Board has been replaced by a Special Committee on Adult Education consisting of non-official members except the Inspector of Adult Education who is its Convenor. There are District Committees and a local committee at each Centre. The co-operation of private agencies is also available. A ten-year plan is under the consideration of the Government to wipe out illiteracy from the State.

Sri S. Raghavan, Executive Officer for Adult Education, Travancore-Cochin State, giving an account of Adult Education work, said:

Adult Education work hitherto carried on by the departments of village uplift and advancement of Backward communities and education, has been consolidated and reorganised under an Adult Education Board of eight members including four non-officials with the Vice-Chancellor of the Travancore University as the Chairman, the Director of Public Instruction as its Vice-Chairman, and with the Education Secretary and the Director of Village Panchayats as the other official members. A scheme of Social Education prepared by the Executive Officer and approved by the Adult Education Board has been approved by the Government. A Research and Training Centre for Adult Education Workers has been started in Trivandrum. The scheme aims at creating 600 Social Education Centres within five years covering the entire State. As an

Sri Satyanarayana, Adult Education Officer, Andhra Desa said: The Assistant Women's Welfare Officer, Madras, has given a good account of the activities of her Department, but we are not aware of them! Not much is heard of them. The very existence of the department is not sufficiently known.

Sri P. Konda Reddy of the District Adult Education Committee, Chittoor: I am the Secretary of the District Educational Committee. I went to Nagari

Sri G. Harisarvottama Rau, (Chairman): You are not putting a question. You are lecturing instead.

Sri P. Konda Reddy: I have some information to give, in view of what fell from the lips of the Adult Education Officer, Andhra Desa. I visited Nagari and saw there the excellent work that the Women's Welfare Department was doing. Officers should co-operate with the Department and publicise its activities.

Rev. M. J. Prakasam: We should show our gratitude to the Department at least by proposing a vote of thanks for the paper read.

Sri Harisarvottama Rau (Chairman): Certainly, you may show your gratitude and propose thanks. I have been thanking all in my own way, and I shall do it in this case also.

Fifth Day's Proceedings

The plenary session commenced in the Seminar Hall at 10-15 a.m. The Hon'ble Mr. J.L.P. Roche Victoria, Director, who presided, requested Miss Ella Griffin, the Unesco expert, to address the gathering.

Miss Ella Griffin's Address.

Miss Ella Griffin said she was happy to have the opportunity of meeting in a Seminar persons who were doing and planning further essential Fundamental Education work in the country. She had come just when they were all in session giving full and frank expression to opinions and view points and even sharp disagreements. She considered that that

was precisely the purpose of a Seminar. The aim of a Seminar was to elicit ideas and to examine and study in detail every aspect of the problem on hand and make Recommendations providing most helpful guidance to all concerned; and it was only proper and right that that aim was being pursued earnestly and vigorously.

Continuing Miss Ella Griffin said:—

Till a few years ago, the concept and objective of Adult Education was confined to promoting Adult Literacy, but the times had changed and thrown out a challenge which demanded effective and quick answer. Social and economic conditions had changed radically and were demanding close attention from every section of the people, new approaches and new techniques. Simple literacy, the ability to read and write a few words, could hardly meet the challenge. The requirement of the times was, on the part of every citizen, the ability to read what others had written on current questions and the ability to express himself clearly and communicate his thought to others, in simple writing. In other words, every citizen was expected to possess a fair measure of what was called Social Education in India and Fundamental Education elsewhere. Without such equipment, he simply could not stand and survive the increasing stress of economic conditions.

Social Education was all the more necessary in India because of the duties of responsible citizenship required of her people by her Republican Constitution. Mass illiteracy would not only thwart the formation of the new democratic setup, but was a danger to her internal and external security. If the bulk of her adult population could not understand what was conducive to their progress and what was not, they would be creating confusion and chaos. They should be enabled, through Social Education, planned and carried out on a commensurate scale, to judge and decide for themselves when they would be faced with all types of misleading and plausible propaganda. It was always good to bear in mind the warning that half knowledge is a dangerous thing.

Concluding Miss Griffin said:—

She would see the Seminar at work and convey her impressions to the Unesco. She had no doubt that South India would give the lead in further Adult Social Education effort.

Mr. J.L.P. Roche-Victoria thanked her for the instructive, well thought out and well delivered address and then introduced Sri T. S. Avinasilingam Chettiar, ex-Minister of Education, and requested him to deliver his address to the Seminar.

Sri T. S. Avinasilingam Chettiar made a vigorous plea that more than knowledge giving strength, hope and courage to our people should be the real object and result of Adult Education. He examined the reasons for failures in Adult Education work and gave his own experiences spread over 30 years. He considered the approach to the adult the most important factor and concluded by saying that only men and women inspired by a missionary zeal could achieve results in Adult Education.

Sri G. Harisarvottama Rau proposed a vote of thanks to Sri Avinasilingam Chettiar and commended his vigorous and robust outlook on problems of Adult Education which were really the problems of life.

Miss Ella Griffin went round visiting each one of the Committees at work holding conversations and making suggestions.

The plenary session was held again at 5.15 p.m. Sri G. Harisarvottama Rau presided. Papers were presented on Adult Education work (1) in the Bellary District by Sri K. Sankariah, (2) Trivellore, Mappedu and Pandur Firkas by Sri P. Rajadurai Maichael, Rural Welfare Officer.

Miss Ella Griffin accompanied by Sri Harisarvottama Rau and Sri T. J. R. Gopal and Seminar Delegates and Observers visited the Night High School for Adults in Perambur being run by the South Indian Adult Education Association.

Presiding over the meeting, Sri G. Harisarvottama Rau gave an account of the origin and growth of the School and said that it had justified itself. It was built with great labour amidst many difficulties himself and his "young friend" Sri Gopal doing the teaching work in the beginning and walking back home many

miles in the night. Sri K. Hanumantha Rau took charge and was carrying on with great devotion. But for Sri K. Hanumantha Rau and his band of co-workers, the school would have had to be closed. The school was unique and deserved copying.

Sri K. Hanumantha Rau, Headmaster, said that classes were being conducted in the evening, and attended by workmen's boys pursuing the objective of economic betterment. One boy had shot up and was now in Mathematics Honours. His progress enthused other boys also. The school was successful because attendance was regular and teachers were devoted, and also because it was unrecognised and free from interference.

Miss Ella Griffin expressed appreciation of the work being done in the school and congratulated the teachers on their sense of devotion.

The party then moved to the Adult Literacy Centre being run by the Social Service League of Queen Mary's College. Miss Griffin was received by Srimati Iravati who gave an account of the Centre. Miss Griffin watched the teaching in progress, and was impressed by the charts in use.

Swatantar Nagar Social Service Centre was the last place to be visited by the party. It is a Community Centre in process of formation, with great potentiality because it is a colony of people who are doing essential sanitary work in the city, with community of professional and economic interests, of social customs and practices and of traditional beliefs and superstitions. Sri M. V. Krishna Sastri, Teacher, Besant Memorial School, gave a Katha performance with appropriate accompaniments. His witty observations sent the audience often rollicking.

Sri G. Harisarvottama Rau said a Co-operative Society was being promoted to acquire the land and build houses. Praise was due to the Commissioner, Corporation of Madras, for reducing his demand from about Rs. 30,000 to about Rs. 10,000.

Visits and Excursion.

On Saturday 28th April 1951 a large number of Delegates and Observers along with Miss Ella Griffin, UNESCO Expert, visited the Centre being run by the Women's Welfare Department in Gokulam,

and the Training Institute in Stirling Road being administered by the Department for the Government of India. At both the places the party was received and taken round by Kumari Santhi Sudarshanam, Assistant Women's Welfare Officer, Madras.

The participants of the Seminar went on an excursion to Thirukalukundram and the Seven Pagodas. They left the camp at 8 a.m. in special transport and saw the Sacred Birds on the Hill at Thirukalukundram at 11-15 a.m. The party, which included Miss Ella Griffin, then moved on to Mahabalipuram where they had lunch and rest and spent the afternoon in visiting the Pagodas and other spots of interest. Leaving the place at 5 p.m., all of them had tea at Thirukalukundram and reached back the camp at 8-30 p.m.

Miss Ella Griffin, chief guest of the Seminar, was entertained to dinner on Sunday night by Mr. S. R. Chartrand, American Consul at Madras. Messrs. G. Harisarvottama Rau and A. G. Vilva Roy, Associate Directors of the Seminar, and Sri T. J. R. Gopal, Secretary General, attended the dinner. The kind host and hostess and the others present including Mrs. Wilder had a pleasant after-dinner conversation till 11-15 p.m., when the party broke up.

Valedictory Function.

The final meeting of the Seminar was held at 5-30 p.m., on Monday, 30th April 1951. The Hon'ble Mr. J. L. P. Roche-Victoria, Director, presided.

At the commencement Adult Education songs in Telugu composed by Sri G. Harisarvottama Rau were sung by Sri N. V. Subba Rau, Headmaster of Government Training School for Teachers of Adults, Udayagiri, Nellore District, and similar songs in Tamil were sung by Mr. Saliah Saheb. The Tamil songs sung in Da-da-da tune of Vazhkkai (வழக்கை) picture made a great impression on the audience.

In the course of his introductory remarks, the Hon'ble Mr. Roche-Victoria said that the Seminar had served a practical purpose. The fact of Maulana Abul Kalam Azad, India's Education Minister, evincing keen interest in the work of the Seminar by deputing Professor Humayun Kabir to inaugurate it was a source of encourage-

ment to Adult Education workers in South India. Miss Ella Griffin's visit was another factor that contributed to the success of the Seminar. The Adult Social Education cause had a great champion in Professor Humayun Kabir who would be playing his effective part in implementing the Recommendations of the Seminar.

Reviewing the Seminar work Sri G. Harisarvottama Rau said: Professor Humayun Kabir's inaugural address gave direction and lead to the Seminar. Miss Ella Griffin endeared herself to one and all of the Seminar participants through personal talks, so that every one of them felt she had been with them long since. Sri Avinasilingam Chettiar by his bold and frank, independent and original approach in the address he gave to the Seminar engendered an atmosphere of robust optimism. The speech of Mr. Chartrand, American Consul, on the history of Adult Education in the United States was an intellectual treat. The British Regional Commissioner, Mr. Bach's address on the role of the daily newspaper in Adult Education was full of practical suggestions which might well be accepted and acted upon. A large number of Surveys of Adult Education work being done in various parts of South India and Papers dealing with various Adult Education problems were read and discussed at the Seminar. The essential work of the Seminar was done by the four Language Groups and the eight Subject Committees which had made their recommendations for effective Adult Education work.

Sri Unnithan's Address

Requested by Sri K. S. Ramaswamy Sastri, Sri K. M. Unnithan, Secretary to the Government of Madras, Department of Education, delivered the following Valedictory Address:

Mr. President, Ladies and Gentlemen,

To begin with, I wish to convey my thanks to the organisers of the First South Indian Seminar on Adult Education, particularly to the Director, the Hon'ble Sri J. L. P. Roche-Victoria, for having kindly given me an opportunity to meet you all on this occasion, when you have successfully concluded a week of diversified activities for the advancement of the cause of Adult Education. It is a matter

of regret that on account of his indisposition, the Hon'ble Minister for Education has not been able to visit your Seminar and see it at work. But I know, as a matter of fact, that Adult Education is a subject in which he is very much interested, and I can make myself bold to mention that in all such activities in furtherance of Adult Education, his whole-hearted sympathy and support may be counted upon.

I am glad that the Seminar is being conducted in ideal surroundings. No better place in Madras could have been selected for this purpose and I must congratulate the organisers for having secured this eminently suitable place reputed for its association with several of the best aspects of modern Indian culture. I had the pleasure of visiting the Seminar Camp a couple of days ago, and I spent some time going round and hearing the deliberations of one of the Committees. I felt very much impressed by the enthusiasm and sincerity. I noticed all round. Mr. Vilva Roy was kind enough to prepare for me a summary of the work done during the week. On going through it, I find that you have, through the eight Committees, covered practically the entire field of Adult Education. I consider this is a remarkably good feature of the Seminar, and I hope the results will be very helpful in formulating the future policy for the entire State, especially when all the different language areas are receiving individual attention.

There is yet another feature which deserves special mention. At the invitation of the organizers, distinguished scholars and experts have addressed you on the various aspects of the problem of Adult Education. The ready response on the part of such outstanding personalities is a direct tribute to the sincerity and enthusiasm of the organisers. Judging from the reports, the speeches delivered were of a high order, stimulating, and helpful.

Coming to the subject of Adult Education, I need hardly mention that I am not an expert in it; and since I have a feeling that I have been selected to address you not because of my knowledge of the subject but more as a token of the regard the organisers have for the State Government, I have some confidence

that I would be pardoned if, with my limited knowledge of the subject, I deal with it in a rather unorthodox manner laying stress more on the practical side. I shall therefore begin with a confession that I have even experienced some difficulty in understanding what is precisely meant by the term 'Adult Education'—a concept admittedly of wide and comprehensive implications. I trust I have the liberty to dwell upon this aspect and offer a suggestion in this connexion.

It may be seen that the expressions like 'Fundamental Education', 'Social Education', and 'Basic Education' are often used more or less as synonymous with the term 'Adult Education', though the concepts are not identical. I am saying this on no less an authority than that of Dr. M. Torres Bodet, Director-General of the UNESCO. During a recent speech, he is reported to have said: "*Fundamental Education was not a new system of Education. Hitherto it had been variously named as Basic Education, Social Education and Adult Education.*" He wound up by saying "*All that the Unesco had done was to give shape and form to these systems of Education which it now termed as Fundamental Education.*" However a little thought would convince all of us that any attempt at precisely defining the exact scope of Adult Education will meet with difficulties particularly in view of the fact that every organisation, including Government in charge of the spread of Adult Education will have to shape it according to the needs of the people who are to be educated. No doubt, I am sure some of you also would have felt the need for clear indication of the lines on which the scheme of Adult Education must be proceeded with so far as your sphere is concerned. It is also noticed that the Adult Education Association has within its sphere of activities both the urban and the rural areas. Admittedly there are differences between the standards reached by the urban and the rural population in different parts of our country and unless the aim is made sufficiently elastic, there is bound to be difficulty in achieving anything definite.

But what is the definite achievement aimed at? The answer to this question depends very much on the type of adults you are educating. In one sense all of us

who are adults need education in one way or the other. But it cannot also be denied that this kind of education is not what any authority charged with spreading Adult Education will undertake. Further individual needs vary far too much, while the tensions that exist are far too many and hence the handling of the problem even in its fringes, by the limited resources of Adult Education organisations, presents great obstacles. So one learns with some relief that the turn that has been given to the Adult Education activities emphasises the need for the liquidation of illiteracy. Here again I quote Dr. Bodet, Director-General of UNESCO, who in another of his recent speeches referred to the 12 years 20 million dollar project for training teachers and other workers to start wiping out literacy in the world's backward areas. Taking the cue from such a high authority, I have a feeling that our activities in the sphere of Adult Education might also be confined mainly to the liquidation of illiteracy. I am not suggesting that such an orientation has not already been given anywhere here; nor am I belittling the importance of spreading education, in a wider sense, social, cultural, etc., and through methods which are readily appreciated e.g., through entertainments, audi-visual methods etc., but I am only expressing my feeling that these may be made auxiliaries, whereas our sole attention might in the first instance, at any rate so far as this State is concerned, be focussed on spreading literacy, thereby opening the door as it were for knowledge, through the written word; no doubt followed by the supply of the required type of printed literature. That this will be a step in the right direction cannot be denied in view of the fact that we are in the first few years of our independence and are looking forward to the establishment of a sound and stable Republic whose citizens should know how to exercise their franchise and to take a part in all national activities, like the citizens of other independent countries. Here again, I should not be understood as stressing the need for Adult Education merely in view of the approaching general elections based on adult franchise. No doubt everyone of us can see the intimate relationship between the education of the voters and the exercise of

franchise but the programme of Adult Education should aim and does, at higher ideals.

I would therefore urge on the premier organisation for Adult Education in this State, the South Indian Adult Education Association, which has sponsored this Seminar, the need to frame a scheme, sufficiently comprehensive, yet elastic; and to suggest a practical well co-ordinated programme of Adult Education, for consideration by the State.

Even after restricting the sphere of the activities of the Adult Education organisations mainly to the liquidation of illiteracy, one is confronted with certain difficulties:—(a) the adult man or woman must be available and must be amenable to receiving the education, (b) there must be a teacher to impart the education, and (c) there must be a place for holding the classes, since individual education is out of the question.

I need hardly mention to you, most of whom are experts, that the urban areas and the rural areas present problems in respect of these three matters in different ways. There are illiterate adults who might welcome the approach on the part of the organisations. There are others who are indifferent while there may be still others who may dislike, if not actually resent, interference with their leisure hours, especially members of the hard working labour classes. No compulsion can be thought of since it will retard progress. Even Elementary Education could not tolerate compulsion and the scheme of compulsory Elementary Education was not a great success. This has been our experience. The problem of inadequate food, at least in some parts of the country, is not unlikely to sour the temper of the would be educated. A cup of refreshing tea to the needy will be as necessary as the loan of a pair of spectacles to an elderly enthusiast learning his alphabets under the Adult Education programme. Local prejudices particularly in rural areas will be a real problem, for though theoretically we are giving up the old ideas of caste and communal prejudices they are still surviving in some places, as the ideals of 'Fundamental rights' in such matters take a long time to penetrate effectively to these areas. Even recently

it may be recalled there was a Press report that some Harijans in a village in the Coimbatore district complained to H. E. the Governor about their not being allowed to draw water from the village well. Meeting these local problems, and collecting together a sufficient number of adults for imparting education would be the duty of the teacher in charge of Adult Education. Now here also there are certain difficulties. One who is not accustomed to teaching, however much he may be enthusiastic, may not be as much of a success as one whose daily avocation is teaching. It is in this connection that the services of the Elementary School teachers, a class which has been revered by us in our childhood, one which is even now occupying a high place in enlightened society, were thought of and came to be enlisted. The Elementary School teacher, wherever he is, whether in rural areas or in urban areas, has been a welcome addition to the rank of the teachers whose services were recruited for Adult Education purposes. But as in the case of the hard physical labourer, the teacher from the Elementary School is a hard labourer on the mental side and one has had to find out the means by which the strain of this additional burden where it is willingly undertaken can be lessened as far as possible. This fact also has been recognised and as you are aware the Elementary School teacher is paid an additional Rs. 8 per mensem when engaged on Adult Education work.

As a side issue, there is the question of control, since in imparting any system of education there must be a certain amount of centralised control. Methods by which such control can be achieved without making it obstructive and obnoxious, have also to be worked out.

Thirdly we come to the question of accommodation. This is also a difficult problem, especially since the classes will have to be conducted under some shelter usually after the day's work which means that they will have to be held at night in the lighted halls. The school and other buildings including private buildings in rural and urban areas have to serve our needs and are being used.

I have merely attempted to mention some of the difficulties that had to be and may also have to be met and tackled, not with the idea of discouraging any of the

enthusiasts but with the idea of stressing before you, whom I consider as experienced experts, the need to consider them from what may be called an "all-State" angle. It is just possible that many of these difficulties might have been got over in particular localities very satisfactorily, but it is equally possible that they might not have been solved in certain other localities. I am mentioning these—what I may call stray thoughts—before you with a request that the South Indian Adult Education Association may pay attention to these and similar other aspects when evolving a practical comprehensive programme for the State, in which all the available resources and facilities—official and non-official will have to be exploited; and in which due attention has to be paid to the human approach. I may not be revealing a secret when I mention that in the current year's budget, this State Government has provided a sum of Rs. 12 lakhs for the spread of Adult Education and the need for a workable scheme which will enable the Government to spend the allotment to the best advantage of the people for whose benefits it is intended, is urgent.

I may also mention to you briefly about the activities of the State Government in the matter of Adult Education. It was only in 1948-49 that this Government started tackling the problem on a systematic basis. They drew up a scheme for the education of adults and eradication of illiteracy, comprising mainly the following aspects:—(a) Opening of Adult Literacy Schools; (b) Training of teachers in Adult Literacy work; (c) Citizenship training; (d) Opening of Rural Colleges for adults; and (e) Visual education.

The subject 'Adult Education' now forms part of the regular work of the Education Department. The controlling authority is the Director of Public Instruction. There is also an Adult Education Sub-Committee of the State Advisory Board of Education to advise the State Government in matters connected with Adult Education. The Government have recently created the posts of two Adult Education Officers, one for the Andhra Desa and one for the Tamil Nad and West Coast combined. They are also receiving the help of two Honorary Organisers, one for Andhra Desa and the

other for the Tamil Nad. They are, as you know, Sri Harisarvothama Rau and Sri kamaswami Sastri, two veteran social workers, who along with Sri Gopal, the energetic Secretary of the Adult Education Association, are holding high offices in the South Indian Adult Education Association. I may mention to you that these three gentlemen were seated on the platform as I dropped in when the Tamil Group was holding its sitting, a couple of days ago, symbolizing the close co-operation between them. The Adult Education movement in the State owes a deep debt of gratitude to them, and to the vigorous leadership of Sri Roche Victoria, the Director of the present Seminar.

As regards the financial side of the State's endeavours, here is a brief sketch:—The Government of India sanctioned a sum of Rs. 1.57 lakhs in 1949. The sum was utilized in accordance with a scheme which was specially drawn up. Five Mobile Vans equipped with projectors, loud-speakers, gramophone records, etc., were purchased and they serve the various parts of the State. A Deputy Inspector of Schools is attached to each of these vans and he uses the facilities provided in the vans for his lectures. The Government have also been meeting the cost on account of the Adult Education Schools and the Rural Colleges. You may perhaps be interested to note that there has been a steady increase in the expenditure on account of Adult Education in this State. For the year 1948-49 the total expenditure on Adult Education came to Rs. 63,000 and odd. During the next year a sum of Rs. 1.59 lakhs was spent while in 1950-51 the expenditure went up to Rs. 2.34 lakhs. One point of detail needs being specially mentioned. The expenditure on the Adult Literacy Schools rose from Rs. 36,000 in 1949-50 to Rs. 1.21 lakhs in 1950-51. As I have already said, the budget for 1951-52 provides for an expenditure of Rs. 12 lakhs on Adult Education. Nearly half the amount has been kindly contributed by the Government of India.

Coming to the details of the actual work being turned out, here are the facts:—There are 1,166 Adult Education Schools functioning in the State. The total strength in these schools is about 24,000. There are 10 Rural Colleges, 3 for women and 7 for men. Six of them are maintained by the Government and the rest are under

private managements, on the lines of the aided schools. The strength in these colleges is about 286 (229 men and 57 women). The Rural Colleges, as you know, are intended to give higher education to adults who have had gained some knowledge through the Adult Schools or even otherwise, and who desire to improve their knowledge.

On the whole, it seems to me that there is a bright future for the Adult Education movement in view of the enthusiasm of social workers; and the attitude of the State and the Union Governments. I wish it every success.

I think I shall be failing in my duty if I close without mentioning the great part played by the Unesco in fostering the movement in several parts of the world, and in our country in particular. It is no exaggeration to say that the movement is what it is today, because of the impetus transmitted through this admirable organisation.

As you all know, it is the South Indian Adult Education Association, that is responsible for sponsoring this Seminar; and to it goes the entire credit for the unqualified success of the Seminar, the first of its kind in South India. I offer my congratulations to the Association.

I close by thanking the organisers of the Seminar once again for their kindness in having invited me to meet you and address you this evening; and by wishing every success to the endeavours of the South Indian Adult Education Association.

Miss Ella Griffin thanked all concerned for the courtesies shown to her and said that with such excellent, experienced and enthusiastic workers as had come for the Seminar, the Adult Social Education movement in South India was bound to make headway and achieve the desired objective of complete adult literacy.

Sri A. G. Vilva Roy said that the Seminar had served the essential purpose of stock-taking and indicated the lines of work for the future.

Sri Raghavan of Travancore-Cochin State, Sri B. Srinivasa Rau of Hyderabad, Srimati M. Lakshmi Ammal, former Principal of the Lady Willingdon Training College, and Sri Linga Raj of Guntur addressed the gathering recalling the various items of work done at the Seminar.

The Hon'ble Mr. J. L. P. Roche-Victoria, summing up the proceedings, said he was happy to observe that the Seminar had proved to be the starting ground for further Adult Education effort. Instead of diverting attention to holding Sub-Seminars workers in the cause should apply themselves to the task of expanding and intensifying Adult Education effort, each in his or her sphere. Sri Unnithan, in his address, had invited the South Indian Adult Education Association to co-operate with the Government by preparing constructive proposals whereon the sum of Rs. 12 lakhs earmarked for Adult Education could be spent usefully. The Association, the Minister said, would do its best.

Continuing Mr Roche Victoria said:

The fact that the teaching and contingency allowances, of Rs. 8 and Rs. 4, were meagre was the cause of the slow progress in Adult Education. The teaching allowance should be raised to at least Rs. 15 in order to secure the services of the right sort of teachers and in increasing numbers. Rural areas required greater attention in the matter of Adult

Education. Community Centre methods were best suited to spreading Adult Education, for instance, to insure better and more regular attendance. The atmosphere of the school was out of place in Adult Education.

Sri K. S. Ramaswamy Sastri said that the Adult Education movement had made great headway under the fostering care of Mr Roche-Victoria and was bound to take rapid strides with understanding officers like Sri K. M. Unnithan at the helm.

Sri T. J. R. Gopal expressed apology for organisational shortcomings and thanks for the co-operation rendered by one and all. The Association was grateful to the Central and State Governments for the aid and encouragement extended. Only the fringe of the problem had been touched. A considerable amount of work remained yet to be done. The Association was conscious of its strength and would be able to play its part much more effectively in the future than in the past, with the co-operation of the people it had elicited and with the aid of the State it had earned.

Seminar Recommendations on Organisation.

Techniques and Methods.

The Seminar split up into, and functioned through, four language Groups—Tamil, Telugu, Malayalam and Kannada—and eight Subject Committees on (1) Organisation, (2) Agency, (3) Instruments, (4) Aiding Bodies, (5) Training and Psychology, (6) Co-ordination, (7) Women's Special Problems and (8) Continuation Literature.

Language Groups Recommendations.

The Tamil Language Group discussed the method of teaching Tamil to adults, and finalised its recommendation in favour of what is known as the Laubach method. It was held that in a vast country like India no method, however excellent by itself, would come to be adopted generally and on a large scale unless it was made known widely through systematic and sustained propaganda.

The following recommendation was finally adopted:

Since the teachers engaged in Adult Literacy work consider from their ex-

perience that Laubach charts prepared with letters selected and arranged in the order of their frequency of occurrence in words which are in common usage, and used with the aid of pictures and songs, are yielding good results, it is recommended that they may be used at present with such changes as may be necessary to suit the pupils in different localities.

The Telugu Language Group recommended that a list of basic words in constant use be prepared for the production of Primers; that the style employed in the Primers and follow up literature should not be above the heads of the learners; and that while no hard and fast rule could be laid with regard to the use of any one of the prevalent methods, any method employed should aim at teaching whole words as units through the aid of pictures, and then attempt their identification.

The Malayalam Language Group reached the following conclusions:

Experience shows that success in Adult Education work largely depends on the personality of the teacher and the enthusiasm of the adult pupils.

It is desirable and necessary to stimulate thought and encourage private enterprise in the production of the right kind of literature. Governments can encourage private efforts in this direction by offering decent rewards to charts and books of the right quality to be judged by an Expert Committee constituted for the purpose. Charts and books, so selected, may be printed and published by the Government themselves or by any accredited organisation interested in Adult Education work, duly authorised for the purpose by the Government.

The Kannada Language Group felt that in the absence of representatives from various Kannada-speaking areas, namely, the Kannada region of Bellary District, the Kollegal Taluk of Coimbatore District, the Mysore State and the North Kannada District, it was not right for it to go into the question of possible simplification of the alphabet. The Group felt that it was regrettable that though two years had passed since the Adult Literacy campaign was started, printed copies of the Laubach Chart in Kannada and of graded reading books based on it had not yet been made available. If the Laubach charts and graded books could not be made available, Adult Education workers in the Kannada speaking area should be free to use the Reading Texts published by the Mysore State Adult Education Council, which were being used in Mysore State with success. The Group expressed the opinion that the rule relating to minimum attendance at Adult Literacy classes could not be enforced in the hilly tracts of the Kannada-speaking areas, especially in the monsoon season.

Subject Committees' Recommendations.

The Committee on Organisation made the following recommendations:—

A preliminary survey of the village or area chosen is necessary and should be followed by intensive propaganda through processions, demonstrations and public meetings, establishing close contact with influential, important and prominent persons, house-to-house visits, mobilising students, providing amenities and improvement, sanitation work, community

endeavour, cultural activities and periodical entertainments.

A Committee should be formed for the village or area, strengthened in every possible way and kept functioning. Everything possible should be done to attract adult learners and make them regular in attendance.

The Adult Education Centre should work as a real recreation and social activities club.

For assessing the percentage of average attendance, the fall in attendance during the sowing and harvesting seasons should be taken into account, and courses should be begun and closed so as to fit in with the sowing and harvesting seasons.

Intensified work in compact areas is necessary, and the areas selected should be such as where intensive rural reconstruction work is already being carried out, as for example, the selected Firkas in Madras State.

The Committee on Agency made the following recommendations:—

Students be harnessed to Adult Education effort; they should be appealed to, and not conscripted.

Students could be persuaded to do propaganda through Literacy Marches, running magazines, and organising Adult Education exhibitions, promoting cultural activities and games and enacting dramas of Social Education value.

The State be requested to make it obligatory for every College and every High School to have a Students Social Service League running.

The State be requested to direct the head of every College or High School to run at least one Adult Literacy Centre in the vicinity of the institution as its adjunct.

The State be requested to provide for short courses of training for those who desire to run Adult Literacy Classes.

The State be requested to include Adult Education methods in the syllabus of all grades of teacher-training in the State.

The State be requested to induce students to take to Adult Literacy work by declaring that in the matter of recruitment to Government Service preference would be given to candidates who had in their student days done Adult Literacy work. In order to induce students to

take to Adult Literacy work colleges and schools may institute a Roll of Honour or award prizes.

Students who are not in a position to work in Adult Literacy Centres attached to their Colleges or Schools, but are willing to work in the vicinity of their homes may be given all encouragements and facilities.

The State be requested to encourage and promote the running of Students' Camps during the vacations and meet the entire expenditure since such camps could be utilised systematically for intensifying Adult Literacy effort.

Every University may be requested to open a new Department of Social Adult Education for not only promoting research in the techniques and methods of Adult Education but also for supplying efficient teaching personnel.

The Universities may arrange suitable courses of extension lectures for the benefit of adults in rural (agricultural) and urban (industrial or labour) areas with a view to enabling them to improve technical skill and efficiency, and raising their cultural and moral life.

The Committee on Instruments made the following recommendations:—

A request to all important mother-tongue daily newspapers and magazines be made by the South Indian Adult Education Association, Madras, and by the Government of Madras to give wide publicity to reports of Adult Social Education activities sent by various District and other Adult Education Committees and also to allot sufficient space in their week-end issues for the publication of prepared reading matter for Adult literacy.

Editors of newspapers and magazines requested to publish the reading matter applied by District Adult Education committees in bold type with illustrations and cartoons with a view to attracting adult learners.

The Government of Madras be requested to open a separate section (like the juvenile Section) in the Public Libraries the various parts of the State for the benefit of adult learners, and to provide therein sufficient reading matter, and make available to the libraries news-

papers and magazines which publish Adult Literacy materials as mentioned above.

The Government be requested to direct every Panchayat to open at least one library and reading room and keep it running, equipping it with necessary literature for the promotion of Adult Education.

The local Library Authority in every District constituted under the Library Act be requested to provide adequate literature both for Adult Teachers and Adult learners and make the same available to all the libraries in the District.

The Director of Public Instruction may be requested to make provision in his Departmental propaganda vans for travelling libraries for promoting Adult Social Education.

The Director of Rural Welfare Department be requested to supply adequate literature on Adult Education to all branch libraries maintained by the Rural Welfare Officers.

Charts four by two feet containing lessons on subjects with which the Adult learner is intimately connected must be posted on walls in prominent places like chavadis, wells and markets.

The South Indian Adult Education Association be requested to get such posters prepared and published and make them available to village Adult Education Centres. Until such posters are got ready and made available, local Adult Education Committees may make their own arrangements, such as writing in coloured chalks and cutting paper letters.

Important items of news may be written on blackboards or wall boards and exhibited in prominent places in the village.

Short articles on important local events may be written in bold letters and circulated among adult learners in the village in the form of manuscript journals or leaflets.

Panchayat Boards and Co-operative Societies be permitted to incur expenditure on the purchase of petrolmax lights, slates, books, pencils and charts. The Inspector of Local Boards and the Registrar of Co-operative Societies be requested to do the needful in the matter.

The South Indian Adult Education Association authorities are requested to meet the concerned Minister and take other necessary steps to secure supply of electric lighting to Adult Schools free or at nominal rates allowed for agricultural purposes.

The Government be requested to make available for every District a moving van with necessary equipment of film on improved method of agriculture, animal husbandry; sanitation, basic education and stories on social development relating to conditions of life in India.

The Inspector of Local Boards be requested to instruct every Panchayat to instal a Radio set. The Government may be requested to bear of the cost of the set, as is being done in Rural Welfare areas. On Radio sets being installed in at least 5000 villages the Government may be requested to consider the question of setting up a separate Broadcasting system, for promoting the cause of Adult Social Education.

District Adult Education Committees may make gramaphones and magic lanterns available to villages where radio sets cannot be had and there is no possibility of film shows.

The following forms of entertainment may be arranged and conducted under the auspices of Village Adult Education Committees:— Bhajanas, Bura Kathas, Hari Kathas, Folk songs, Folk dances, Kummi Kollattam, Karigam, Villupattu, Kathakalai dances, Bharata Natyam, Plays and Dramas and music performances. After these forms of entertainment have become sufficiently popular, District Adult Education Committees may think of regulating admission by two and four anna tickets.

The Committee on Aiding Bodies has the following recommendations:— Pamphlets exhorting Trade Unions to combat illiteracy from among their own members in the first instance and from other adults within their influence prepared and published.

The South Indian Adult Education Association be requested to convene a conference of office-bearers of Trade Unions and of large-scale employers to decide on the implementation of the Adult Education programme.

Co-operatives Societies be urged to run or give aid to Adult Education Centres and meet the expenditure from their Common Good Fund. Local Bodies be urged to run Adult Education Centres and permitted to meet the expenditure on the same out of their general funds.

The Committee on Training and Psychology recommended the following:—

Untrained teachers in the field of Adult Education be given opportunity to get themselves trained and to fit themselves better for Adult Literacy work.

The syllabus for three years, as at present in force, may be reduced so that it can be covered in one year.

The Literacy tests for the issue of certificates may be conducted every four months by competent persons, official and unofficial.

The Committee on Co-ordination reached the following conclusions:—

The progress of the movement for Adult Literacy and Adult Education has reached a stage when it is necessary to constitute agencies at various levels to co-ordinate the work of official and non-official bodies with a view to eliminating duplication and waste and to bring about maximum efficiency and better results.

Such agencies may be organised at village, town, taluk, district and State levels, and the organisations at lower levels, affiliated with the organisations at higher level.

The District Social Adult Education Council, the Town Social Adult Education Committee and the Village Social Adult Education Committee contemplated in G. O. 2521 Education dated 8-9-1950 may in this connection be organised and made to take up the work of co-ordination.

The South Indian Adult Education Association is requested to undertake the work of organising such agencies with the help of the Honorary State organisers of Adult Education.

The composition and constitution of these agencies may be such as to (a) suit local conditions giving representation to all official and non-official bodies engaged in this work, (b) give the largest autonomy in functioning within its local limits and such steps as are necessary to modify the constitution contemplated in the G. O. cited above for this purpose may be taken.

For the purpose of efficient supervision of Adult Education schools, specially trained staff within easy reach of groups of centres either on salaried or honorarium basis may be employed. In the latter case, Secondary Grade collegiate trained teachers may be drawn upon.

The Committee on Women's Special Problems defined the problem before them thus: "How literacy and Social Education may be most quickly achieved among the women of the working class in rural and urban areas."

They recommended:

That an urgent appeal be made from this Seminar of the South Indian Adult Education Association to all the women's organisations, managements, and proprietors of factories, Corporations and Municipalities, Hospitals, Girls' High Schools and Colleges that employ illiterate women on a large scale, to interest themselves immediately in the task of starting Adult Education Centres for women.

That a certain amount of propaganda amongst the literate to encourage their literate women to participate and help in the Adult Education programme is of vital importance. While the women are illiterate the need to persuade the men to make their women literate is equally great.

That in Community or Literacy centres for women provision be made for the care of small children.

That full time teachers for women should do house to house visiting and

teaching, supplementary to teaching at the Adult Education Centres.

That to meet the urgent need for trained personnel, short training and refresher courses in Adult Literacy and Adult Education work be run for volunteers and organise and run such courses.

That a sub committee be formed of women to draw up a scheme, syllabus, etc., and get written a Continuation Reader for women, in Telugu and Tamil to be published experimentally in the Women's Welfare Department Journals.

The Committee on Continuation Literature recommended that Continuation Literature be produced in three graded stages, in order to bridge the gap between the completion of the chart-based Primers and the reading of the mother-tongue dailies.

The South Indian Adult Education Association be requested to bring out a weekly news-sheet in each of the regional languages and six new books in all the languages to suit the grades.

Editors of mother-tongue dailies be requested to bring out weekly supplements devoted to adult literacy, containing news, story and lesson.

The Government be requested to re-issue departmental publicity material in simple language for the benefit of new literates in rural areas; and to formulate a scheme of subsidy for publishers who venture on the publication of Continuation Literature.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுப்பாடு]

to the illiteracy of the adults as they enter or to their literacy as they leave. We have known cases where enthusiastic Adult Educationists in the Deputy Inspectorate have had to answer for inordinate delays in their other work. We may not expect, therefore, the Department to issue instructions to its subordinate Inspectorate to visit or inspect classes not permitted as per rules, nor need we expect permission to Literacy Classes without restriction. An attempt made in high quarters to get non-insistence on permission before starting met with very partial acceptance, and it has not continued. It has also to be noted that the Department today has ruled that there should be one teacher for every average attendance of ten in Adult Literacy Classes. This clearly indicates that the literacy movement cannot become a mass movement in any measurable distance of time if the whole question is not properly examined and coordinated official and non-official agency is set up which, while taking care that funds are not frittered away, has the freedom to get out of the strictly official control that now exists and act in a more elastic and expeditious manner commanding public confidence and evoking enthusiasm enough to get financial response from the general population also.

The official mind in our Province may not be prepared to accept non-officialisation as in Mysore. But it can certainly see its way to set up not an Advisory Adult Education Subcommittee as at present with no initiative or power, but an active working Board with the Director of Public Instruction as its head and an Executive Officer as its chief administrative officer and a strong non-

official element to assist in the formulation of the necessary plans and its execution. Until such a Board takes over, it will be well for the Department to make absolutely essential changes in the present setup. Machinery should immediately be set up to certify to the illiteracy of the adults who enter the literacy institutions. Because this has not been done, the attraction of the bonus offered to the teacher for literates made has not come into operation. Probably the best arrangement will be to see that Committees exist for all schools, and to consider the endorsement made by the Committees in this behalf, sufficient. At the end of every four months literacy tests have to be held in areas where Literacy Centres have well developed and even in other places where these tests are not held because it is impossible for the Deputy Inspector to have declared entries as illiterate or to hold tests regularly every four months. Either Deputy Inspectors wholly in charge of Literacy Centres, each with a manageable number, should be appointed or some other agency should be created. It is to be feared that as development of literacy has not been sufficiently intensive or uniform a cadre of Deputy Inspectors in sole charge of Adult Education is not feasible. But, in the staff of High Schools which have now become very common in the land we have a force of men who may well be utilised for Adult Education work. Willing men amongst the staff of every High School may be given required training in a short course and put in charge of 8 or 10 Literacy Centres near about them. They may be offered travelling allowance and a small fee for every

visit made. The arrangement will be sufficiently elastic to serve both concentrated and rural areas. It will have the merit of not involving heavy expenditure when it is not warranted.

It is to be understood, however, that whatever makeshift arrangement may be made for the time being, the Adult Literacy movement cannot become the mass movement that it deserves to be, until certain radical steps are taken. Our programme must be so arranged as to make the educated person compelled to teach his or her brother or sister as a part of his or her life's duty and to make the illiterate feel compelled to attend the Literacy Class as a matter of his life's duty. This was achieved in countries like Russia by actual State compulsion. If our Governments can introduce compulsion of the type, it is well and good. The country will develop literacy by leaps and bounds even through lakhs of groups of three or five learning under each educated man and women of the country.

We know, however, that no unanimity of opinion exists in the country on the question; nor is the political setup in the country of an encouraging kind for the problem to be faced. Therefore, the very best thing to do as the second line of action is to encourage intensive propaganda on behalf of the movement. We see some measure of hope for intensive propaganda in the van that has now been introduced into the Adult Education work, to go to the villages and work amongst the masses. Even here the task is not so simple. The film which is shown no doubt attracts large numbers. The villager comes to the show as he considers this film

show a good substitute for the cinema to which he pines to go, not for learning anything or improving in his stature, but to satisfy his craze to look at pictures. If the van stops with exhibiting the film or lecturing by the officer in charge about the advantages of Adult Education as an independent proposition not much will be achieved. The ordinary mass of mankind must be made to feel that it has the control of Nature within its reach, that through literacy people in other lands have progressed in their conquest over Nature and that by full literacy and through effort we have to build ourselves. Every slip of film must be used to rouse men's consciousness of the great glory that they can achieve through effort for which literacy is the portal today. People must be so worked upon as to demand literacy and get it through the services of every educated man including the trained teacher. When that happens the problem is solved, not as long as the trained teacher has to go about finding out his disciples from out of a huge sea of illiterate men and women ever present round about and never ready to take advantage of opportunities provided. For such intensive propaganda as this programme requires, the Government will do well to aid non-official organisations substantially to acquire the necessary vehicles and films and maintain workers and improve their own Mobile unit Service in all possible ways. In the suggestions we have made in this article, we have had in mind speedy expansion of the Literacy Drive so as to make it a mass movement, and we do hope that both the Government and the non-official organisations will act, and act vigorously without delay.

Universities and Adult Education

(BY SRI K. S. RAMASWAMI SASTRI)

The great Belgian dramatist Maurice Maeterlinck says: "The bulk of mankind will know days when labour will become less incessant and exhausting, less material, tyrannical, pitiless. What use will humanity make of this leisure? On its employment may be said to depend the whole destiny of man. It is the way in which hours of freedom are spent that determines as much as war or labour, the moral worth of a nation. It raises or lowers, it replenishes or exhausts". This is a great truth which is basic and fundamental to life. Man has to earn his living by the sweat of his brow, and the toil corrodes his being and the iron enters his soul. It is the creative and recreative use of his leisure that can redeem him.

It is therefore the privilege as well as the duty of every one to live the good life and to help others also to do so— to realise the highest values of life, namely, Beauty, Goodness and Truth, and to help others to do so. This privilege and duty are more imperative in the case of those whose lot is happier than that of others. We who have been alumni of Universities made solemn promises at our Convocations that we carry the light of the knowledge which was vouchsafed to us, to our less fortunate brethren. Did we redeem our promise? Did we at least feel ashamed at our inability to fulfil our solemn engagement? Everything will depend on how we shall use our leisure to teach the illiterate adults and on how they will use their leisure to learn to read and write.

This privilege and this duty have become all the more imperative

in the new democratic setup in free India. Adult suffrage has been conferred by Section 325 of our new Constitution Act. Hence Adult Literacy and Adult Education and Adult Culture—which together form Social Education—have become very urgent. Part IV of the Constitution Act deals with the directive principles of State policy. It is true that for the vindication of the fundamental rights which are laid down in Part IV of the Constitution Act, we can move the courts, whereas the directive principles are not justiciable. This means that the Executive must feel their responsibility all the more in the matter of the directive principles of State policy. Otherwise the inept Executive is sure to be dismissed summarily at the time of the acid test of a General Election. Under Section 45 a period of ten years is visualised as the period for the realisation of the objective of free and compulsory education for all children until they complete the age of 14 years. As a matter of fact, many of our children stay out of our Elementary Schools because there are not enough schools or teachers for all our children. The boys and girls who are out of schools swell the ranks of the illiterate adults. Many literate children soon lapse into illiteracy and become illiterate adults. The general rise in population year after year is another factor operating in the same direction. Hence we have to fight the problem of Indian illiteracy on both the juvenile and the adult fronts. Otherwise we shall be unable to have an efficient democracy or even

(Continued on page 563.)

Education Made Available to all Sections of People

Dr. Panjabarao Deshmukh on the Aims and Objectives of Shri Shivaji Loka Vidyapitha.

Dr. Panjabarao Deshmukh, Member of Indian Union Parliament and former Education Minister of Madhya Pradesh, was one of the distinguished visitors to the First South Indian Seminar on Adult Education.

Invited by the Director, the Hon'ble Mr. J. L. P. Roche-Victoria, soon after the inauguration by Professor Humayun Kabir, Dr. Panjabarao Deshmukh addressed the Seminar and paid a tribute to the "national service" being rendered by the South Indian Adult Education Association. Through the Shri Shivaji Loka Vidyapitha, Amravati, Dr. Panjabarao Deshmukh is doing a great piece of fundamental education work.

The Vidyapitha was inaugurated by Dr. Rajendra Prasad, President, Union of India Republic, on 30th December 1950. The following are extracts from the Welcome Speech made on the occasion by Dr. Panjabarao Deshmukh:—

In 1913, Lenin wrote, "About four-fifths of all children and young people in Russia are deprived of educational opportunities. With the exception of Russia, there is no other such large country in Europe in which the masses of the people have been so robbed of education, enlightenment and knowledge." What was true of Russia in 1913 is more than true of India in 1950. India today is more savage than was Russia in 1913.

Moved by this condition of the masses of our people and the difficulties of the students coming to our institutions from the rural areas we had planned our Vidyapitha now nearly two years back. We had then proposed to call it an Academy. About March 1949 the scheme was ready in an almost final form. This was discussed with some chosen educationists and others and they all welcomed the idea. Not sure of adequate financial support and being still occupied by problems of consolidation of the institutions under our management, we deliberately decided to postpone action by a year. In the meantime came the Report of the University Commission and what could gladden our heart more than the fact that the Commission's recommendations were on all fours with what we had already planned. The Commission recognized the inevitability of the Indian Universities being influenced by conditions of Indian life and Government under which they originated and developed and suggested 'necessary adaptation to the changed conditions of a free people.' The Commission went boldly

further and suggested "new free beginnings unhindered by the recent historic past." Secondly taking stock of the fact that "85 per cent of the people live in villages who have scarcely been touched by secondary or higher education except by the permanent withdrawal from village life of those able young people who have left the villages for the Universities, it recommended creation of the types of educational opportunities appropriate to Indian rural life so as to give it a quality and range to that life which will remove the disparity which is now a reality." The Commission also pointed out that the pattern and spirit of the existing Universities was distinctly urban centred and it was therefore a matter of practical necessity that new Universities aiming at extending educational opportunity to the great mass of rural India and to give vitality and quality to rural life should have their own independent design and programme.

How our present-day education is one-sided and how limited the scope for completing the education available in such a small measure is a matter of common knowledge and does not require emphasising. Suffice it to say that hardly 5 per cent of our population receives any education at the present time and out of those who receive it only an infinitesimal number gets anywhere. The proportion of Matriculates to the number of school going children works out at 5 to every 4,000 children of school going age. Secondly, there is only one type of education in existence and that is the present

University education. Considering that 3,500 children out of every 4,000 do not go to any school and taking into account that out of 500 for every 4,000 children that go to school only 5 pass the Matriculation, it is easily understandable how our education is restrictive and one-sided. Can anybody suggest that there is no talent in the 495 that fail to pass the Matriculation? I am sure nobody will suggest this and of still we have yet to start making any effort to utilize the intelligence, industry and initiative of these people and to provide some chance of better life and better knowledge for them. In essence, this is the purpose of the Shri Shivaji Loka Vidyapitha.

Education must serve the People.

It is only through such an organization that we could raise the cultural standard of our people as a whole. We could not expect this to happen during the time of the British rule. A Ruler can never be expected to be interested in educating the masses because a down-trodden and ignorant people can be more easily kept in subjection than those who are enlightened. All that the Rulers were interested in having and creating were servile hirelings and competent workers. It is time therefore, we realize that education and training of people was one of the key functions of the State and that education must be brought within the reach of the entire people and in all respects must be made to serve the interests of the people. Not only the people who are leaders of society but even the State must interest itself vitally in bringing culture and knowledge to the widest sections of the population. We have to build a new nation and in order to build such a nation our people must have knowledge of Science, Art and Literature. In order to acquire knowledge one must study and study persistently and painstakingly. But how can any one study? How can any one increase his knowledge when no facilities of any sort are available? Therefore it is up to us to make every facility available to those who want to study and if there are any difficulties and impediments they must be ruthlessly demolished. Our present day differences of opinion and disharmony are to a large extent due to our totally conservative and hopelessly out of date system

of education. People must be taught and educated to be staunch optimistic men and women, who fear no obstacles, who understand self-interest as well as national interest. They must have lofty ideals with high cultural and moral standards, supreme devotion to the State and supreme loyalty to the interests of the people. The Shri Shivaji Loka Vidyapitha wishes to make such facilities available to the people at large and wishes to launch a five-fold attack on illiteracy and ignorance, superstition and cowardice, immorality and lack of character. Firstly, we wish to create a larger number of schools so that more children will have a chance of receiving education. This will be done by opening new schools on more liberal and efficient lines. Secondly, we want to help the education and opportunities of those children who have not been able to complete their education in the ordinary course. This will be done by grouping these people and arranging courses so as to bring them either to the Matriculation level or teach them some art, craft, or industry or afford facilities for study of any subject of his or her choice. Thirdly, we want to educate illiterate young men who were not fortunate enough to receive any education when they were of school-going age. This will be done by starting Adult Education schools or attaching morning, night, vacation or Sunday courses to our existing institutions. Fourthly, we want to help those young men and adults and other people—farmers or labourers, clerks or teachers—who have the desire to study and are prepared to come and receive instruction at the various centres that the Vidyapitha will create in any course of their choice which the Vidyapitha can arrange. Fifthly, we want to help all those who wish to study courses of practical utility including those particularly useful to the rural population. In doing so, we wish to lay special emphasis on the education of women because we want them to benefit from our institutions in an ever-increasing scale.

Activities of the Society.

With 37 institutions conducted by the Society, we have a solid foundation to build upon. In our colleges we not only teach all the Arts subjects but Commerce and Law also. All the staff, and I am happy to say that it is a highly competent staff that we have in our colleges, is itself

capable of helping the Vidyapitha in many branches of education. There is, of course, a technical side on which we wish to lay considerable stress. But even there we have arrangements ready for a good deal of agricultural education and it is only an expansion of those facilities which will enable us to start at least half a dozen courses useful to the agriculturists forthwith. Since ours is an endeavour of its own kind, we may have to have our own text books as well as special literature which will cater to the requirements of the students of our Vidyapitha. Here also the Society has a Printing Press in which we have invested nearly Rs. 75,000.

Thanks to the last war, we have ample buildings in the staging camp, which could temporarily at any rate, be useful for purposes of the Vidyapitha provided of course the Government of Madhya Pradesh is prepared to hand them over to us not only temporarily as they have done at present but permanently as we hope and expect them to do along with the site upon which they stand. On consideration of the whole scheme, it would be found that on the one hand we wish to give an opportunity to as many people as possible to complete their education and on the other we wish to start definite courses for imparting instruction in the various arts, crafts and vocations. We are also framing a compact course which could be completed within two years after passing our Matriculation which will be intended for the social or political workers and leaders. We propose to include the study of History, Political Science, Economics, Law as well as elocution to be included in this course. The aim would be to equip a social or political worker with adequate knowledge of the present world and develop his capacity to be more useful to himself and the people. Development of a proper national perspective and character would receive the greatest possible attention.

I hope, therefore, that it will be admitted that we are in a position to undertake the task we have begun and that we have arrangements upon which we can build. That there is need of such a plan, I do not think, anyone will dispute. It is beyond question that the present situation of our country from the point of view especially of educating the masses requires a big attempt on a large scale so that the pro-

blem could be tackled within a measurable length of time. Given financial support and encouragement by both the State and the Central Governments we are confident that we will achieve astounding results. We have done so in the case of the Shri Shivaji Education Society and its activities and there is no reason why it should not be possible for us to repeat our performance once again.

In the beginning the work of the Vidyapitha will be carried out through the institutions of the Society. Gradually additional instruction in various courses according to popular demand, and according as the public and Government support becomes available, would be organised at the various centres. Practical instruction in various vocations and subjects of practical utility would be imparted at a Polytechnical Institute that we propose to establish.

In drafting the scheme of the Shri Shivaji Loka Vidyapitha we have derived considerable help from the recommendations of the University Commission and I am glad to announce that some of the authors of the Report have greatly appreciated the scheme adumbrated by us. Although the existing Vidyapithas are quite a few, it is not incorrect to say that the activities of most of them are confined to a specified field which is limited to certain definite courses of study. The plan of our Vidyapitha on the other hand is to establish genuine and lasting contact with the masses in a more liberal way and on a more comprehensive basis. It is a well known fact that the Examinations sponsored by the various Sahitya Sammelans in different languages and especially Hindi are popular. We do not see any reason why similar Examinations by a body which is intent upon maintaining certain definite standards should not be equally popular. We are also looking forward to obtaining recognition not only by Government but by even Universities of the examinations that we would be holding, making it in due course possible for those who pass out from our Vidyapitha to obtain posts and appointments according to their qualifications. In fact it is no exaggeration to say that with the practical bias that the Shri Shivaji Loka Vidyapitha would insist upon a qualified candidate coming out of the Vidyapitha should be better fitted for executive work.

Supplementing the work of the Universities.

We have not conceived our scheme of the Vidyapitha in any spirit of conflict with, or opposition to, the existing Universities. What we in fact intend doing is to supplement their work and take up those fields which they are reluctant to take up because of a well founded fear that the standards set by them may be lowered and the basic considerations upon which they are founded may be vitiated. It is for this reason that the existing structure of our institutions will not be permitted to be impaired. Our purpose is to enhance their utility by making them serve a larger public who are anxious to welcome the facilities. I have no hesitation in saying that we have placed the "Workers Educational Association", of England as a model worthy of imitation. We have purposely chosen this in order that people should understand the humbleness of our beginnings as well as our resources. As has been stated in the preamble to the Vidyapitha, the Workers Educational Association of England which is bigger than any University in Great Britain has neither roof nor walls of its own. It has neither colleges nor common rooms, quadrangles nor lecture theatres. And yet the number of students is 1,03,000. I am happy to say that the Shri Shivaji Loka Vidyapitha is not so poor in its resources even at the commencement and therefore hopeful of still greater results. We have an organization and we can spare a fair amount of funds. We are hopeful that large contributions both from Government and non-Government bodies and other generous donors and trusts would be forthcoming to bring within the purview of our Loka Vidyapitha a large number of people comparable with the number which the Workers Educational Association of England has at the present moment. I believe with the University Commission that a "cultural renaissance is in progress today" and there is a keen thirst for knowledge and advancement. Only means and opportunities remain to be provided.

Berar is a well-knit unit which deserves an independent University of its own. If we compare the number of colleges that exist in Berar today with those with which the Nagpur University started 25 years back, it can be safely said that Berar is in

a position to have an independent University. But for the present we wish to cover a wider field than the ordinary University course, and yet want to leave the existing institutions attached and affiliated to the Nagpur University as they are. In the time to come it should be within easy bounds of possibilities to affiliate all the existing colleges to the Shri Shivaji Loka Vidyapitha without any harm to them, in fact with immense possibilities of their utility increasing many fold than under the present circumstances. We have therefore taken a line of least resistance in keeping the present instruction in our schools as well as colleges in tact but by sheer dint of well regulated and beneficial effort we feel fully hopeful that the Shri Shivaji Loka Vidyapitha will flower into an ideal University to which every college in Berar would be too willing to be affiliated.

I have immense pleasure in announcing that Shri Dada Saheb Dhanwatey, Proprietor, Shivraj Fine Arts and Litho Works of Nagpur has agreed to give to the Society a munificent donation of Rs. 60,000 on the Vidyapitha. A self-made man Shri Dada Saheb is very well known for his charities. The Shri Shivaji Education Society is fortunate in getting such a large hearted patron. We are all most highly indebted to him. He would be our third Patron-in-Chief and the National College at Nagpur will henceforth be known as the Dada Saheb Dhanawatey National College, Nagpur. We all wish him long life and prosperity.

I have also much pleasure in announcing a very generous donation of Rs. 10,000 from Shrimant Yashwantraoji Ghorpade, the Ruler of Sandur, half of which amount has already been paid.

It is my duty to express on behalf of the Society our gratitude to the State Government and its officials who have always been sympathetic and helpful. It was generous of them to give us the major portion of the staging camp at Amaravati. I hope on this occasion some one on their behalf will announce that the whole of it is now given to us permanently along with the site on which it stands. For the expansion of our activities of Agricultural education I hope the Government will be pleased to hand over the Demonstration Farm

they are disbanding and sanction grants for all our institutions without delay.

We are very proud and our joy knows no bounds that while we are about to place these facilities at the command of the people, and are embarking upon this great, solemn and sacred mission your blessings are with us. We are sure of our aims, certain of the purity of our motives and therefore equally confident that we shall achieve within a period much shorter than any one has calculated a great awakening which shall go forth in this backward nation as a real ray of hope and advancement. If even a part of our expectation succeeds, which we have no doubt it will, the 30th December 1950 should be reckoned as a day of an educational revolution in India. What is confined to a small section of people and to the pages of printed books

would be made available to the people at large in various ways. The citadels of learning confined and crammed and guarded by vested interest shall no longer be citadels but shall be public property to be owned, used and benefited from at the will of the people at large.

This is in short the aim and the ideal with which we have set out. We feel sure all those who have the good of the country at heart will co-operate with us. Those who do not will be left behind. We are sure of this. You, Sir, have come to a part of India famous for its traditional hospitality. In this strange world this virtue has only resulted in our own impoverishment. Yet we shall not give up what our forefathers believed in, although little is left to enable us to achieve the satisfaction we always aspire to obtain.

Origin, Basis and Scope of the Vidyapitha

The following is the text of the Booklet which describes the Origin, Basis and scope of the Shri Shivaji Loka Vidyapitha, Amravati:—

The idea of the establishment of a Vidyapitha has been a long cherished desire of Dr. P. S. Deshmukh, President of the Shri Shivaji Education Society, and he has made this public on many occasions during the last three years. He has been moved mainly by the utter lack of opportunities for higher education for the common categories of Indian citizens and particularly the rural population. The present scheme of the Vidyapitha has therefore been evolved in collaboration with some of his colleagues to meet this imperative need of our nation. In its essentials it is older than the report of the Indian University Commission, but it is gratifying that the main considerations which impelled the promoters of the Vidyapitha to undertake this big task are almost identical with what the Commission had said about the need of Rural Universities and People's Colleges in its recommendations. What has been said in the following quotations from the Commission's Report is precisely the foundation on which the Vidyapitha scheme is based:

"A high standard of scholarship has been traditional in our country. This intellectual leadership seems to have deserted us. We must make a sustained effort to raise ourselves up. Political liberation,

among other things, is a means for intellectual liberation. A cultural renaissance is in progress today, and a keen interest in Natural Sciences has grown up in the last two or three generations. *Provision for advanced study must be recognised as an integral part of our academic system*".

"It was inevitable that Indian Universities should be influenced by conditions of Indian life and the Government under which they originated and developed. They are valuable institutions and are expected to yield good results after necessary adaptations to the changed conditions of a free people."

"Such pioneering demands more than improvements in the existing pattern. To require all new Universities to grow out of the existing system would be to impose needless and hampering limitations upon our educational possibilities. A chance for new, free beginnings unhampered by the recent historic past, which can take advantage of marked advances in world educational thought and practice, is made possible by the necessary large expansion of educational facilities."

"In looking at the problem of new institutions the fact should be kept in view that, as reported by the 1941 census about 85% of

the population of India live in villages. This vast population has been scarcely touched by secondary or higher education, except by the permanent withdrawal from village life of those able young people who have left the villages for the Universities. *The extreme poverty and lack of cultural opportunity of this population is common knowledge. The course of wisdom is not to deny or to ignore this glaring lack, but rather to create the types of educational opportunity which are appropriate to Indian rural life, and to give a quality and range to that life which will remove the disparity which is now a reality.*

"There should be no feeling of a conflict between existing and new type (rural) Universities, any more than between engineering education and medical education. However, *because the pattern and spirit of the existing Universities is so distinctly urban-centred and because of the tendency of an old and dominant institution to impose its type upon any new institution in a similar field it is a matter of practical necessity that new Universities aiming at extending educational opportunity to the great mass of rural India, and to give vitality and quality to rural life should have their own independent design and programme.*"

"... seldom has the greatness of a nation long survived the disintegration of its rural life."

"With the adoption of the new Indian Constitution, the achievement of democracy is only barely begun. Fundamental changes of attitude will be necessary before what is written on paper can become the prevailing way of life. *One of the key points at which democracy will fail or succeed is in the kind of education which will be made AVAILABLE to the common people.*"

The Report then goes on to say :

"Even after a vast extension of basic education, a large proportion of Indian rural boys and girls may not attend formal school beyond the seven or eight years of basic education. Those who will complete the 7 or 8 years' course from the rural areas cannot be much more than about 5%. How, after that, they will enter into the life and

thought of the nation, is not only important to them, but may determine whether or not democracy becomes a reality in India. The University, and especially the Rural University, has a vital relation to this problem. To indicate what that relationship may be, and how the University may contribute to the further education of this great majority of the Indian people, is essential to an understanding of the right place and work of the Rural University.

"When the People's College movement was initiated in Denmark a century ago, the Danes were a defeated, poverty-stricken, largely unschooled, privilege-ridden and dispirited people. In considerable degree as a result of the People's College movement, the Danish people have risen from ignorance and poverty to about the highest general level of education and well-being of all the peoples of the earth. Their social legislation has been same and liberal. Danish agricultural practice has changed from a primitive state to among the most scientific and best organized in the world. All this change has been brought about with an increase, rather than a loss, of the human element."

"While democracy requires well qualified men and women in positions of importance and authority, yet Government by and for the people requires also that fine resources of culture, leadership, and wisdom shall be maintained with good distribution throughout the population. The rank and file of men have often been deprived of their best elements and their potential leadership as a result of a typical attitude towards democracy, which is not that it eliminates privilege, but that it gives everyone an equal chance to "get ahead" of others in the competition to escape from the mass of men and join the more privileged classes."

"For a continuing democracy it is essential that our programme of liberal education shall not promote the escape from the common people of the culture which that education generates, but shall inspire able students to remain common people, in and of the people, acting as their servants and leaders, and raising the whole social lump."

"The chief issue is not where young people come from to get an education, but where they go with their education."

"Democracy requires leadership steadfastly loyal to the whole people."

"It is a general assumption of the intellectual elite that a long period of study with conventional 'cultural' subject matter in High School and college is necessary to produce liberally educated men. The People's College challenges that assumption. It holds that education is not identical with formal intellectual training; that men can become educated without being intellectuals and that intellectuals are not necessarily educated men. Grundtvig wrote: "Scholarship is one thing, and education and fitness for life is another."

Grundtvig held that the prevailing higher education had given young people undefined impressions of a culture foreign to them, and had taught them to neglect their own. He observed that the prevailing higher education rested on a system of Examinations which students were glad to take in the hope of "an assured livelihood" in Government service. He saw little love of culture for its own sake. "There had resulted a caste of the educated, and the masses of the company were left in ignorance to slave for them."

"It will not do," Grundtvig wrote, "to have the whole population become professors, state officials or paupers, unless it be that they can literally live on air."

"Of all the barriers to a great development for rural life, almost none is as great as the prevailing vogue of pessimism and futility. The greatest and most pernicious myth in all India is this myth of futility and helplessness. Our country is throbbing with creative life and power, which is ready to burst into action of this myth is exploded."

It is the supreme purpose of the Shri Shivaji Loka Vidyapitha to explode this myth wherever possible.

What has been said in the following quotations from the editorial notes in the

Indian Journal of Adult Education very aptly elucidates the aims and objects with which our Vidyapitha is being established. It is really going to be a People's University of exactly the same type as is described below :—

"Our Universities and colleges have so far paid very little attention to Adult Education work. Being modelled on the pattern of English Universities they have tended to develop certain attitudes, which, regardless of how appropriate they may have been at the time and place of their origin, have no relation to the present needs of our country."

"The Universities can hold periodical camps of a short duration on specific subjects and can start what have come to be known as People's Colleges—both residential and non-residential."

"It is our earnest hope" he says, "that the Universities will realize their responsibility and do all that is necessary to produce happy, purposeful human beings and good citizens of a democratic society."

In the same issue, Sturat Emeny says ;

"Do you know that the largest University in Great Britain has neither roof nor walls of its own? It has neither colleges nor common rooms, quadrangles nor lecture theatres. Yet its students number over 1,03,000 which is rather more than twice the total of all the undergraduates in those solid built Universities of England whose spires and domes are their architectural boast. Perhaps you will cavil at the term 'University' for the organization which goes by the name of the Workers' Educational Association, but the fact remains that to those 1,03,000 students the W. E. A. is the University of the People."

The story of its foundation, its development, its achievements is worth telling because today it is not only one of the greatest driving forces in modern education, but a bulwark of the democratic system.

It was founded in 1903. From four branches in 1904 the organization has grown to 900 branches, and today its 5,500 classes are dotted over the whole country. In these classes, held for the most part after the working day is gone, the farm labourer, the painter and the plumber, the miner and the railwayman study and ex-

change ideas with clerical workers, civil servants, teachers and professional folk. Social distinctions are unknown to students of the People's University.

Housewives, domestic workers and nurses (23,150 of them) are the largest block of students. Manual workers (18,997) form the second largest group of students and there are 19,000 workers in offices and shops.

The tutorial class with its lecture followed by discussion is the method of study employed. Students select what subject they want to pursue and courses range from six weeks to three years. No tutor is appointed without the consent of the class.

Farm labourers and quarrymen in North Wales regularly tramp distances upto five, even eight miles, over rough country and mountain passes—finding their way by torch or lantern in the winter—so as not to miss their education. One blind student has been finding his way alone by road and bus for a distance of 7 miles every week for the past 7 years.

64 per cent study the social science; 24 per cent literature, music and arts; 4 per cent science or biology, and 4 per cent philosophy and ethics.

Workers are taught *how to think, not what to think*.

A recent census shows that 2,342 students have been inspired to shoulder the burdens of social service on public bodies. Some 40 of them are M. Ps., nearly 1,000 are members of Local Authorities, 250 are magistrates, and many others are serving on Education Committees and other organizations.

No roofs, no walls, but for all that a living University.

The most fundamental, urgent and significant objectives of Social and Civic Education in the context of our life situations and problems are, in every individual:

- (1) to inspire a sense of personal dignity and worth,
- (2) to develop a regard for the sanctity of human life,
- (3) to develop a respect and consideration for all irrespective of social and economic status and religious and political affiliations,

(4) to arouse a sense of kinship with the rural community of which he is a part and to broaden that sense of kinship into an understanding and realization of the fact of mutual interdependence in the social, economic and cultural life of the country as a whole,

(5) to increase the awareness of civic and political duties and rights,

(6) to evolve the individual's mental plane from local and national attachments to an awareness of his duties and obligations as a citizen of the world.

In this land of appalling illiteracy the whole educational system has predominantly a literary bias. There are not only no facilities of technical training to speak of but even the literary education that exists is hopelessly one-sided and tragically restrictive. Even so, it hardly touches a fringe of the population. It should, be carefully noted that the percentage of school-going children to the entire population was 5.9 in 1948-49.

The following information supplied by the Government of India, Ministry of Education, will show the wastage and stagnation at the primary stage of education.

The number of students on rolls at this stage in India (less former Indian States) was 31,08,441 in class I in 1944-45; 22,35,056 in class II in 1945-46; 16,21,422 in class III in 1946-47; and 15,67,174 in class IV in 1947-48 giving a wastage percentage of 49.6 of students who joined class I in 1944-45 and reached Class IV in 1947-48. The corresponding wastage figures for some previous years were:

Between 1940-41 and 1943-44	.. 72%
Between 1941-42 and 1944-45	.. 69%
Between 1942-43 and 1945-46	.. 50%
Between 1943-44 and 1946-47	.. 59%

Apart from the curious feature that the wastage and stagnation between 1943-44 and 1946-47 shows an increase of 3 per cent over that of 1945-46 it is clear that out of the 13 per cent of the total number of students per 100 who go to school in Madhya Pradesh hardly 7 complete the primary stage. The percentage of students on rolls in secondary schools in India to the total estimated population for the year

1948-49 comes to 1.3 while the percentage of students in University and Colleges in India (to the total estimated population for the same year) is only .09.

Thus in the State of Madhya Pradesh, out of 4,000 children hardly 480 go to the primary school, i.e. over 3,500 remain completely untouched by any kind of education whatsoever. Out of the 480 who go to the Primary Schools, hardly 240 pass the IVth standard. Out of the 240 that may pass the IVth standard, about 120 may be said to go to the secondary schools but out of these 120 hardly 4 pass the Matriculation and not more than one reaches the College. That is to say, for every 4000 children of school going age, there are 240 who drop out at the primary stage and 116 drop out at the secondary stage. It is understandable that the 3,500 who never go to any school have no chance whatever; but unfortunately the fate of the 240 who complete the primary stage is not very much better: 240 out of these 480 are, of course, well-nigh illiterate having dropped out at the primary stage. But at the moment even those who pass the primary IVth standard and those who fail in the Matriculation or are unable to reach Matriculation have hardly anything concrete before their eyes. The Vidyapitha firstly aims at holding out some hope of further education to these 240 or so and simultaneously tries to give a helping hand to at least some of the 240 who did not succeed in completing the primary stage as well as some of the remaining 3,500. We expect it will be conceded that this is a big enough and good enough task to undertake as in the total there are lakhs of people whose education and prospects have come completely to a standstill prematurely.

Secondly, for reasons not very difficult to analyse, the Matriculation Examination has become a veritable stone-wall. Those who scale it meritoriously can aspire to secure admission to some college or the other, often not of their own choice, and if they are able to sustain themselves financially and keep up their progress they can claim to call themselves qualified and hope for some job accompanied by some status and salary. Those who fail to cross it are as good as illiterate. Not only is there no incentive or chance for them but for lakhs of those who are unable to pass the Matriculation there is no opening of

any sort. It is true that efforts are being made to utilise these persons for vocational training and offer them other jobs but these opportunities are still so slender that they can be left out of consideration.

The fact therefore remains that the vast bulk of population is not only deeply sunk in illiteracy but there is not even a glimmering ray of hope for them to uplift themselves even if they were inclined to do so. This is a double evil. On the one hand what they have learnt at such cost of money and energy is all rendered well-nigh useless and on the other hand they lose all opportunities of really learning whatever they may or should have for discharging the duties they are called upon to perform. It is this oneness of Indian education that has to be tackled and serious efforts have to be made to remove the unnecessary handicaps in the way of those who have the ambition to better their knowledge and opportunities.

In India education is looked at from a purely commercial standpoint. Only those courses are popular which are likely to lead to paying jobs. Those which have no commercial value fail to attract students even if no fees are charged and free lodging and boarding is made available. Many instances of this can be found. Intrinsic human intelligence has neither any value nor chance unless it receives the stamp of a University degree. This cannot, however, be regarded as a satisfactory, much less an ideal, state of affairs. It must be altered.

It is common knowledge that this is not so in any advanced country. If we just throw a glance at the qualifications of the Britishers who attained high offices in India we find so many of them had never been to a University and many had not completed even that Matriculation. But in India this cannot be. Now-a-days a non-Matric is debarred from being a Sub-Inspector of Police, or a Forest Ranger or an Excise Sub-Inspector; and such is the wastage of human endeavour that graduates and double-graduates compete for these petty posts because all the higher education they strove for and got has made them fit for nothing else. Innumerable cases of graduates and double graduates receive less remuneration than an illiterate peon serving under the Government of India. On the one hand it is very necessary to provide some impetus for

self-education and on the other it is necessary to remove the dominating commercial motive from education.

Thirdly, it is necessary to make facilities available to those who have not had the good fortune of completing their studies or of even being in a school for any length of time. The Vidyapitha, that is proposed to be established to work with these aims and endeavours, wishes therefore—

- (1) to offer incentive and facilities for more study to those whose studies were cut short by force of circumstances,
- (2) to impel others to increase their knowledge and competence by joining the institutions started by the Vidyapitha or by learning through correspondence, vacation and other courses,
- (3) to convey the assurance that any merit discovered in any shape or form would receive appropriate recognition,
- (4) to co-ordinate the activities of the Vidyapitha with other schemes of social and technical education etc.

It is with these definite aims in view that the Vidyapitha is proposed to be established. On the one hand it will not insist upon any previous examination qualification nor shall it refuse admission to its examinations on the score of age. Although Government recognition enhances the value of every certificate, it is the definite intention of the promoters of the Vidyapitha not to wait for it. We believe in laying down standards so that the recognition it deserves will follow. But if we are able to convince the authorities of our competence and our earnestness we have every hope that we shall receive Government recognition without delay. With our scheme so well grounded and so identical with the concept of a Rural University, we foresee no difficulty in the Ministry of Education of the Government of India and the Department of Education of the State of Madhya Pradesh supporting our efforts in every possible way.

It has been already mentioned that the Indian education is frightfully restrictive. By this it is meant that most Universities in India insist upon the students under-

going a definite course of training within a definite period in a recognized and affiliated institution. The rules made in this respect are strictly observed and there is a striking tendency to tighten the restrictions still further. This of course is done with the noble intention of maintaining definite standards and aim at proving an individual with opportunities of cultural contacts and cultured habits. In fact, however, most of this remains an unaccomplished ideal. The average product of Indian Universities has yet to show a striking understanding, patriotism, or high degree of moral character. The restrictions have thus only kept out the vast majority of people and made them almost untouchables so far as higher education is concerned. Those in power in the Universities dislike liberalizing the rules and regulations and efforts are made from time to time to discourage any rapid expansion. Private efforts at starting new institutions also do not receive the encouragement they deserve. The Government of Madhya Pradesh, in its Department of Education has been making strenuous efforts to close its door firmly against any private candidate, who wants to appear for the Matriculation and the Nagpur University permits only girls, teachers and M. A. students to appear privately. Most of the students of this State who want to obtain a degree by private studies have to appear for the Examinations of the Ajmer Board. Although the number of persons appearing for these Examinations is not very small there is no provision for them to obtain any assistance in their studies in the State itself. I am glad the Poona University is striking a new path and has decided to incorporate an external side. But even there there is not much reason to suppose that the Poona University will cater for the demands of the masses of people. That is in fact foreign to its very purpose, as it is to any University constituted by an Act of any Legislature. Under these circumstances, an institution contemplated by us is, we believe, most urgently needed. It would have amply served its purpose if only it succeeds in loosening the rigours of untouchability referred to above.

The Vidyapitha does not wish to restrict itself to any territory or language. So long as the course is prescribed and it suits

a candidate, the Vidyapitha will be open to any person in any place irrespective of nationality, domicile, language or religion. For the sake of convenience the standards laid down by the Indian Universities may, as a rule, be followed. Every course may be divided into two or more stages. The first stage may be preliminary or the entrance stage. The second would be the intermediate and third the final. These stages may correspond with the standards and courses in the Indian Universities. In some cases the preliminary or the entrance stage may be eliminated and the intermediate and the final alone would remain. In the other cases there may be post-graduate courses more or less of the same standard as of the Indian Universities. For other subjects the Vidyapitha will lay down its own standards, periods of training etc.

For want of adequate finance the Vidyapitha will start imparting instruction only gradually but in due course it will strive to bring into existence constituent Colleges called "Peoples' Colleges" and affiliate such existing schools and colleges as are willing to be affiliated. The Vidyapitha will also encourage night, morning and vacation courses wherever possible and try to organize institutions solely for this purpose or partly for this and partly for imparting normal instruction at the usual hours. The existing institutions, their recognition by the Government and affiliation to the Nagpur University will be maintained in tact. In the beginning the Vidyapitha activities will form a sort of an extension scheme of the present institutions. In due course the existing High Schools may be enlarged to perform functions which the Danish Folk High Schools perform.

There is also an equal possibility if not a certainty that in due course of time the Colleges of the Shri Shivaji Education Society in cooperation with other Colleges in Vidarbha will establish a separate

University for Berar. To do so at the present moment would both impoverish the Nagpur University whose finances are as yet far from satisfactory and would throw a very heavy burden on the people and resources of Berar. The State Government which is yet unable to pay grants due to hundreds of institutions for dozens of years can hardly be expected to support such a move with much generous assistance. The course that we have chosen is therefore the best and most prudent under the circumstances. We feel convinced it will serve a great purpose and advance the cause of education, study, research, art, craft and culture immensely.

Along with the establishment of People's Colleges, and extension of the facilities available in the institutions of the Shri Shivaji Education Society at the present time to the masses of people, the Vidyapitha would undertake imparting suitable instruction in all manner of Arts, Crafts, Vocations etc. It is realized that this is not, by any means, a simple matter, involving as it does a good deal of equipment, many technicians to serve as instructors and above all a band of devoted workers, but it is believed that a serious effort in this direction can never end in failure and the enthusiasm and energy that it will generate amongst people would itself help to accelerate the progress. To our knowledge no institution or individual in India has started any thing on these lines and on the scale that we propose. We are fully conscious of the pitfalls in our way and the difficulties that face us; but we are also fully confident of our success. If this undertaking of ours is blessed in a somewhat same manner as the efforts so far made by the Shri Shivaji Education Society, this day may be written in letters of gold as the starting point of an educational revolution of unprecedented dimensions and potentialities.

Adult Education requires Nation-wide effort

Sri T. S. Avinasilingam Chettiar's Address to South Indian Seminar

As Minister for Education Sri T. S. Avinasilingam Chettiar made an effective contribution to the development of Adult Education effort in Madras State. He created a separate department for Adult Education in the Office of the Director of Public Instruction. It pleased him not a little to see a Seminar on Adult Education being held, and he came down to Madras to attend it. Addressing the gathering of Delegates and Observers on 27th April 1951, he said :—

With nearly 85 per cent of the people who do not know to read and write, the problem of literacy has engrossed our attention to such an extent that Adult Education has been commonly understood to be the movement for the eradication of illiteracy. While undoubtedly this must and will engage the attention of all right-thinking men and women, we should not lose sight of the real implications of Adult Education and what it can do to men and women in whatever position they may be placed.

Adult Education means all things to all men. Every person, whatever may be his education, status or equipment, has still scope for greater advancement and the highest implication of Adult Education will be the provision of such facilities for all men and women so that each of them will be helped to advance in his or her own sphere. Engineers, Doctors and Scientists gather from time to time, discuss their various problems and share their experiences through conferences, bulletins or magazines. This, indeed, is a method of Adult Education. There are a large number of educated people who have yet scope for further education. These belong to our middle class who are engaged in a variety of activities, such as, Clerks, Teachers, Artisans, and in the professions. All of these require facilities to improve their knowledge. National efficiency depends upon our providing them with such knowledge which will give them top efficiency. In fact, these opportunities will result in flowering their minds and satisfaction of their own ambitions and out of that will come the following of the nation.

Give Courage and hope

In my mind more than knowledge, giving strength, hope and courage to our

people in whatever position they may be engaged in, is the real object and result of Adult Education. But for this great personalities are necessary. Buddha, Christ and Gandhi did it in their own times. Millions of people, the poorest and the most ignorant, heard their words, acquired faith and flowered in their own lives to do great efforts. In these days, when moral values are waning, and controls in various directions have lessened the respect and sanctity of law, a movement in this direction is a vital necessity. We have heard about the Moral Re-armament Movement in the West. Moral Re-armament and faith in higher life are the vital need of any nation which has a great future.

It is because education can give this strength and moral value it is prized and sought by all. It is for this very same reason that we want to fight the battle of literacy. Large masses of men and women devoid of learning and knowledge are a great danger, especially in a democracy, where they are vested with the power to make and unmake Governments, to change national policies and decide the future of the nation. And so our problem for eradicating illiteracy is not only a colossal one but also an urgent one. The problem being so vital and so great, it cannot be solved through haphazard efforts. National problems can be solved only by nation-wide efforts, and if we are to have anything like success in this field an all-out effort must be made.

Different Technique

I have had some experience of Adult Education work in the last 20 years. It is unfortunate that in many places Night

Schools doing literacy work have not pursued their efforts for more than for short durations. We have Elementary Schools, High Schools and Colleges nearly a century old, but I am yet to see a Night School doing literacy work continuously even for a score of years. This must make us think and find out other and more efficient means of Adult Education work. In most cases teachers of Elementary Schools have been made to teach adults in the Night School. It is often forgotten that the technique of education for the adults and its approach is entirely different from that for the children. The adult needs first to be respected. His experience, his age and his prejudices must be considered. He should feel that he is a better man, a stronger or more well-equipped person by virtue of the knowledge that he is getting.

Literacy work must largely use our nation-wide agencies for that purpose. The Cinema, the Radio, the Railways and all others must contribute their own share. Largely illustrated notices which will enable the adult to learn should be placed in all public places. Above all the national urge to educate everyone must be created. These are indeed tremendous problems and these are not solved by speeches or conferences. Speeches, Conferences and Seminars may help to concentrate our attention on these problems. They can also help to create enthusiasm and give guidance to workers, but the actual problem is in our fields, factories and in the millions of villages in this great country. Only men and women inspired by missionary zeal can achieve it, and I hope this Seminar will succeed in giving such inspiration.

United Nations' Concern for Eradication of Illiteracy.

Miss Ella Griffin Impressed by Work done in India

"The Adult Education Seminar held recently in Madras focussed the attention of the Governmental authorities, educationists and the general public on the pressing problem of liquidation of mass illiteracy in the country," says a report published in *American Reporter*, dated Delhi, 23 May 1951.

The report continues :

Miss Ella Griffin, American expert on Adult Education deputed by *Unesco* to assist the Government of India in the development of Hindi reading material for the benefit of adult literates, reflected the consensus of opinion at the Seminar when she said: "Social education is of urgent necessity in India because of the duties of responsible citizenship cast on her people by her Republican Constitution. Mass illiteracy will not only weaken the foundation of a new democratic set-up but will also be a potential danger to a country's security."

Miss Griffin affirmed her belief that India offered great scope for the spread of adult literacy and expressed herself as greatly impressed with the "wonderful work done in this field of rural reconstruction."

On a six-month assignment with the Government of India, Miss Griffin has visited a number of villages in North India studying for herself not only the problems of Adult Education but also the

life of villagers. Educated at Clarke University in the U. S. A. she is attached to the U. S. Office of Education. She has been in India since January, collaborating with the Indian Government on proposals for a literacy campaign. Her specific assignment is the development of reading materials and the enunciation of basic principals applicable to all languages. Besides she interests herself in a study of all problems affecting the villagers.

In India, the illiterates form more than 80 per cent of the population. To tackle this problem of mass illiteracy the Government has a project—at present an experimental one—for training leaders to rehabilitate thousands of India's undeveloped villages. Miss Griffin declared that the United Nations was ready to help India and other countries in such projects.

The Government plans to solve this age-old problem of illiteracy within ten years. The problem, however, has assumed urgency since every adult male and female is now given a vote.

Great Interest

Praising the work that was being done in this direction, she said: "A large number of literacy classes are in operation and I was impressed with the great interest evinced in them by men and women. This dispels the erroneous impression that women will not easily take to Adult Education. I also realized that night adult schools in rural areas are a source of inspiration for better living, besides helping people to learn to read and write."

She considered that night schools had all the advantages of evening social gatherings and she saw great scope for such evening gatherings being fruitfully organized. The handicap, however, was the lack of books for illiterate adults. The Government of India's project for providing reading material would greatly help to satisfy this need, she said.

Quoting the U. S. Office of Education Miss Griffin said: "Efforts expended on a mass literacy campaign will be wasted unless adequate reading material is available for the new literates. It will be worse than wasted if the content of this material is malicious or salacious or of low quality."

She added: "The fact that these adults are unlettered or illiterate at this point in their lives indicates a deficiency in only one kind of skill, the use of written symbols as a means of communication. The adult is not likely to be interested in learning to read from a child's primer or a primer which to him seems childish; such concepts are not those with which he moves familiarly. He has outgrown them. The vocabulary, though simple and easy to master, is not his vocabulary. This makes it imperative that special textbooks should be written for adults. These books must in simple terms tell about things in which mature people can find some interest."

Simple Books Suggested

She suggested simple books with themes centering on home and family life, and said: "These are the universal concerns of men and women who, although they are unable to read and write, are nonetheless intelligent and interested in

the affairs of the day as well as in their own immediate welfare and advancement."

It was recognized that the paucity of effective primers for adults was due more to the difficulty of producing them than to anything else. She mentioned that studies had been begun recently on the problem of readability. Experiments were being held to determine whether such primers should be written by people who are masters of the subjects involved and then edited for beginners by experts in readability, or be written by people trained both in the technique of presentation and in the subject matter.

"Let us suppose," she said, "that one wishes to prepare material for adults who are just beginning to read. According to standards developed in studies in the United States, there should be on the average not more than five to 16 different words. Presentation should be so direct that the number of personal pronouns will not be fewer than nine to 13 per 100 words. The average length of sentences should not exceed 12 to 20 words."

Miss Griffin favoured the story-type material for the purpose. Some tips she gave were: "It should be simple and written in short, direct sentences; the theme should involve adult concept. It should be close to the experience of the group and expressed in terms of the group portrait. Characters in the stories should be real people with individuality. Although the theme is expressed in terms of local situations, the problems should have universal appeal."

The Adult Education Seminar, which was organized by the South Indian Adult Education Association, a pioneer non-official organization in India, was held at the Besant Theosophical School in Adyar, on the outskirts of Madras City. The idea of the seminar originated at *Unesco*, in whose programme for promotion of peace and security education occupies a central place. The Education Department and the Rural Welfare Department of the Madras Government sent Delegates and Observers.

Inauguration of Seminar

The Seminar was inaugurated by Prof. Humayun Kabir, Joint Secretary, Ministry

of Education, Government of India. Mr. J. L. P. Roche Victoria, Madras Minister, Mr. Stanley R. Chartrand, Public Affairs Officer, United States Information Service, and Mr. T. S. Avinashilingam Chettiar, former Education Minister, were among those who participated in it.

"If the poor do not come to educate themselves, education must go to elevate them."—"Adult social education is indispensable for national progress and democracy." These were statements figuring prominently at the Seminar.

Inaugurating the Seminar, Prof. Humayun Kabir said that there was no country as such which was rich or poor; a country was what its men and women made of it. He urged an all-out campaign against illiteracy.

Mr. Chartrand gave details of a literacy campaign in America, and said that as a result the literacy rate of Negroes today was close to that for the whole country. In the post-war period private agencies became prominent in Adult Education in the U.S.

Mr. Chartrand explained that U.S. Adult Education had extended beyond the shores of America. He detailed the services being rendered by American Missionary organizations and by the United States Information Service in the cause of Adult Education.

Whether in India or America, he said, Adult Education had the same purpose of

making better citizens, well informed for effective democratic action, who, working together with peoples of other nations, would make this a better world to live in.

Miss Griffin said that till a few years ago the concept and objective of Adult Education were confined to promoting adult literacy; but the concept had changed. The requirements now were: The ability to read what others had written on current questions, to express oneself clearly and to communicate one's thoughts to others in simple writing. In other words, every citizen was expected to possess a fair measure of what was called Social Education in India and Fundamental Education elsewhere.

Miss Griffin will report her impressions of the Seminar to *Unesco*. During her stay in Madras, she visited many Social Welfare Centres run by the State's Department for Women's Welfare along with other Delegates and Observers. She also went on an excursion to Thirukkalkundram (The Hill of the Sacred Birds) and Mahabalipuram (The Seven Pagodas), places of historical interest near Madras.

Of her visit to India and on Indo-American friendship, she said: "I am so happy to have had an opportunity to work in India. Although I am not here as a representative of my country, being connected with international work, still I cannot help being happy to make friends here and establish co-operation with the Indian people."

Adult Education Causes Reduction in Domestic Quarrels.

Special Needs and Peculiar Problems Concerning Women

A notable feature of the First South Indian Regional—Seminar on Adult Education held in Adyar from 23 to 30 April 1951 was an Observer deputed by the Women's Welfare Department, Madras, attended it and participated in its work.

Kumari Santhi Sudarsanam, Assistant Women's Welfare Officer, who represented the Department, read a thoughtful paper on the "Education of Adult women". She said:—

In the list of subjects drawn up for discussion at this Seminar, "Women's Special Problems" is one of many other subjects. After some years of experience of Adult education work, leaders of the movement have become aware of many aspects of the work, which they did not

understand at the outset. In a country like ours where illiteracy, ignorance and listlessness are of considerable magnitude, and where social workers and funds are so meagre, it has taken time to understand the full scope of the programme that must be launched upon. But even as yet, there

is little recognition that while many problems are common to men and women, the special needs of women are so numerous, that sufficient justice cannot be done by merging them into a general list of all problems. This Seminar will do a service if it collects all the peculiar problems of Adult Education for women.

Opinions differ as to the response of women to Adult Education work. Reviewing the results in Bombay City some years ago, a writer said: "Curiously enough women pupils show the keenest desire to learn, and in spite of their full day's work at home and outside, attend the classes in large numbers and make considerable progress. Many of them can now read and write and even keep small household accounts and some of them help their school-going children. Encouraging women to come out of their homes has had most interesting results, one of which is indicated by the number of questions teachers of women's classes have been asked about matters of hygiene and dress. As a result many women are now paying greater attention to cleanliness. In a number of homes husbands are now beginning to help their women folk with their domestic work and in caring for their children in order to give the women some time in which to attend classes. This helpful attitude is said to be causing a reduction in domestic quarrels."

This picture of Bombay achievements shows the benefits that may accrue from steady work. But equally, a dismal picture can be drawn from experience elsewhere, specially from the villages. Women in such places say that they are too old to start reading, they feel shy to be known as aspiring to learn. They give up after few days when they find lessons growing difficult. In many places, they complain of want of leisure and time. On the other hand, the self-same women hanker after training in some crafts by which they can earn a livelihood. All the objections raised to learning to read disappear at the prospect of equipping themselves to earn a supplementary income. Ability to read will benefit them in the long run and indirectly in teaching them better ways of living. But craft training can be converted immediately to cash. Invariably

it is the experience of workers of the Women's Welfare Department that in all villages while many assemble for the attractions of a Community Centre, only a very small proportion of them care to come for literacy classes.

A well known educational expert, the late Mr. S.G. Daniel of Tanjore, wrote:

"My educational experiments have convinced me most forcibly that unless the teaching of reading and writing is preceded by, and combined with, the teaching of general knowledge and mental arithmetic connected with the life of the people, the teacher will fail to create in the minds of the pupils and their parents a thirst for knowledge and a desire for learning and when the pupils and parents have no interest in what is taught in the school, the inevitable result is the evil of stagnation and wastage which we all deplore". In confirmation of this finding he quotes the Tamil phrases *அறிஞர்* (first knowledge and then the symbol) *எண்ணுதல்* (first arithmetic and then literature) *எழுத படிக்க* (first to write and then to read), which seem to suggest the relative importance of subjects.

A programme must take this fact into account.

"Need for Atmosphere"

The former Education Minister speaking at the Adult Education Conference in 1949 said, "Adult Education can be done only with the co-operation of non-official agencies and that co-operation should not merely be in the actual organisation of the schools but also in the creation of an atmosphere which will make adults willing and anxious to attend these classes. That in fact is the prime need of to-day." What was recognised as a prime need in 1949 has become even more clear in the experience of our Department. Our problem is to capture the interest of the women who come to our Centres for other attractions, and to give them the benefits of literacy. However careful our methods may be, we fail because the necessary atmosphere is absent in the case of our women. Poor women who struggle with insufficient means, are the worst sufferers in the home. The man's needs are met first, then the children's, the woman takes what is left over in clothing, food or accommodation.

It is physical inability that accounts for their mental lethargy. Hope of improvement through different forms of Adult Education cannot be created in them by workers alone. Their employers must help in impressing upon the employees the benefits that they can derive through Adult Education Centres. A worker meets them only once or twice or thrice a week for a short period, whereas the employer of daily labourer or a domestic servant is in touch with them the major part of a day. The employer can do much propaganda and tell the servants the value of attending classes during leisure time.

In the task of Adult Education and Adult literacy the temptation has been to attempt to solve it by mass methods, using any voluntary worker, any building or any chavadi or open air. These are not usually successful. The objectives are usually vague. Women are apt to look upon it, as one of several calls upon their attention which they may or may not take notice of.

Need for Model Centres

The need for a Model Centre, either a brick building or a substantial hut, has been felt in each village, where information and educative material can be kept to attract women at all times even when teaching is not conducted. The vagueness in the minds of the women can be dispelled if such a Model Centre exists and radiates all manner of influence. Wherever there is a branch of the Women's Welfare Department such Model Centres have been built up and the response, though slow, promises to improve with time.

For the success of Adult Education among women, it has been found highly important that the teacher should have special training in handling an adult class. It is already known to all advocates of Adult Education that the mind of the Adult is in every way different from the child and therefore the methods of tackling such a mind should be special too. The training given to the Women's Welfare Organisers in the Training Institute caters to the problems peculiar to women. The syllabus in the Training Course embraces such branches of knowledge which will be of practical use to the housewife in her daily work and therefore

the Organiser is equipped with the knowledge of First Aid, Home Nursing, Nutrition, Home Craft, Health and Hygiene, Home remedies, Child care etc. During her training period the Organiser is kept in touch with a village or slum in order to be familiar with its problems and try to tackle the problems with the knowledge provided.

A trained worker will first build up friendly contact with the adults and create confidence in them. She will give useful talks, suggestions, help etc. during house visits and make the members look upon her as a friend and guide. Once this is achieved she will soon be able to carry on her work successfully even in the matter of Adult Literacy by convincing them of the need for becoming literates pointing out several examples, real and imaginary—Here dialogues, a small farce or comic etc. are found to be very effective.

One of our workers quotes her experience as follows: "When I started the Adult Education work in one of the most backward areas in the City. I was an untrained hand. The adults were contacted and there was not much taking about their welfare or so but they were told to assemble in a place to learn to read and write their mother tongue, I was happy to see a group of adults on the first day all seated in front of me, an ordinary school teacher. I was over anxious and kept them on at it for 1½ hours at a stretch and the result was I found them all running away from me the next time I went!"

Another instance will prove, how this aspect of Adult Education viz., Adult Literacy, can be pushed through successfully. In the Community Service Centre in one of our Women's Welfare Department Branches, our worker used to spend some time, narrating examples of charity, morality, goodness, miracles etc. from religious books and one adult woman of about 30 years of age was so impressed with it that she, who was very shy to learn the art of learning to read in front of others, made up her mind to sit at it and learn. Her one aim was to equip herself to read the 'Bible' and she did succeed in two month's time.

Experience gained by handling Adult Women in the Community Centres of our

Department tells us that if a good beginning in the right line and spirit is made in promoting Adult Education, we can be sure of at least 60% success and for this well trained hands with real living interest in the work are necessary.

Adult Education must eventually spread by the efforts of those who benefit by it. But the initial step must be carefully planned and must be thorough in every respect. The necessary atmosphere will be created thereby and not depend upon sporadic exhortations which people hear for a few moments and forget in a short while.

Women's Welfare Work in Madras State

The following are extracts from the Handbook of Information issued by the Department of Women's Welfare, Madras:-

"I am firmly of the opinion that India's salvation depends on the sacrifice and the enlightenment of her women," said Mahatma Gandhi.

These words are all the more true to-day when the task of building up a strong and noble nation faces us. Our country has a future as bright and hopeful, as its heritage was glorious. To help in laying the foundation to-day for the world order of to-morrow, is at once the privilege and the duty of women.

The Indian woman, who for long had surrendered herself to the soulless drudgery of the household routine, is to-day slowly coming into her own in public life. True, her home is still her heaven and her heaven. But it is her mission to carry beyond her home, to the society at large, the art of creation, the language of love and the spirit of service which are born with her. So then, working for her cultural, civic, social and economic welfare, one eventually works, through the woman and her home, for the general welfare of all concerned.

It is in recognition of this vital role they can play, the ennobling influence they can exert, that the Madras Government have constituted the Department of Women's Welfare. Once again, it is the privilege of Madras to have been the first State in India to take this step.

Social Service—A Science:

Social Welfare service affects society as a whole and therefore it touches the

individual's life at several points. Thus Social Service has been placed on a rational basis and is no longer merely humanitarianism. It is now regarded by all as responsible public service requiring skilled knowledge and scientific approach since it affects human problems and human relationships at various points. These services should be so regulated that the root causes are analysed and suitable remedies prescribed. The work therefore is not only difficult but must be thorough, steady and directed in defined channels. Obviously, neither spectacular nor even immediate results can be expected; they are not desirable, either.

These types of Social Service are of different aspects, though all of these affect groups and society at many points. Of these, two important aspects are undertaken by the Department of Women's Welfare, i.e. family welfare and community service. Owing to the peculiar circumstances governing life in this country, the approach is made through women, and for a work like this, women are best suited as seen also from the experience in Western countries. So then, to this extent and only to this extent can this be called the Department of Women's Welfare; while actually the scope of work naturally covers a wider field than is ordinarily implied in the term "Women's Welfare."

From Humble Beginnings

The foundation for this organization had been laid in 1941 itself. A band of voluntary workers had organised themselves to instruct ignorant and illiterate women on Air Raid Precautions. The first branch was opened in Madras and gradually the organization spread to the whole Presidency. When the war was over, this body was retained by the Government who felt that the contacts which it had made during the war-time could be profitably used for constructive peace-time social work among women and children. The need for expanding the scope of the social organization with a view to undertaking new channels of constructive community welfare services, particularly in the rural areas, was also recognized by the Government. The organization, therefore, reconstituted the organization which was known as the

'Indian Women's Civic Corps.' and renamed it the 'Department of Women's Welfare'. The Seven Years' scheme, which they drew to implement one of the most important items of the 18-point constructive programme of Mahatma Gandhi, was approved by all the leading women workers in this State.

Community Service Centres.

Community Service Centres are the nerve centres of the organization. This is the second item of work done by the field staff. The aims of these Centres are:—

1. To serve as all-comprehensive units for the progress of women in adjustment with the changing conditions of the times in the domestic, social, economic and civic spheres.

2. To be the means by which women of all classes and communities are organized into corporate groups, under trained leadership and build up a general background of a well-informed outlook with a desire for self-effort in the interests of self and group improvement.

3. To also serve to promote unity and understanding in them a spirit of service and civic consciousness.

One who knows the traditional conservatism of our women, who have been habitually confined within the four walls of their home, will appreciate that it is often a very difficult task to persuade the women to visit the centres even when they have leisure. A skilful approach and personal contact are necessary for this. The house-to-house visits are really the foundation on which the whole edifice of the Department is built. In the course of these house-to-house visits, the organizer comes into contact with women of different dispositions living in various circumstances. One might be a conservative who contemptuously looks down upon "forward" women; another might be a fatalist and might have no faith in self-help. Yet another might, just, not be interested in corporate or community life but might prefer to be left severely alone. A trained and skilled organizer is not baffled by these types. She must needs win them all over.

This house-to-house visit helps also to serve as a survey of the conditions that prevail in the locality. Such a study would

guide the organizer in framing the activities of the Centre for the civic, cultural, social and economic welfare of women. This purpose is sought to be achieved by the two-fold programme of the Community Centre, viz., Social Education and leisure-time activities.

The following approved programme is carried out in these Centres:—

1. Social Education including citizenship training, community behaviour, Adult Education and Adult Literacy.

Civic duties are encouraged, e.g., co-operation with public authorities in regard to sanitation, public health, education, hospital visiting, etc. Celebration of common festivals, days of national importance, excursions, competitions and news-hour discussions, debates and lectures are arranged. Adult Education instruction is provided including instruction in home science, domestic economy, gardening, nutrition, dietetics, practical cooking, first-aid, home-nursing, maternity and child-care, home-remedies, besides recreation, music and folk-lore and adult literacy including instruction in mother-tongue, regional language and Hindi. Literacy work in the Centres is very popular.

Leisure-time activities and subsidiary (cottage) industries, so as to enable the poor to earn a small income. Crafts taught are: spinning, weaving, tailoring, paper-making, soap-making, tape-weaving, coir-work, leather-work, making fancy articles of household utility from waste products, preserves, pickles, jams, syrups, drinks, etc.

It will thus be seen that the centre programme is so planned as to be linked with their interests in the home, their families and the neighbourhood. All these activities useful and valuable as they are by themselves, produce an even more beneficial and far-reaching effect by bringing women of various types, castes and classes together in common pursuit and co-operative endeavour. A web of fellowship is thus woven and a unity that transcends social barriers and religious difference is built up.

Welfare work is being carried on, on an intensive scale, amongst the Todas in the Nilgiris. It is hoped that a beginning

will also be made shortly among the tribal people of the Agency Areas.

Because of the special facilities commanded by the field staff as a result of their family survey and community work, Government have entrusted the running of the three Rural Colleges for Adult Education for Women at Kozhikode, Tanjore and Waltair, to the Department of Women's Welfare.

"Women's Welfare Journal"

The Department of Women's Welfare Madras, is publishing the multi-lingual "Women's Welfare Journal" which provides, month after month, a rich variety of intellectual fare for the general reader and guidance information for field workers. The Journal publishes contributions from informed writers.

The April 1951 issue, for instance, contains an article on "crafts-centred, culture-centred and child-centred education" contributed by Sri K. S. Ramaswami Sastri, President, South Indian Adult Education Association. He writes:

Education should not be merely craft-centred. It must also be culture-centred and must in the main be child-centred. In Hindu mythology God Dattatreya is described as having three faces and one body. He is the unitary deity including Brahma and Vishnu and Siva, the Vishnu aspect being predominant. The drawing out of the latent powers of the child is the chief object of education. The imparting of culture is for that end. The use of a craft as an instrument of such culture is to make such imparting of culture more effective. A craft should not be used to monopolise that which culture should accomplish; nor should culture be pursued as if it were an end in itself, whereas its use is the evocation and enrichment of the personality of the child. Craft should intensify culture and culture should leaven craft. Both should leaven the personality of the child. Hitherto the tongue and the pen drove out the hand. Hereafter the three must work as a team. A child's

hand becomes active even earlier than its tongue. The hand, the tongue, the eyes and the mind embark on a co-operative adventure. The hand will be a test of the correctness of the eye and will be a test also of the inventiveness of the mind. It will guide and stimulate thought and make the child a master of constructive-ness and design and invention. It will, in short, make him a maker. The divine element in man is his creativeness, though in a microscopic manner in comparison with the Creator. If he loses his creativeness, he loses his very soul.

This is why Mahatma Gandhi felt that, without his constructive programme, India would not be able to maintain her freedom or to be united, prosperous and happy and that without basic craft-centred education, the people of India would not sincerely and heartily carry out his constructive programme for the building up of the great Indian nation of the future. He says: "Unfortunately for our country, the middle classes have almost lost the use of their hands and I hold it to be entirely impossible for a boy to understand the secrets of science and the pleasures and the delights that scientific pursuits can give, if that boy is not prepared to tuck up his sleeves and labour like an ordinary labourer in the streets. Unless our hands go hand in hand with our heads, we should be able to do nothing whatsoever. We, who learn in colleges, forget that India lives in her villages and not in towns."

The Department is conducting also a monthly Tamil Journal, *செயல்சாலை* which is equally rich, interesting and informative. It maintains a high standard of correct Tamil in most elegant style under the *de facto* editorship of Sri B. C. Lingam, a young man of deep and vast erudition in Tamil literature. Sri Lingam is a gifted writer; he has a tone which cannot be acquired; he would be chosen as one of the first six best writers in Tamil, should a referendum be held; and he has the frailty of true greatness, of not making himself known to the public.

The First South Indian Seminar on Adult Education, Adyar, Madras

List of Delegates and Observers who attended and participated in Seminar activities.

Delegates.

1. Sri K. J. G. Sundram, Hyderabad State Adult Literacy Committee of Christian Council, Dornakal.
2. Sri N. A. Krishna Nair, All Malabar Adult Education Workers' Association, Kozhikode.
3. Sri C. Ellisha, District Adult Education Committee, Cuddapah.
4. Sri M. Se-hachallam, Krishna District Adult Education Committee, Masulipatam.
5. Sri P. Sathiyaravaya, Adult Education Committee, Kakinada.
6. Sri K. Sankaraiab, District Adult Education Committee, Bellary.
7. Sri M. J. Prakasam, District Adult Education Committee, Guntur.
8. Sri R. Narayana Rao, District Adult Education Committee, Anantapur.
9. Sri P. Konda Reddy, District Adult Education Committee, Chittoor.
10. Sri U. Srinivasa Kish, South Kanara District Adult Education Committee, Mangalore.
11. Sri V. Venkatasubram, District Adult Education Committee, Tiruchirappalli.
12. Sri C. Rangaswamy Iyengar, District Adult Education Committee, Nilgiris, Coonoor.
13. Sri T. R. Raghavan, Central Adult Education Committee, Mathurai.
14. Sri V. Sagarapam Naidu, District Adult Education Committee, Tanjore.
15. Sri J. Rajanayagam, District Adult Education Committee, Coimbatore.
16. Sri L. C. Richard, South Arcot District Adult Education Committee, Cuddalore.
17. Sri S. David Michael, District Adult Education Committee, Tirunelveli.
18. Sri A. Thirugnanasambantham, Madras City Adult Education Committee, Madras.
19. Sri P. S. Subbaian, Taluk Adult Education Committee, Pollachi.
20. Sri M. P. Sethuraman, Adult Education Committee, Sathangudi, Gingee Taluk.
21. Sri P. J. Louis, Sengulam Adult Education Committee, Tiruchirappalli.
22. Sri S. Lingayya, West Godavari District Adult Education Committee, Ellore.
23. Sri M. Rathakrishna, Adult Education Teacher, Turaiyur, Musiri, Tiruchi District.
24. Sri P. S. Subramania Pillai, Chairman, Municipal Council, Palayamkottai. (Vice-President, S.I.A.E.A.).
25. Sri T. K. Rama, Chairman, Municipal Council, Madurai. (Vice-President-S.I.A.E.A.).
26. Srimathi S. Girisundari, Municipal Council, Madurai.
27. Sri S. Sundaresan, Municipal Council, Kumbakonam.
28. Janab Syed Salih Sahib, Municipal Council, Kumbakonam.
29. Sri R. Arjunan, Municipal Council, Salem.
30. Sri O. A. Narayanasamy, Vice-Chairman, Municipal Council, Tanjore. (Regional Secretary for Tamilnadu S. I. A. E. A.).
31. Sri S. Ignasimuthu, Municipal Council, Erode.
32. Sri S. Kuthalingam Pillai, Municipal Council, Tirunelveli.
33. Sri D. Vijayam, Municipal Council, Nellore.
34. Sri V. Venkatasamy Naidu, Municipal Council, Masulipatam.
35. Sri S. V. Duraisamy Mudaliar, District Board Education Officer, Chingleput, Saidapet.
36. Sri Arthanari Chettiar, Municipal Council, Rasipuram.
37. Sri V. Muthu Iyer, Hindu College, Masulipatam.
38. Sri S. Narasimha Iyengar, Principal, Government College, Cuddapah.
39. Srimathi K. V. Kumari Devi, Government College, Cuddapah.
40. Srimathi A. Saraswathi, Government College, Cuddapah.
41. Srimathi M. Lakshmi Ammal, Principal, Lady Willington Training College, Madras.
42. Srimathi R. Rajarathnam, Lady Willington Training College, Madras.
43. Srimathi Elsie F. Rajbhai Oliver, St. Christopher Training College, Madras.
44. Sri P. R. Meenackisundaram, Government Arts College, Madras.
45. Srimathi A. R. Iravathy, Queen Mary's College, Madras, and Indian Red Cross Society, Madras.
46. Srimathi S. Chellammal, Headmistress, Lady Sivaswamy Iyer High School, Madras.
47. Srimathi T. Kalpagam, Lady Sivaswamy Iyer High School, Madras.
48. Srimathi C. R. Sathiyabhama & R. Saraswathi Bai, Lady Sivaswamy Iyer High School, Madras.
49. Sri A. N. Schwartz, Education Secretary, Christian Literature Society, Madras.
50. Mrs. E. W. Wilder, Roman Script Expert, Nagpur.
51. Janab M. S. A. Majid, M.L.A., Secretary, Muslim Educational Society of South India, Madras.
52. Sri N. Raja Rao, Hon. Dt. Organiser, S.I.A.E. Assn., East Godavari, Kakinada.

List of Observers.

1. Sri C. Ragunatha Iyengar, South Indian Teachers' Union, Madras.
2. Mrs. Gardine Culwick, Theosophical Society, Adyar, Madras.
3. Sri Krishna, Corporation of Madras.
4. Dr. P. A. S. Raghavan, District Adult Education Committee, Tiruchirappalli.
5. Sri S. T. Acharya, Sengulam Adult Education Committee, Trichy.
6. Sri P. Thirugnanasambandam, Annamalai University, Chidambaram.
7. Sri Y. Venkataramana, P. R. College, Kakinada.



Miss Ella Griffin UNESCO expert on Adult Education, is seen with the women Delegates, and Observers of the First South Indian Seminar on Adult Education in 'Damodar Gardens', Adyar, Madras-



Prof. Hymayun Kabir, Joint Secretary to the Government of India, Ministry of Education, is seen inaugurating the First South Indian Seminar on Adult Education, in 'Damodar Gardens', Adyar, on 22nd April 1951.

8. Srimathi L. F. V. Amirtham, Teachers' College, Saidapet, Madras.
9. Srimathi Thangam Sundaram, A. E. Committee, Pollachi.
10. Sri S. S. Avathanianar, Madras Teachers' Guild, Madras.
11. Sri M. P. Rajagopal, Madras Teachers' Guild, Madras.
12. Srimathi Anpudai, Government Training School, Cuddalore.
13. Janab Ghouse Mohideen Sahib, Deputy Inspector of Schools, Periyakulam.
14. Sri M. G. Ramaswamy, Chairman, Municipal Council, Aruppukottai, (Ramanad Dt.).
15. Sri S. Rajagopalan, Ramakrishna Mission High School, Thiagarayanagar, Madras.
16. Sri R. Daniel, Harijan Welfare Department, Madras.
17. Srimathi Santhi Sudarsanam, Women's Welfare Department, Madras.
18. Srimathi P. S. Thailambal, Women's Welfare Department, Madras.
19. Dr. E. V. H. Rau, Adult Education Committee, Dharapuram.
20. Sri J. Jesudasan, Thiruvotteeswarar High School, Madras.
21. Sri G. Venkata Rao, Chairman, Municipal Council, Srikakulam.
22. Mr. P. C. G. Baugh, British Council, Mount Road, Madras.
23. Sri S. Kunjithapatham, Municipal Council, Chidambaram.
24. Sri P. A. Ramaswamy Chettiar, Chairman, Municipal Council, Periakulam.
25. Sri V. Ramachandran, Chairman, Municipal Council, Mannargudi.
26. Sri Kundala Buchiah Choudhry, District Board, Guntur.
27. Sri N. Subba Rao, M/s Venkatarama & Co., Madras-1.
2. Sri N. V. Subba Rao, Headmaster, Government Training School for Adult School Teachers, Udayagiri.
3. Sri T. V. S. Pragasa Rau, Junior Deputy Inspector of Schools, Kakinada.
4. Sri T. Lakshminarayana Rau, Senior Deputy Inspector of Schools, Udupi.
5. Sri M. Devarajan, Deputy Inspector of Schools in-charge of Propaganda, Madras.
6. Sri K. V. V. Subramaniam, Deputy Inspector of Schools in-charge of propaganda, Machuraj.
7. Sri K. Nagendrudu, Deputy Inspector of Schools in-charge of propaganda, Kakinada.
8. Sri G. D. Peter, Assistant, Government Training School, Tirunelveli.
9. Srimathi Varalakshmi, Government Training School, Rajahmundry.
10. Sri S. Sarada, Government Secondary School, Kanchipuram.
11. Sri S. Lakshmiratan Bharati, Deputy Director of Rural Welfare, Madras.
12. Sri V. Rama Sastry, Rural welfare Officer, Dendalur.
13. Sri M. Sathyanarayana, Rural Welfare Officer, Santanatalapad, Ongole.
14. Sri K. M. Babu Shetty, Rural Welfare Officer, Kumbala, (South Kanara Dt.).
15. Sri P. Rajadurai Michael, Rural Welfare Officer, Tiruvellur.
16. Sri V. Achuthan Nair, Rural Welfare Officer, Thirumangalam.

Government of Travancore-Cochin Union.

17. Sri S. Raghavan, Executive Officer for Adult Education, Trivandram.
18. Sri R. Vasudevan Pillai, Lecturer in Co-operation, Trivandram.

Government of Hyderabad.

19. Sri Bar Srinivasa Rau, Adult Education Officer, Hyderabad.

Government Representatives.

Government of Madras.

1. Sri P. Sathyanarayana, Adult Education Officer, Andhra Desa, Kakinada.

Second Adult Education Week Celebrations.

Tirunelveli District:—The Second South Indian Adult Education Week was celebrated on a grand scale throughout the District during the period marked for it (17 to 21 February 1951). The District Committee was strengthened by the addition of five members, and continued to

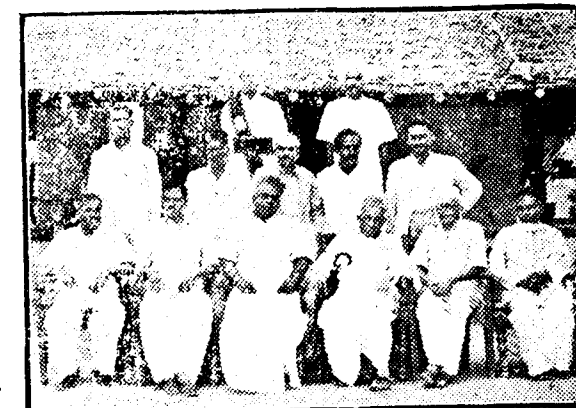
objectives of the Adult Social Education endeavour explained; dialogues held, and dramas enacted.

Tiruchirapalli District:—The Week was celebrated throughout the District more effectively than on the previous occasion. It was a regular mass drive against adult illiteracy and adult ignorance. At all the functions the urgency of literacy was the theme of the speeches made, dialogues held and dramas enacted. A huge procession was taken out in Tiruchi city led by Sri Thyagaraya Dikshitar, Headmaster of the local Government Training School. A well decorated elephant added to the grandeur of the procession in which about one thousand students from the local Colleges and High Schools took part, and excellent music was provided by a band. Janab Abdul Khadir, the District Educational Officer, opened an Adult Education Exhibition in the Government Training School, which was open to the public throughout the Week. A public meeting, held in the School premises, was addressed by Sri Thiloka Seetharam, Sri V. R. Ramnatha Aiyar, M.A., and others. Syed Khadir, B.A., L.T., presiding, a public meeting



Miss Ella Griffin, UNESCO expert on Adult Education, complying with the wish of the Hon'ble Maulana Abul Kalam Azad, India's first Education Minister, visited the first South Indian Seminar on Adult Education in 'Damodar Gardens' Adyar, Madras, from 27 to 30 April 1951. She was impressed by the work being done in South India.

function with the Collector as the President and the District Educational Officers, Tirunelveli East and West, as the Joint Secretaries. Instructions were issued to all the Revenue Divisional Officers, the Tahsildars and the Deputy Tahsildars to strengthen the existing, and form additional, Committees. The President, District Board, Tirunelveli, Commissioners of Municipalities and Presidents of Major Panchayat Boards, were requested to celebrate the Week according to the programme chalked out by the Central Committee. Prayers were offered in all churches, mosques and temples; processions of children and adults taken out; public meetings held and the aims and



The Adult Literacy School, Thucavur, Musiri Taluk, Tiruchi District, celebrated its First Anniversary and the Second South Indian Adult Education Week. Dr. T. S. S. Rajan, Minister for Health, Madras State, presided over the inaugural meeting. Sri P. B. K. Raja Chidambaram, District Board President, is seen sitting to the right of the Minister, and Dr. P. A. S. Raghavan Vice-president, Tiruchi District Adult Education Committee, to the left. Sri K. M. Radhakrishnan, Teacher, Manager of the School, is seen standing just behind Dr. T. S. S. Rajan.

was held in Sengulam area and addressed by Sri V. A. Parimelazhagan and Sri A. Ramamoorthy. Women played a praiseworthy part: A huge procession of girl students and grown up women was organised by the Seva Samajam; Mrs. Valli Ananthanarayanan presiding, a public meeting of women was held and addressed by Mrs. David, Mrs. Thanjam-mal, Mrs. Ponnammal and Sri Venkata-subbiah, urging the need for opening Literacy Centres for women. With Dr. P. A. S. Raghavan in the chair the Library Day was celebrated under the auspices of the Srirangam Municipal School Teachers' Association. Sri P. Subbaroyan, Sri Triloke Seetharam, Mr. P. J. Louis, and Mrs. Kantha Ammal spoke on the aims of the Library movement and the ways of tackling the literacy problem in the country. Sri H. Ananthanarayanan, I. C. S., District and Sessions Judge, presiding, the Mobilisation Day was celebrated by means of a public meeting held in St. Joseph's College and addressed by Sri K. S. Ramaswamy Sastri, Sri M. Bapinedu, M.L.A., and others. Dr. T. S. S. Rajan presided over the Inauguration in Thuraiyur in Musiri Taluk, when Sri P. B. K. Rajachidambaram Reddiar and Dr. P. A. S. Raghavan also spoke.

Karattumadam, Coimbatore District:— Sri K. Srinivasan, B.A., B.T., Headmaster, Gandhi Kala Nilayam, Karattumadam, Erisidampatti P. O. via Pollachi, Coimbatore District, reports: In Salaiyur, Sri Gopal and Sri Sridharan Pillay of Vivekananda Ozhiar Sangam made excellent arrangements; a procession of school children was taken out with appropriate slogan-shouting; a public meeting was held, Sri Palanivelappa Gounder presiding, whereat it was announced that the aforesaid Sangam would start and run a Literacy Centre, and it was demonstrated with the help of the Laubach Chart how an illiterate adult could become a literate within a short period of time. The Headmaster presented copies of Tamil Padi and charts for the proposed Centre. A public meeting was held Sellappampalayam and addressed by Sri Sahasranama Iyer, Headmaster, Board Elementary School, and Sri S. T. Subbaiya Gounder, President, Taluk Congress Committee and President,

Gandhi Kala Nilayam. At Udukkrm-palayam, a public meeting was held under the auspices of the local Parents Association, Sri Sellamuthu Gounder, a village elder presiding, Sri Muthuswamy Reddiar, Headmaster, local Board Elementary School, and Sri Manicka Mudaliar, Village Karnam made all the arrangements and got through the celebrations. At Devanna Pudur, a Katha Kalakshepan on the 'Woes of an Illiterate' by Sri Karathur Somasundaram was held, Sri Ramaswamy Gounder, Village Maniakkarak, presiding. The Week was celebrated effectively in Valla Kundapuram; a public meeting was held, Sri Semmunda Gounder, the Grand Old Man of the village, presiding, and addressed by Sri Nachimuthu Chettiar.



The Hon'ble Mr. J. L. P. Roche-Victoria, Director is seen requesting Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, to inaugurate the first South Indian Seminar on Adult Education in 'Damodar Gardens, Adyar, Madras, on 22nd April 1951.

Karnam, Sri Kandaswamy Chettiar, Maniakkarak, and Sri Kothandapani, member of the Kala Nilayam Committee.

Literacy School, Thuraiyur (Trichi Dt.)
The first Anniversary of the Adult Literacy School, Thuraiyur, Musiri Taluk, Tiruchirapalli District, synchronised with the first day of the Second South Indian Adult Education Week. Both events were celebrated effectively and with the enthusiastic co-operation of the local people. Dr. T. S. S. Rajan, Minister for Health, Madras State, presided over the inaugural meeting in a specially erected pandal. Sri P. B. K. Raja Chitambaram, President of the Tiruchi

District Board, hoisting the National Flag, emphasised the urgency of adult literacy.

Sri Rangaswamy read the following message sent by the Hon'ble Mr. J. L. P. Roche Victoria, Minister for Food and Fisheries, and General Secretary, South Indian Adult Education Association, to Sri K. M. Radhakrishnan, Secretary, the Second South Indian Adult Education Week Committee, Thuraiyur:—

Dear Sri K. M. Radhakrishnan, I am glad you are celebrating the Second South Indian Adult Education Week, and the First Anniversary of the Adult Literacy School, Thuraiyur. The necessity for eradicating adult illiteracy in our State cannot be over-emphasised, especially in view of the impending elections when every adult can exercise his franchise. It is highly important that every citizen in our State should be able to read and write so that he might take an intelligent interest in the administration of our country. I can conceive of no better form of service to humanity than to throw open to them the gateway to knowledge.

Sri K. Santanam, Minister of State for Railways, in a letter to Sri K. M. Radhakrishnan, conveyed thanks for the invitation and wished success to the function.

Adult Education songs were sung and a dialogue was conducted by the pupils of the Adult Literacy School.

Sri K. M. Radhakrishnan, Teacher Manager of the School, presenting a report of the work done during the past year, said: The first General Election under India's Republican Constitution would be held in the coming December, and about seventeen crores of adult voters would be taking part in it and exercising their franchise. The voters should be at least literate. It was a matter of shame that adults should give their thumb impression instead of signing their names; and that even in lavatories male and female figures should be kept for the guidance of adult illiterates.

Sri T. V. Subbiah Pillai, Deputy Inspector of Schools, Thuraiyur Range, Sri P. A. S. Raghavan, Vice-President Tiruchi District Adult Education Committee, and Mr. M. Mariappan, Special Officer, Thuraiyur Panchayat Board, addressed the gathering on various aspects of Adult Education.

Dr. T. S. S. Rajan, in his concluding speech, congratulated Sri K. M. Radhakrishnan on the good work he was doing through the School in a nation-building activity and asked the adults of the village to join the school in large numbers and make the best use of the opportunity given to them.

Proposing a vote of thanks Sri K. M. Radhakrishnan explained the 'Each one Teach one' technique.

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An Adult Education Committee formed for Madras City

An informal meeting of those interested in Adult Education was held at 6 p.m. on 17-6-1951 in Mahajana Sabha Hall, Mount Road, Madras, Sri K. S. Ramaswamy Sastri, President, South Indian Adult Education Association, presiding.

The line of action to be pursued was discussed, and the conclusion reached that a committee should be constituted for planning and carrying out work in Madras City. Sri T. J. R. Gopal, Sri P. S. Krishnaswamy, Sri S. S. Avadhanar, Sri Subbu-

rathnam Aiyar, Sri Sivagnanam, Sri V. Krishna Sri Murugesu Bhagavathar and others took part in the discussion.

With Sri K. S. Ramaswamy Sastri as President and Sri A. Thirugnana-sambandam as convenor a committee was formed comprising one representative for every Municipal Division. The Committee will meet some time in the last week of June, to chalk out a detailed programme of work.

The Hon'ble Mr J. L. P. Roche-Victoria visits Students' Camp at Karekaldoddi

Mr. Roche-Victoria, Minister for Food, Government of Madras, visited the Students' Summer Camp, conducted by the Adult Education Council, at Karekaldoddi Kanakanahalli Taluk, on Monday 16.4.51 and participated in the inauguration of the Camp by Mr. N. S. Hirannaian, Development Commissioner in Mysore, under the presidency of Mr. V. Venkatappa, Speaker of the Mysore Legislative Assembly.

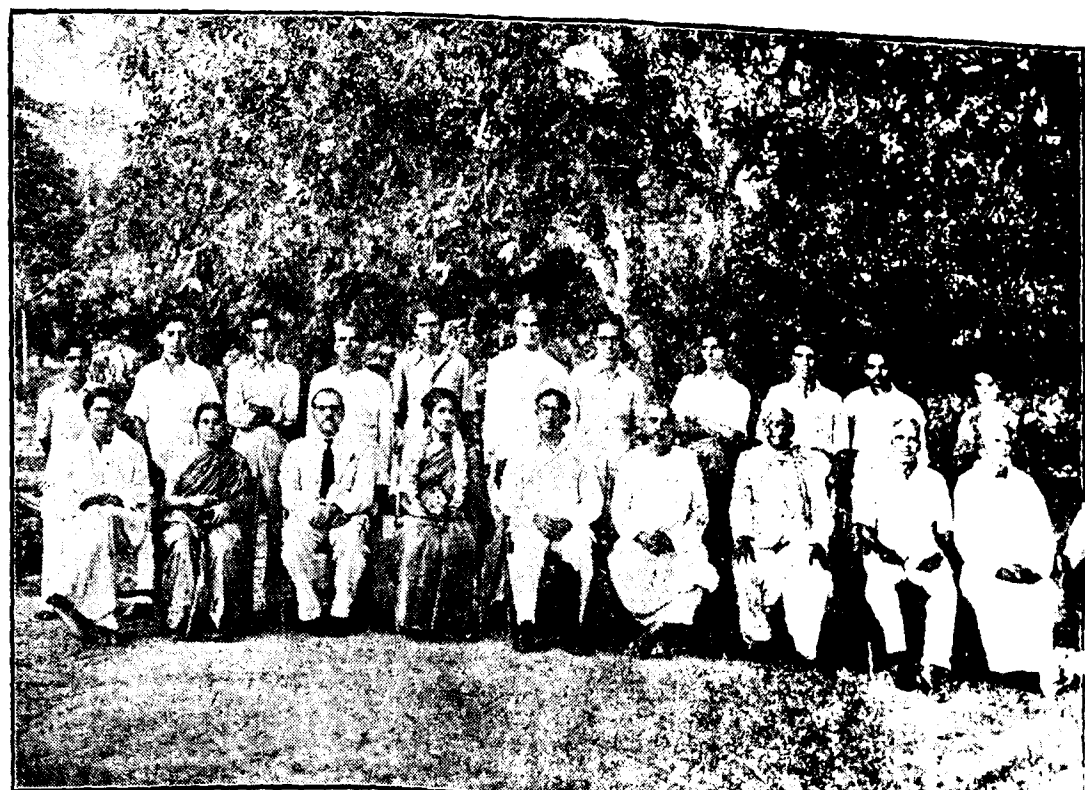
After the gathering had been welcomed by Mr. K. Subba Rao, the Development Commissioner briefly traced the history of the rural development work in the Mysore State, pointing out that Adult Education was a very important and main part of rural development work. He praised the Adult Education Committee and the student community for having together under-

taken the responsibility of conducting Service Camps in the villages.

The Madras Minister, expressing great pleasure at the work being carried on, said he was intensely interested in rural development and Adult Education work. He added that the villagers should not be sponsored but should be taught to be self-reliant and to take the initiative in all activities connected with their welfare.

Mr. V. Venkatappa, President of the function, spoke on the responsibilities of young educated men in working for the improvement of village life.

On April 17, Mr. Roche-Victoria visited the Central Library of the Adult Education Council at Ramanagaram and was acquainted with the Adult Education activities in the Rural Welfare Centre there. — (*Deccan Herald*).



Office-bearers of the First South Indian Seminar on Adult Education with Miss Ella Griffin, UNESCO Expert on Adult Education, and Sri K. M. Unnithen, Education Secretary to the Government of Madras (sitting to the right of Miss Ella Griffin).

