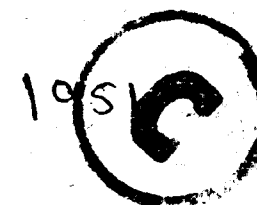


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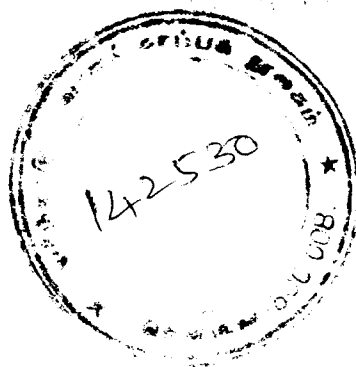
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Adult Education REVIEW

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Vol. II.] 76 JULY, 1951. 191 [N. No. 9

Is Adult Education a 'Farce' and a 'Fraud' ?

On Our Public Funds ?

Critics, with but superficial knowledge of the facts and with the corroding poison of a sub-conscious cynicism warping their judgement, say that the Adult Education movement is a "farce," and must not be countenanced.

The answer is, Adult Education is a nation-build process which was neglected by the British rulers. They were just making hay while the sun was shining, cared not a hoot to raise India to high level; it getting a chance only since Independence was achieved and it is cruel to thwart it with the mediocrity of ignorance and the malice of misjudgment.

Detractors, with their usual superciliousness, say that money spent on Adult Education is a "fraud" on the public funds.

That is simply ridiculous. Money spent on Adult Education is an investment which will give a good dividend of general culture which is the only insurance and safeguard for peace, progress and prosperity. The aim is unexceptionable; the objective, not merely desirable and laudable but also necessary and urgent; only, change the methods if they have gone wrong, and shake off slovenliness—S.A.

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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

JULY, 1951.

No.

EDITORIAL

Review of the Working of Government's Literacy Scheme.

From report received we understand that Sri K. M. Unnithan, I.C.S., Education Secretary to the Government of Madras, is making very earnest attempts to help on the cause of Adult Education. He has set up a separate temporary section in his Department to collect information. He has issued a questionnaire to District Boards, Municipalities and Panchayat Boards. After receipt of replies and tabulation, it appears, he is desirous of calling a conference of people interested in improving the present position and giving a proper drive to the Adult Literacy and Adult Social Education endeavour in this State. We welcome this move of the Education Secretary as indicative of an active interest in the cause. However, it appears necessary that we should present a picture of the working of the Adult Education scheme in our State as a whole so that the ultimate decision may run on proper lines.

The Literacy Effort has come to stay. The Unesco is reported to have determined on launching a world-wide scheme to liquidate the illi-

teracy of 120 crores of men and women, of course, ultimately through all of us who are working.

Literacy for the adult is certainly literacy for full life, and it must help him lead the best community life he is capable of. A Community Centre reproducing local community life in its most enjoyable and ennobling form will probably be the best for proper Adult Education. Naturally, such Centres can only be very limited in numbers as they are costly to establish and costly to run. The results also are slow. Though the drive for Adult Literacy requires the community spirit and certain community environment, it cannot wait indefinitely to develop through ideal arrangements. While its cost has barred us from thinking of starting Community Centres, though very early in the history of the South Indian Adult Education Association a scheme was projected of five months training for our workers in fairly ideal rural surroundings, we have stuck to the value of the community spirit as the essential part of Adult Education both when the teacher is trained and when he goes

out to work at this Centre. Without this spirit in the teacher and this environment for the adult, the adult really does not respond to the approaches of the teacher. In most cases, where the teacher complains that adults do not respond at the start or, as time goes on, of falling strength, the reason really is want of this community atmosphere. Realising this grave consequence, wherever we have had anything to do with the training of teachers, we have stressed the means to strengthen this community atmosphere—proper previous propaganda, acquaintance with the adult, service to him wherever possible, social atmosphere at the regular Centre, with song, verse, bhajana, ballad singing, playlet, news reading, shadow play and the like as a constant programme. This insistence is now a part of the syllabus for training teachers. Even the short lesson of half an hour out of an hour and a half has to be taught keeping in mind the social import of the word, the sentence or the lesson presented. The teacher of adults is expected to draw to the Centre the people of the village, the educated and the illiterate, and to establish contacts for 'Each One Teach One' purposes. It is with this outlook that from the very start of the effort we have advocated coordination of efforts of ameliorative Departments like the Firka Development Department, the Harijan Welfare Department, the Labour Department, the Agricultural, the Co-operative and the Health Departments and the Basic Educationist, for a combined effort by all these may produce a fair substitute for a full-fledged Community Centre. It is only latterly that a directive has been issued by the Government

that all the Officers of these Departments should visit the Adult Literacy Centres and give advice and guidance. This order has yet to be obeyed.

In regard to the teaching personnel for Adult Education, the first view was that Elementary School teachers should not be troubled. But by experience it has been found that they are the only agency available in the villages that can run a systematic attempt. They are generally speaking poor stuff for Adult Education work, the Elementary Education which they had received having deteriorated badly over scores of years of falling standards in general cultural developments. It is very essential that they should have good training. The six weeks now given to their training is barely adequate. The syllabus drawn up for them is fairly conceived to give them a general grounding to read a newspaper and explain the main items to the adult. Though the training of teachers was begun fairly early, there was no plan for encouraging the trained personnel. Practically, till January 1950, there was more discouragement than encouragement. The trained men had to get double permission—the permission of their employers, generally the District Boards and the permission of the Education Department—to open Adult Literacy Centres. The Cuddapah District Board at one stage actually ordered the Adult Literacy Schools run by its employees to shut down. The Education Department stuck to its rules, and would not permit beyond the sanctioned number per district, three or five in the first year. A number of Adult Education trained men, who had been running Centres for

months on end got dissipated, gave up the chase once for all. The Department of Education called on Adult Education trained teachers to show cause why they had not opened Adult Literacy Classes, while at the same time sending orders to their subordinates reminding them that the number of Adult Literacy Schools sanctioned for the district were only so many (fixed). To add to this, from the start untrained teachers have been allowed to work at Adult Literacy Centres. Deputy Inspectors of Schools and District Educational Officers, themselves not knowing very much of Adult Education or its implications, did freely permit untrained men to start work. In fact, there was no plan in what was being done excepting that of putting down enthusiasm and generated hopes. The Department has run all the time as its own adviser with its officials overburdened with their files in regard to so many other matters. The so-called Advisory Sub Committee for Adult Education domineered by the representative of the Director has rarely been called and consulted on matters of plan or policy. All attempts to get some proper sharing of work between the non-official agencies at work and the Department have so far failed. The first Honorary Associate in the Department's work was called upon only to organise Training Centres, not having anything to do with the working of the scheme otherwise. After an Honorary Associate was thought of for the Tamilnad one year ago, they were offered opportunity to visit Adult Literacy Centres and Training Schools, to do propaganda for Adult Education and to form Village Com-

mittees, etc. They systematically sent reports month by month and therein gave suggestions and made recommendations. We are not aware as to what the effect of all this has been. Sri G. Harisarvothma Rau has carefully examined the question why our Literacy Centres do not come up to the mark. According to him, the untrained teacher, who probably is a very big number even now, works in the spirit of the old Night School, with no local committee formed, with no conception of the community spirit or of upto date educational methods. Even where trained men are working the community aspect is not attended to properly. The Inspecting staff has the Elementary School routine method, mechanically recording statistics and making formal observations. Moreover, the aids to create a Community Centre are badly wanting. Even a bright light is not vouchsafed to the Centre. The teacher is not supplied with the dailly newspaper, nor has he maps and reference books, of even an elementary nature. More than this, in most places, the Centre is often closed for long periods as per rules governing Elementary Schools the teacher taking casual leave and other leave adding further to the closure, without a substitute taking his place. A break of three days before the adult has fairly begun to read and write means a relapse; and constant relapses like this mean no progress for all the time. Such continued inefficiency produces very demoralising effects. Where the teacher and the learning adults are earnest and the learners put in 60 regular attendances they easily pick up reading. Therefore, the question of attendance and continuous

school days has to be attended to, if any results should be expected. Such a thing has not been done so far, and it will not be a wonder if statistical data prove the uselessness of the efforts. We do not desire to prolong this story.

We only desire to point out that the Madras scheme, in its essentials, is a sound scheme aiming at Literacy for the Adult's life's purposes trying to bring him up to the level of reading a newspaper, using as much of the community method as possible both to attract him to the Centre as well as to give him the opportunity, as best as possible, to develop community consciousness. The rest of the other Provinces in India tried the mere mechanical literacy programmes first without enough training for doing the work, and failed and as a reaction have

begun to advocate what they call emphasis on Social Education. Our view in Madras is that while we give sufficient importance to Social Education and community atmosphere we equally desire to make the individual fit, in as short a time as possible, to educate himself through the written or printed word which is the only available channel to-day for accurate learning and workmanship for productive life. A tightening up of the programme with sufficient aids to make Adult Literacy Centres work and Community Centres develop and to foster a co-operative spirit between the Education Department and non-official participants, is fairly all that is necessary to give a right direction to the effort in our State. The danger that formalism and red-tapism breed is imminent and steps should be taken to ward it off as best as possible.

East Godavari Gives Magnificent Support to Adult Education Movement.

Excellent Example of Official-unofficial Co-operation.

July 15 was a great day in the annals of Adult Education in East Godavari District, and of Andhra Desa in general.

Miss Hemamalini gave an exquisite Bharata Natya performance to the accompaniment of Padams by her sister Miss Padmini, at the Purna Theatre, Kakinada.

Daughters of the late C. K. Vijayaraghavan, I.C.S., the sisters occupy an eminent place in the realm of dance and music, and have but few equals and none superior. Their success is due to the fact that they are devotees of the art for its own sake, and respond only to the call of service in the furtherance of national ideals and objectives; they are not professionals out to make name that means money and pleasure.

'Purna' was a veritable sea of unmoving, spell-bound, faces watching the Sublime and the Beautiful floating in mental and physical vision.

The proud mother, Mrs. C. K. Vijayaraghavan, was there, occupying a prominent place in the audience, watching with joy inexplicable the performance of her

daughters who blended so well indeed that it seemed they were but One Soul manifested in two bodies.

The popular Collector, Sri V V. Subramanyam, I.C.S., whose mere wish was honoured as a call to service, and who had demonstrated within the brief spell

(Continued on page 588.)

Role of Local Bodies in Adult Education.

BY L. C. RICHARD,

Municipal Commissioner, Cuddalore.

[The view that in the existing state of affairs Local Bodies are the best agency for promoting Adult Social Education, including Adult Literacy, is gaining strength. They are doing what they can, and they will do better with better resources. The question is discussed threadbare by the author who has personal experience of the existing handicaps—Editor, A. E. R.]

Introduction.

It is not true to say Local Bodies in Madras State have given no thought to Adult Education. The Reading Rooms and the Libraries they are running are proofs of their response, in so far as it lay in their power under the governing Acts. The Public Health Department, through their magic lantern lectures on health and sanitation, carry out propaganda in and out of season on the prevention of epidemics. But the opening of Adult Education Centres and Literacy Schools as such have not been regular features for the simple reason that there was no specific obligation cast on the Local Bodies in this regard.

Government Orders

The first relevant order on the subject was passed by the Government when a brilliant scheme was unfolded in G. O. No. 846 Education dated 9-4-48. It is only three years after that we observe the implementation of the ideas contained therein; although the Training of Youth Leaders and Social Workers still remains to be fulfilled in the spirit in which the idea was conceived. Defining the role of the Local Bodies, the G. O. laid down that their teachers could be deputed for training in Adult Literacy work and such teachers could receive remuneration from the funds of the Elementary Education account of the Municipality or the Local Board.

Not many teachers took advantage of this additional remuneration nor were they persuaded to do so by the Local Bodies, and it became necessary for the Government to issue an appeal for support to the Government scheme of Adult Education; but in the matter of sanctioning travelling allow-

ance to the Local Board teachers for training or subsidising their training itself the Government were more tight-fisted. It was a "take it or leave it" policy which only very few Local Bodies appreciated, and then came another sop. Teachers serving in Adult Literacy Schools were permitted to receive fees from adults who volunteered payment, regularly or occasionally but strictly forbade regular levy and collection. It was followed by another very tempting amenity provided by the Government, one year after the original Adult Education scheme was made known, that Local Board teachers could be deemed as teacher-managers if they ran Adult Literacy Schools and could be disbursed grants from Government after recognition. But recognition from the Education Department was not so easily forthcoming and in actual practice the offer of grant on recognition meant very little to the teachers, and they could not be drawn out to serve a noble cause. Government further liberalised the rules in 1949, 1950 and 1951 making the payment of travelling allowance and contingencies to teachers a legitimate charge on Local Body finances. They even admitted Local Body Adult Literacy Schools to subsidy from State funds. They prescribed suitable books for use in such schools, allowed a petromax light and a bagatell-board, they encouraged the celebration of Adult Education Weeks and the association of the Local Bodies with such Associations as the South Indian Adult Education Association but the response from the Local Bodies still remains luke-warm and not in the least reciprocative. Government were even prepared to permit the Local Bodies to open Rural Colleges although

they were not prepared to let them establish Arts Colleges. But it has all been in vain.

Why this truant role?

With the unique exception of the Cuddalore Municipality in South Arcot, other Local Bodies in the District were the last to open Adult Literacy Schools. The observation of activities in other districts of the State goes to show that there exists a formidable element of opposition to this form of educational activity. 'The Mail' newspaper characterised the work done in Cuddalore, South Arcot, as "misplaced effort." It pointed out that while more important amenities like water supply and drainage, good roads and lighting awaited fulfilment, not to speak of free and compulsory education for all children of school age any expenditure on Adult Education was just frittering away of resources which were already out to the bone by the fearful depredations of the State Government on local taxation. At the Tanjore Conference on Adult Education held in 1950 a resolution was passed sponsored by two powerful Chairmen of premier Municipalities in the South that there can be no Adult Education in local areas without adequate State support.

It would appear then that the reluctance of the Local Bodies to play their full role in Adult Education is chiefly due to poor finances.

How to leap the financial hurdle.

The adults in any town contribute their share to local and national taxes under smoking, sales-taxing, pan chewing, etc. No portion of these revenues is assigned to the Local Bodies for specific purposes. If a new responsibility is sought to be laid on a Local Body it is only in the fitness of things that a new source of revenue is found out and made over.

But, is it improper for a Local Body to endeavour to meet a new obligation to society in a changing world? It has been said that as we approach full democracy the obligations of the common men to society become acute and more numerous: but this obligation is reciprocal. Society

owes it to itself to educate its members to a fuller awareness of the common obligations of citizenship. If Adult Education is made obligatory on the part of the Local Bodies as it is in England on Local Education Authority, under the Education Act of 1944, there will be a degree of psychological adjustment to the problem in local areas in our own State. I sought to move for such an amendment in the District Municipalities Act Vide Rule 47 of schedule 4 of Part 2 of the Rules relating to expenditure by Municipalities, but I have not yet succeeded in interesting the authorities and others concerned sufficiently seriously to take it up forthwith. Similarly, in Panchayat villages the responsibility for running an Adult (Social) Education Centre may rest with the Village Panchayat which under the new Act has been invested with enormous powers, even judicial, and provided with funds for such urgent national social work. All that we need to is to make expenditure on Adult Education obligatory.

An indispensable role for Local Bodies?

The success or failure of a local authority depends largely on the propaganda and publicity it is able to make on its behalf. The wheels of administration, it will be no exaggeration to state, will be greased by Adult Education in civic affairs. Civic education is as essential to a town dweller as agricultural education is to a farmer. In this regard, at any rate, Local Bodies could play a significant role. The London County Council, we believe, runs 150 evening classes in their institutes for the express benefit of the adults. Apart from the small fee they collect from the students, subsidies are received by them from the Ministry of Education to no small extent, and they have not chosen to shirk the responsibility for educating their adults. While the population of men and women is more or less equal today in urban areas in Madras State the literacy of women is roughly 1/5 of that of men. In Cuddalore the figures of literacy are 30.9 per cent for men and 6.3 per cent for women. Cent per cent literacy is what we should aim at in a Local Body area and Local Bodies cannot be deemed

to have entered on their role fully and truly unless they train their free power on the illiterates of their town as in the "Charge of the Light Brigade", "Canon in front of them, cannon behind them, volleyed and thundered".

Real Service to the Nation Unostentatiously Done.

We have been receiving letters galore praising the work done by the first South Indian Seminar on Adult Education organised by and held under the auspices of the South Indian Adult Education Association in April 1951. We publish the following as being typical:

To

The Organising Secretary,

The South Indian Adult Education Association, Madras.

It has been my great pleasure to read the report of the proceedings of the First South Indian Adult Education Seminar in your 'Review'. And I will be failing in my duty if I do not contribute these following few words in appreciation of the spirit and service of the South Indian Adult Education Association.

In our country hardly a day passes when we do not hear of one Conference or a other in this corner or that of the land. The whole atmosphere is infected with Conferences, meetings, strikes and such like political adventures of those favoured few who direct the ignorant public to meet their own political private ends. And hence in these days of political stunts, it gives not a little relief to find that there are people, amidst us, whose only aim is to be of real service to the nation, whose only wish is to be helpful and useful to the illiterate and the ignorant, whose only ambition is to establish in this country a 'Raj of Wisdom' where every man can understand what he is talking about or what he is listening to.

The South Indian Adult Education Seminar held at Adyar, Madras, under the auspices of the S.I.A.E.A. was a non-party, non-communal and unofficial gathering and as such had the active sympathy of all the different schools of thought and profession. Madras State has always been on the front

page in the field of education, and hence it is quite meet that the First Regional Seminar on Adult Education should have been held in Madras and that too in 'Damodar Gardens,' Adyar, a place, in the words of Srimathi Rukmini Devi, with a great educational history to its credit, a background of freethinking and an atmosphere of culture. So we can rightly feel proud of ourselves. But we owe this, our pride, to the South Indian Adult Education Association, which is just another name for the living zeal of the two great Adult Educationists, the Hon'ble Mr. J.L.P. Roche Victoria and Sri T.J.R. Gopal. But, however, we cannot pass on without a word of tribute to the so many other organisers and workers but for whose co-operation the efforts of the former would have proved futile.

As one just entering the field of fighting Adult Illiteracy in our surroundings, I have closely gone through the whole of the report and, though not an expert on the matter, I can make bold to say that all the aspects of the problem had been attended to and the Recommendations made are the best possible solutions to meet the situation. Holding of the deliberations in separate language groups itself clearly exhibited full appreciation of the problem peculiar to this State. The gathering had helped pool together the various and varying experiences of different workers from different corners of the State and evolve the correct solutions for the various problems confronting us in our 'Adult Education Drive'. And that they have been fully successful in their efforts is clearly reflected

in the Recommendations made and the resolutions passed.

It does not give a little surprise that the Seminar was an unqualified success, when it is understood that the Seminar had been addressed, and participated in, by distinguished personalities like Professor Humayun Kabir, Joint-Secretary to the Government of India, Ministry of Education, Miss Ella Griffin, Unesco expert on Adult Education, Sri T.S. Avinasilingam, former Education Minister of Madras, Sri K. M. Unnithan, Secretary to the Government of Madras, Department of Education, and so many others. Sri K. M. Unnithan's Valedictory Address was full of information and practical suggestions touching almost all aspects of the problem on hand. Mrs. E. W. Wilder's plea for the Roman Script could not be understood and appreciated. Those with a knowledge of Urdu would have well realised what a quixotic turn the language is given by the Roman Script in the Indian Fighting Forces. It will be more than ridiculous to use the Roman Script in the languages of Dravidian root.

Srimathi C. R. Satyabhama has raised a fitting question—should there not be common tests throughout the Presidency? This question, I fear, has not been fully answered in the Seminar. However, the Recommendation of the 'Committee on Agency' requesting every University to open a new Department of Social Adult Education is welcomed.

In this connection, it will be just keeping in tune with the times to keep all examinations of all School-Boards and Universities open to all adult candidates to appear privately. One fails to understand the fun of allowing teachers and candidates with war service to sit for certain examinations privately while keeping the same examinations out of bounds to the other unfortunate many who could not go to schools in their teens due to no faults of their own. The fear, if there be any, that the standard of education will come down by keeping the examinations open to every adult private

candidate is quite groundless. Then, what is the purpose of examinations and tests? If the present system of examining does not prove quite successful to test the real capacity and knowledge of an examinee, then a new system fitting the need may be evolved. But anyway why insist on the school attendance? Why worry how one has studied? A man should be valued by his knowledge and not by his attendance in any school or institution. Whenever and wherever possible every adult must be given a chance to sit for any examination in the State and such students who could pass the necessary examinations must be allowed to sit for any competitive tests and the age bar should not stand in their way. I believe this view, is quite in tune with the spirit of the 'Fundamental Rights', which are the foundation of our Constitution. The Government cannot experience any difficulty in appreciating this view, if they do entertain a sincere belief in speeding up the liquidation of illiteracy in this land.

Going through all the deliberations and Recommendations of the various committees of the Seminar on the various aspects of the 'Adult Education' problem, one could safely feel that Professor Humayun Kabir's hope that "Delegates will go back strengthened in their faith through the interchange of knowledge and inspired with the consciousness of noble tasks nobly faced" has been fully realised,

Ending I cannot but pause a minute to pay my tributes to the 'Adult Education Review'; for its vivid description of the events makes the reader forget himself for a minute and feel that he is one of the participants in the deliberations of the Seminar.

I wish the South Indian Adult Education Association and the 'Adult Education Review' every success in their task of 'educating our masters'.

R. GOVINDARAM, A.M.I.E.T. (Lond),

Mudurai, 29-6-51.

Combating Adult Illiteracy in Madras State.

The Government of Madras are collecting data for framing a policy and programme of action for wiping out Adult Illiteracy.

An informal conference was held between the Government of Madras and the South Indian Adult Education Association at 12 noon of Monday, the 2nd July 1951, in the Secretariat Room of the Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, Madras State, for exchange of ideas as to how Adult Social Education might be planned in Madras State, and as to how, as the first and foremost step in the direction, complete Adult Literacy might be achieved as quickly as possible.

The Government of Madras was represented by its Education Secretary, Sri K. M. Unnithan, and the Association by its Chief Office-bearers: Sri K. S. Ramaswami Sastri, President, Sri G. Harisarvathama Rau, Vice-President, the Hon'ble Mr. J.L.P. Roche-Victoria, General Secretary, Sri T. J. R. Gopal, Organising Secretary, and Sri S. Airavatham, Publicity Secretary.

Sri K. M. Unnithan stated that Local Bodies—the District Boards, the Municipal Councils and the Panchayats—had been asked to supply all the available information about what was being done to promote Adult Literacy in their respective areas and that soon after all the particulars were received, the Government would be in a position to take up and consider and formulate a policy and a programme of action for wiping out Adult illiteracy. The main object of the facts-gathering survey was to find out how Government money had been spent so far and how best it could be spent in the future. The proposals addressed to the Government by the South Indian Adult Education Association would be considered along with the data supplied by the Local Bodies.

The view held and often frankly expressed by some observers, that what was being done in respect of Adult Education was a farce and a fraud on the public funds, was a challenge to be met both by the Government and the individuals and

Associations interested in promoting Adult Education; it behoved them to see that the "farce" if any, was ended and the "fraud" if any, countered and stopped. The objective was essential and excellent; only the methods pursued might call for modification, more or less drastic. The danger of relapse into illiteracy to which His Excellency the Governor of Madras had drawn attention in his Coonoor Adult Education Workers Conference speech must be averted at all cost. The fruition of any programme or plan of action would depend on the machinery employed, operational and supervisory. Adult Social Education was a concern of and required co-ordination between three Departments of Government, of Education, of Local Self-government and of Firka Development.

During the discussion that followed, the Hon'ble Mr. J.L.P. Roche-Victoria said that the strengthening of the existing, and setting up of new, Committees in the Districts, which required co-operation between the official and the unofficial agencies, were essential to the success of any programme of Adult Social Education.

Sri G. Harisarvathama Rau said it pleased him not a little to see that the Government had started thinking and come to view the problems of Adult Education, as he and the Association had viewed them, and it was his hope that the problems would be tackled effectively. The Community Centre method was the best that could be thought of; it was best suited to adult psychology in that it alone could make the process of becoming literate enjoyable and it was best calculated to arouse and secure public interest and support. The co-ordination between the Education, the Local Self-government and the Firka Development Departments should be rendered increasingly effective and fruitful, quick and real. It was certainly desirable and necessary to raise the special type of

teaching personnel required, but that was unrealisable without vast sums of money being spent. Governmental activity and outlook were necessarily circumscribed and limited by its budgetary position; and so, it was inevitable and inescapable that for some considerable length of time to come only Elementary School teachers could be employed to conduct Adult Literacy Classes, and the Community Centre method must await a better day to get a real chance, although admittedly it was the only effective and right method of promoting Adult Social Education. In the mean-time, Government might consider the suggestions contained in the editorial of the June issue of the *Adult Education Review*, the official monthly Journal of the South Indian Adult Education Association. Instead of asking the already overworked Deputy Inspector of Schools to perform the additional task of inspecting the growing number of Adult Literacy Schools in his area, it would be an act of mercy to him and of service to the cause to create a few more posts of Deputy Inspectors of Schools to be in charge solely of Adult Literacy Schools. In place of the existing effete advisory body, a Board of Adult Education for the whole State might be set up with more defined powers and functions.

Referring to Sri T. J. R. Gopal's suggestions that the Library movement and the Adult Social Education effort might be tagged to each other, since they were pursuing more or less the same objective, Sri G. Harisavithama Rau said that the time was not yet for such a merger even granting that such tagging would yield better results: meanwhile he would have

the two movements develop and evolve autonomously and independently.

Sri S. Airavatham said that if some of the existing Adult Literacy Centres were a farce and a fraud on the public funds, the reason must be that there was something wrong with the methods employed, and not because public support for the cause was lacking. Neither the people nor the Government, much less those who were running those Centres, could be blamed for the defective methods. A special type of teaching personnel was required; and it could not be raised without spending money. Government would find the money required only if the public demand was made unevadable; and to create such a public demand propaganda was necessary and in the very nature of things, propaganda could be carried on effectively only by a non-official body like the South Indian Adult Education Association. The Government of Madras would be giving a fillip to the cause if they recognised the Association as the most effective instrument of propaganda and gave it substantial recurring aid, such as what was being given by the Government of India and what was recently sanctioned by the Hyderabad Government, to the Indian Adult Education Association, Delhi. The South Indian Adult Education Association should be enabled to organise and conduct at least one Model Community Centre in every District in Madras State.

Sri K. M. Unnithan said that the proposals of the South Indian Adult Education Association would be duly considered by the Government.

S.I.A.E.A's Plan of Adult Social Education.

The following is the full text of the Memorandum addressed to the Education Department of the Government of Madras by the South Indian Adult Education Association:—

In his Valedictory Address to the First South Indian—Regional—Seminar of Adult Education, on 30th April 1951, Sri K. M. Unnithan, Education Secretary to the

Government of Madras, said that the need for a "workable scheme" for expanding Adult Education effort in Madras State was urgent. It is quite in the fitness of things

that he should request the South Indian Adult Education Association to take part in evolving "a practical comprehensive programme for the State." As originally conceived and intended, the Association has been functioning hitherto as a propaganda body, and it is but meet that it should now have the opportunity to translate some of its objectives into educative experiments. The Education Secretary to the Government of Madras has rendered the task of the planners easy and simple by clinching the issue in the following words:

"Our activities in the sphere of Adult Education might 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."

This, precisely, is the objective for which the Association has been working from its inception. The days are gone when adults were deriving their rudimentary knowledge of men and things from the Book of Life, when life was fragmented and slow. The stress of modern conditions is rendering the struggle for existence increasingly acute and competitive, and democracy in the making demands from the people precise understanding and practical knowledge of their problems. Literate adults can acquire such knowledge—which alone is real strength—much more effectively and quickly than illiterate adults. An essential pre-requisite to education in all ages and climes, literacy is the *sine qua non* of national progress in India to-day.

District Committees.

The volume of Adult illiteracy is no doubt staggering, but the Association holds the considered view that it need not take fifteen long years to wipe it out—that it can be wiped out within the short spell of five to seven years. The problem should be tackled by every language region, and within it, Firka-war, Taluk-war and District-war. The Association would take

steps to strengthen its ramifications. It would start re-organising the District Committee with a view to making it thoroughly representative of all the elements and classes of people, and with an effective proportion of seasoned public workers, that is to say, of persons who are imbued with genuine zeal for the cause for its own sake and who would not use the cause for their personal purposes, who would consider service as a patriotic duty and good results as true reward, who have aptitude for organisation and public speaking, who can endear themselves to the people, even to the poorest of the poor, to the extent of being acclaimed by them as their natural guardians. There is no dearth of such workers in our State. Many are available even now and many more will come forth, at the call of opportunity and service. Indeed such persons are public workers born and not made; all the same, they would require some preliminary guidance which, for the sake of uniformity, the Association can and will provide. The duty of carrying the message of Adult Education to every nook and corner of the District would devolve on them, and they can certainly be expected to rise to the occasion, as and when the movement gains momentum.

Model Community Centre.

The Association would require every District Committee to broad-base itself and function through a chain of Taluk Committees, Firka Committees and Village Committees. Mobilisation of public support for the cause proceeding apace, the need will arise for more and more of such Committees, and they will have infinite scope for work. The Association would have every District Committee start and run at least one Model Community Centre with a view, eventually, to cover the entire district with a net work of Community Centres. Adult Social Education, being a non-party and non-sectarian objective, has an inherent appeal to the people, and is therefore bound to develop and grow into a dynamic and galvanising national movement. The example of one Model Community Centre successfully organised and functioning

with the enthusiastic co-operation and sustained support of the local population will have wholesome repercussions on the psychology of the people in the neighbouring areas and induce them to emulate and stir them to action on similar lines. A Community Centre would compass every aspect, and cover the entire gamut, of life. It would show the way to a new order of social harmony and scientific progress, of life worth living. It would be a beacon-light banishing darkness from the hidden caves and obscure corners of the individual and social mind. It would comprehend agriculture, banking, co-operation, cottage industries, general knowledge, a philosophy of rational action and scientific behaviour—in one word, *education for life*. It will help evolve leadership of the right sort. It will create a healthy atmosphere and generate goodwill and peace, so that uncouth and untried economic nostrums, political panaceas and social specifics will have little chance of even being seriously considered. It will supply reality to the Adult Franchise decreed by our Republican Constitution, and is the only way to secure freedom from ignorance, without which freedom from fear and freedom from want cannot be won and maintained.

Mobilisation of Local Support.

The Community Centre method is nothing but education in self-help and self-respect. Self-reliance is the breath of its life; self-sufficiency is its omnibus objective. The starting and running of a Model Community Centre would entail a series of successive stages. The first stage would be for a Committee consisting mainly of public workers conversant with the aims and objectives of the Association and trained by the Association in its organisational techniques to reconnoiter a compact area and examine its potentialities and prepare fundamental statistics as data for planning. The second stage would be for a party of prominent personalities of the Association and leading public men of the district to make an intensive tour of the area and come into close contact with the people, individually and collectively, with a view to enlisting their co-operation and sustained support in

organising and developing the Centre in all directions. It would not be difficult for the visitors to make the people see that it is good for them to stand on their own legs from the beginning. They would be helping not only themselves directly but also their less fortunate neighbouring areas indirectly, through the Association. A Centre originating in self-help and sustained by self-reliance will have real and true strength, can stand and survive any number of social storms, and function comprehensively and vigorously unaffected and undeterred by the ebbs and tides of politics. It would be the unflinching instrument of a silent and scientific revolution. A Centre should own the site and superstructure of its habitation; it should be able to secure from the people concerned enough of the sinews for the recurring maintenance cost. The third stage would be a programme of all-sided activity and development, of which literacy would of course be a vital first item. Slogans like "Each one must teach not one but ten", "Literacy is a birth right", and "An Adult can become a literate in three months" will appeal to the imagination of the illiterate adults and urge them to herd action. Concentration on literacy would thus be possible and yield the desired fruit; and the rest of Adult Social Education will follow as a matter of course.

Management Committee.

A Committee which would be representative of all the elements of the population in the compact area and contain a good number of seasoned, Association-trained public workers is a fundamental requirement for a Community Centre, much more so for a Model Community Centre in a rural area. It will plan and organise and start the Centre; and then it will develop and foster and keep the Centre going. It will, in course of time, help the Centre weave itself into the very texture of the economic and social life of the people of the area. It will run Literacy Classes; it will run a Library and a Reading Room; it will run wall newspapers and manuscript magazines; it will organise and run a multi-purpose Co-operative Society; it will organise lectures,

demonstrations and film shows on agriculture, cottage industries, child welfare and public health; and it will make effective use of festivals for Adult Social Education propaganda. Touring officers of the various Departments of the Government will get any number of opportunities to establish and maintain un-official—therefore psychologically sound and wholesome—contact and communication with the people, and thereby do the work of the popular Government satisfactorily. It need not be supposed that the officers of the Education Department as such are more interested in Adult Social Education than those of any other department. A Community Centre is not a school functioning according to the rules and regulations of the Education Department, although it would be conducting Adult Literacy Classes, maintaining Attendance Registers and time-tables. There is no room in it for any rigid procedure or system. One Adult may find it possible to attend a literacy class daily; another may not be able to attend it more than twice a week. And yet the former may not pass in the first literacy test, while the latter may get through. Attendance depends on the circumstances of the individual, and acquisition of literacy on his mental capacity.

Honorary Organiser.

Expansion of Adult Social Education in the District would require, in addition to various Committees, an Organiser of capital qualities of head and heart. He should be drawn from among public men of the district, of ability and influence, and with capacity for leadership, a person who would take to the work in the spirit of service and not for the sake of the importance he may acquire thereby, and who cannot be bought by a salary. There would be no difficulty in securing the services of such a person for every district. It is vital that such an Organiser should be the accredited representative of the South Indian Adult Education Association, a non-official, and not an official. Our people have not yet emerged from the atmosphere, and got over, the psychology of slavery. Their experience of men and things official is not to the

credit of the latter. Any person with the air of an official can expect from them but a frigid welcome; he cannot have their hearty co-operation. A retired official approaching them as a non-official will be received cordially and treated with respect due to one who has outgrown the shackles of slavery. Besides, a salaried person, generally, is not credited with innate faith in what he says and does and urges people to do. It will take some considerable time for the people's psychology of shying at, and aloofness from, men and things official to disappear, but Adult Social Education is much too urgent to wait until such a day dawns. People's psychology being what it is, and circumstances being what they are, it is not merely desirable but is positively necessary to entrust the propaganda side of Adult Social Education effort entirely to the non-official agency, to wit, the South Indian Adult Education Association. Here propaganda includes the educative and illustrative experiment of a Model Community Centre.

Publication of Literature.

It goes without saying that publication of various types of literature suited to adult learners—of posters and wall newspapers and magazines and charts and continuation books—is very essential. Part of this work can be done at the Model Community Centre itself: for instance, posters and wall newspapers which must necessarily relate to local needs and occurrences. Another part of the work can be done for the whole District by the District Committee, to wit, magazines which will contain educative and informative articles written in simple sentences and within the limited vocabulary of the adult learners. The publication of charts and continuation books in all the regional languages should be done by the central organisation, the South Indian Adult Education Association, for the State as a whole with a view to maintaining uniformity. The Association is in a position to say that it can bring out in every regional language as many as one hundred books, both for those who are learning to become literates and those who

would help themselves to further education after passing the Literacy Tests. The question of publications is a major subject and calls for expert handling. The Association would have a Committee of experts constituted to get the entire matter examined thoroughly and from every point of view. The report of the Seminar Committee on Continuation Literature will provide the starting point for investigation of the subject. No vested interest should be allowed to grow in the matter of publication of books for adult learners. It should be handled by the South Indian Adult Education Association, so that the prices may be maintained at a reasonable level and the benefit accruing from the publications may go to intensify and widen Adult Social Education effort in the districts.

ASSOCIATION'S PROPOSALS.

The South Indian Adult Education Association, which is in a position to play a decisive and effective part in strengthening and widening the movement, will follow a programme of action on the following lines:

Propaganda

I. The Association will undertake to do all the propaganda necessary for nationalising and regularising Adult Social Education activity throughout the State. It will, for the aforesaid purpose, appoint roving committees, and promote a quarterly rally of workers to take stock, replenish enthusiasm and plan further action.

District Organiser

II. The Association will try and secure the services of one of the right type, the public spirited man to work whole-time as Honorary District Organiser of Adult Social Education, who would be an excellent public speaker and a dynamic personality in many other respects, and who can be expected to devote exclusive attention to his work and thereby add to the momentum and maintain the non-party character and non-sectarian level of the movement. He shall be

selected and appointed by, and be answerable to, the Central Body, the South Indian Adult Education Association. He shall attend and take part in the deliberations of the District Committee by invitation. He shall act generally in consultation with, and with the concurrence of, the President of the District Committee.

Chain of Committees

III. The Association will re-organise the District Adult Social Education Committee so as to make it harmoniously and thoroughly representative of every part of the district, of every element and class of its population, so that it may command and exercise universal authority within its own jurisdiction and respect from others. It will contain in particular a good number of public workers trained by the Association in organisational and propaganda techniques, at the rate of at least one from every Taluk. The Association will give the necessary authority, and such help as may be required, to the District Committee to get Taluk Committees organised and regulate their functioning. Similarly every Taluk Committee will get Pirka Committees set up and see them functioning, and every Pirka Committee will have a number of Village Committees working under its fostering care.

Model Community Centre

IV. The Association will start and run one Model Community Centre for every district, on a self-sufficient and self-reliant basis, with a Literacy Class, a Continuation Education Class, a hall for folk dramas and film shows, a Recreation and Social Club, a Library and Reading Room, a Debating Society and a Study Circle, a Multi-purpose Co-operative Society, a dairy farm, a vegetables garden, a cottage industries section, a Nature Cure Centre, and a Post Office. A Model Community Centre will be run by a Management Committee, one Director two Associate Directors, one General Secretary and Treasurer and one Secretary for each of the aforesaid sections; and it will maintain a corps of volunteers for out-door Social Service and for emergencies.

Publication of Literature

V. The Association will run a Co-operative Publishing Department of its own to publish charts and books in the regional languages, for common use in all the districts, and wall newspapers and magazines for the District Committees. Through such centralised, large scale production, the cost thereof could be brought down to the minimum; and copies of the publications made available to adult learners at nominal prices.

Question of Finance

The aforesaid scheme should be put through in entirety, if momentum is to be given to the movement; only then the people's enthusiasm could be roused on a mass scale and their support mobilised effectively, which are so essential for the success desired. Only then public workers of the right sort, and in required numbers can be enlisted for the work. Initial capital expenditure for each district, which is non-recurring, would come to about Rs. 6,000—that is to say, Rs. 3,000—to organise a Chain of Committees and Rs. 3,000 to organise and start a Model Community Centre. The total running or maintenance expenditure for each district including that of the Model Community Centre would be about Rs. 9,000 per annum. The District Organiser shall be paid an honorarium of Rs. 100, the Director of the Model Community Centre Rs. 50 and his two Assistants Rs. 25 each. In as much as the whole scheme is conceived, and intended to be worked, as one of self-help, half of the entire expenditure, both non-recurring and recurring, may be borne by the people, and the other half by the Government. The Association has the confidence, which is derived from experience, that the people concerned would contribute the share required of them, by purchasing flags and tickets during the Adult Educa-

tion Week every year and by patronising benefit performances of music and drama that may be organised by District Committees. Indeed in course of time every district may manage to collect all the money it may require to maintain the non-official wing of the Adult Social Education effort on a steadily expanding scale; and thus realise the objectives of self-sufficiency and self-reliance.

The Chain of Committees in the District and the Model Community Centre would represent only a single, the non-official propaganda, part of the Adult Social Education endeavour; the rest of the work will go on, as at present, with financial aid from the State. As the Adult Social Education work expands the financial responsibility of the State will increase proportionately, and a popular Government may be expected to do its best. It does not call for any observations from the South Indian Adult Education Association. The publication of charts and books, magazines and wall newspapers will entail on the South Indian Adult Education Association investment and expenditure of a considerable amount of money. The State may do the needful in the matter.

Conclusion

The Model Community Centre run on the lines indicated and aided by propaganda and spade work done by the Chain of Committees will electrify the atmosphere in the district and lead to the starting of Community Centres, Literacy Classes and Adult Social Education Clubs everywhere. It would then be possible for all concerned to concentrate on literacy as a preliminary to Social Education, and achieve it cent per cent within seven years. The people are ready and workers willing; only the State must rise to its full stature.

The Woes of an Illiterate.

(‘படியாதவர் படுப்பாடு’)

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

How to overcome Impediments to Adult Education.

BY P. D. THOMAS.

Student, Adult Education Research and Training Centre, Trivandrum.

There is a misconception among the villagers that education is the right only of the leisured class, say, of people born with silver spoons in their mouths, and only people of noble birth are blessed with intelligence and that intelligence is a boon conferred on certain selected people only. So, ordinary people believe that they are unable to learn to read and write. Moreover, they consider that the labour and time spent on education as uneconomic wastage since in their view the knowledge of reading and writing would never help them earn even an extra penny to their income.

Villagers when they return home from field after a day's hard manual labour, feel mentally and physically completely exhausted. So, they find no interest and no inclination to take up another piece of labour as they consider learning to read and write to be. They dislike to study because they take it as an extra strain to their body and mind. Moreover, those who struggle hard to make ends meet, who lead a hand to mouth existence and who have nothing else except financial worries embedded in their minds can never withdraw their minds for that melancholy which chronic poverty creates. A hungry stomach demands, and will receive, nothing but wholesome food.

Villagers are enjoying a sort of isolation in most parts of India. They never get an opportunity to go out of their villages or to move with and study the ways of other people outside the boundaries of their "miniature world". Hence they are not able to know their own defects and drawbacks and to reform themselves. Our villagers are quite satisfied and content with following the footprints of their fore-fathers.

Since time immemorial a gulf of difference in social status has been created and widened between the rich and the poor.

Our villagers are under the impression that skill in their labour and trade is the only qualification required, trade being the prime thing for their existence.

Capitalists, land-owners and big industrialists are bent upon keeping their labourers illiterate to make them work and serve them and obey their orders without raising any objection.

Unfortunately, to-day even the leading educationists are ignorant about the value of Adult Education. Sometimes they are found to be deadly against educating the adults. They believe only in child education.

Village folk look down upon the educated member of a family as a burden on other members; and their minds are full of superstitious beliefs, and are not open to the importance and value of literacy as the sine qua non of their advancement. Now, let us see how this problem could be solved.

Common people must understand that education is not the monopoly of a special class of people. They must feel that education is sine qua non factor for the betterment of their life and trade. Villagers must realise that every one, whether rich or poor, mill-owner or labourer, landlord or a tenant, has the same right to get the benefits of education. They must understand that only through education, economic stability could be achieved. To save them from poverty, disease, social evils, indebtedness, etcetera, they must be convinced that the only solution is education. They must be told that countries like Denmark and England, once poverty stricken, have now come to the top of economic stability only through educating the common man.

Labourers lack means of refreshments, especially when in villages, because of lack of financial help, lack of knowledge, lack of facilities etcetera, which tempt them to resort to the only available, cheap

and easily obtainable unhealthy recreations. So they must be taught to realise that healthy recreations are absolutely necessary to recoup their wornout physical and mental energy. An unquenchable thirst for reading books and newspapers should be created in them. In the first instance they should be trained to regard reading of books and newspapers as a pastime. This cautious and step-by-step procedure is necessary because they have an aversion to reading. It would be a failure and an unfortunate mistake if you present a book or any printed matter to an illiterate, as a means of obtaining knowledge, for most of the illiterates have a dislike towards books as a means of obtaining knowledge. What a labourer expects from a book or newspaper is something to reinvigorate and refresh his tired mind. Good short stories of thrilling events and biographies of great men who have ascended to the highest level in life from low ranks are always appreciated by the illiterate poor. So, we should first of all try to bridge the gulf between the labourer and the contents of printed matter. Let him know that the good things printed in a book are not beyond his reach, but that they are easily accessible to him if only he cares. Let him feel that the contents of books are no more a foreign matter to him, but are something within his reach.

When we have succeeded in creating in the mind of the illiterate the positive feeling that in regard to mental capacity he is not a whit inferior to others it will be easy for us to persuade him to take to reading and writing; indeed we will find that he himself has an avidity to learn to read and write, and eventually to cultivate the habit of reading when ever he finds leisure or as a daily routine before he goes to bed.

We should try to remove from the mind of the illiterate the misconception that reading is extra labour causing strain to the body and the mind, and create instead, the feeling that reading will help him to set right and strengthen his worn out mind. When we have done this much, we can depend upon him to take to reading as hobby, and then, gradually and slowly, he will pick up and make headway. His mind may not function fast, and he may not make

appreciable progress, in the initial stage. Our duty is to see that he keeps to the hobby of reading until he has made a habit of it; thenceforth, the pleasure that one derives from reading books and newspapers, which he will have tasted in ample measure during the hobby stage, will keep him going, and he will not bother about financial difficulties that he once thought that education would entail.

We should create in the villagers a revolutionary appetite for learning and for knowing things they have not experienced so far, to move out of their own homes and go out into the wider world and see and study things for themselves. It should be possible for us to get people of high professional and social status, who have made a mark in various walks of life, to visit villages and talk to villagers. Such propaganda will go a long way and give impetus to general Adult Social Education.

We should arrange for the villagers practical training in the use of scientific modern implements; showing them the marked difference between the ancient and modern methods, and how scientific methods insure more abundant and quicker production. This weakening of their present implicit faith in the soundness of the traditional methods will open their minds also to other avenues of progress.

Through education we should endeavour to bridge the gulf between the rich and the poor classes, make them see that co-operation alone will insure their welfare. The poor man will not grudge to work if he is convinced that he is only helping himself.

Educationists should constantly bear in mind that while Child Education is for tomorrow, Adult Education is for today. Educated people should understand and realise and feel that it is their patriotic duty to eradicate illiteracy, that Adult Illiteracy and Adult Ignorance and Adult Indolence are a clog to general social progress. Educated people should get over their mania for Government service, and should instead take to farming and other productive activities: the education they have received should enable them to understand and apply scientific methods of farming and running cottage

industries. The notion that it is beneath his dignity for an educated man to take to farming must go, and none who can do some work or other should remain idle. Action is life; activity is progress. India is economically backward, because millions of Indian hands have been kept idle.

The first and foremost task before educationists in general, and Adult Educationists in particular, is, to see that languishing schools in our villages are bucked up. Adult Education is needed badly in villages, and we should concentrate on villages until Adult Education has become a general mass movement. If hard working and zealous young men of character, patriotism and education

volunteer in sufficient numbers for this piece of national service, it is no difficult task to start and run one Adult Education Centre in every village. From time immemorial education has been, in every village, a community endeavour. We Adult Educationists, have only to build on that tradition. Adult Education requires and calls for methods altogether different from those applied to children in Elementary Schools. Adult Education Centres should be centres of recreation attractive to the weary and worn-out adults, and should be so conducted as to induce in the adults the confident hope that through education they could secure rapid betterment in their economic conditions.

Andhra Desa Adult Education Organiser's Work

The following is a summary of the work done by Sri G. Harisarvothama Rau, M.A., Honorary Organiser of Adult Education for Andhra Desa, for the period of six months, January to June 1951:

During the half year, January to June 1951, Sri G. Harisarvothama Rau visited 62 Literacy Centres in a number of Districts, and five Libraries. He visited the Training Schools for teachers of adults within his jurisdiction fourteen times spending about six weeks in all these institutions. He directly conducted or took part in two training classes separately conducted. He addressed fourteen teachers' gatherings and thirty six public meetings and visited three exhibitions and two Rural Colleges. He attended the All India Library conference held at Indore. He was elected Vice-President

of the All India Library Association. He paid a visit to Mr. Malayappan, Special Officer for the Agency, and suggested a scheme of Adult Education for the Adibasis. He attended to the work of the Second South Indian Adult Education Week as President of the Andhra Regional Committee and otherwise. He presided over the Rural Uplift Conference and attended a Firka Development Committee meeting at Anandasramam, Cuddappah district, to interest it in Adult Education work. He worked at intensifying the Literacy Drive in the Udayagiri area.

T.S.L.C. Holders to be appointed as Adult Literacy School Teachers

The Government of Madras (Education Department) have issued orders recognising Higher Grade T.S.L.C. holders without the General Educational qualifications for appointment as teachers in Adult Literacy Schools and amending the relevant Rules. G.O. Ms. No. 951, Education, dated 16th April 1951 reads:

ORDER:

The Government approve the following proposals of the Director of Public Instruction (1) that the possession of the T.S.L.C. of the Higher Grade may be recognized as a qualification for appointment as a teacher in Adult Literacy

Schools; and (2) that teachers without Adult Education Teachers' Certificate may be employed in Adult Literacy Schools for a further period of one year i.e. till 31-5-52.

2. The following notification will be published in the Fort St. George Gazette:

Notification

The following amendment shall be made to the rules relating to the grant of recognition and aid to Elementary Schools published with the Education Department Notification No. 243 dated 21-8-39 at page 556-568 of Part I B of the Fort St. George Gazette dated 29-8-39 as subsequently amended:—

In the said rules for the existing rule 5 and the note thereunder, under "Chapter VI Adult Literacy Schools" the following shall be substituted, namely.

"5. Qualifications—Teachers in Adult Literacy Schools shall ordinarily held:

(a) a certificate of having passed the III Form or the Eighth Standard Public Examination or T.S.L.C. Examination of the Higher Grade; and

(b) Adult Education Teachers' Certificate granted after a successful period of training at one of the recognized Centres."

Note:—Teachers without Adult Education Teachers' Certificates may however be employed till 31-5-1952.

Mobile Unit Propaganda in the Districts.

Chingleput and North Arcot:—During the month of May 1951, the Madras Mobile Unit for Social (Adult) Education toured the Chingleput and North Arcot Districts, in addition to visiting the Adult Education Centres in the City of Madras being run by the Corporation.

Effective propaganda was done at the sbandies held at Pallavaram on 4-5-'51 and at Ranipet on 18-5-'51 and during the Emberumanar Sarumurai at Sriperumbudur on 9th and 10th May, Garudaservai of Sri Varadaraja at Kancheepuram on 19-5-'51, Gengammajathra Kondattam at Gudiyatham from 12th to 14th May, and Pushpapallakku festival of Sri Raman at Pallikonda on 13-5-'51. Workpeople, men and women labourers of various cotton and silk mills at Gudiyatham, were addressed on the value of setting up organisations like the Workers' Educational Association of London.

At Walajapet, processions of school children were taken out, singing literacy songs and the one act play *சொல்லு* so ably drawn up by Sri P.K. Vaidyanathan, B.A., L.T., Deputy Inspector of Schools, Walajapet, was staged by the children of the Walajapet Range schools with the help of the women trainees undergoing training in Adult Literacy work at the Government Adult Literacy Training School for Women, Kancheepuram.

The Propaganda Deputy Inspector, Sri M. Devaraja Mudaliar, delivered twenty lectures during the month. More than 42,000 people, in the aggregate, were entertained to film shows, Radio and Recorded music—films from the Central

Film Library, the Office of the Director of Public Instruction, Madras, Technicolour and other films of the United States Information Services and films from the office of the Director of Public Health.

All the Range Deputy Inspectors of Schools, Sri Gopalaratnam Aiyangar, B.A., B.L., President, Ranipet Panchayat Board, Headmasters of Municipal High Schools of Gudiyatham and Pernambut, the Chairman and the Commissioner of guidiyatham Municipal Council, the Government Veterinary Assistant Surgeon at Gudiyatham, and Dr. Srinivasan of Kancheepuram took part in the propaganda.

During the month of June 1951 the Madras Mobile Unit for Social Adult Education did propaganda in Chingleput Municipal area, Uttiramerur, Ponneri and Satyavedu; eight Adult Literacy Schools were visited, sixteen lectures delivered on various topics relating to Adult Education, Social Hygiene, Co-operation, Rural Welfare, Agriculture and farming and films from the Office of the Director of Public Instruction and those lent by the United States Information Service exhibited. The Chingleput Municipal Commissioner was persuaded to open more Adult Literacy Schools and depute candidates for training in Adult Literacy methods. The Deputy Inspectors of Schools, Chingleput, Ponneri and Uttiramerur promised to open a few more Adult Literacy Centres with untrained teachers, if trained ones were unavailable. The equipment in the Municipal and aided Adult Literacy Centres was found to be inadequate and to need improvement;

literacy tests have to be conducted at the Centres by Deputy Inspectors in consonance with the latest instructions of the Director of Public Instruction.

In all the places visited by the Unit with the active co-operation of the Inspecting Officers, Attendance Officers and heads of Local Bodies, propaganda was done through lectures delivered films shown, radio and recorded music, and processions of school children singing songs and carrying placards relating to Adult Literacy.

During the quarter ending with June 1951, the Mobile Unit-Madras for Social (Adult) Education made 24 trips, covered 1,121 miles, gave 46 filmshows, delivered 49 lectures and addressed an aggregate of 87,300 people, at three meetings at shandies, five during festivals, three at Teachers Associations, and five of the public at large. Steps were taken to open more Adult Literacy Centres in Chingleput, Gudiyatham and Kancheepuram Municipal areas. Effective guidance was given to open new aided Centres in Ponneri and Chingleput Taluks.

Sri Govindaswami Naidu, Vice-President, Chingleput District Board, presiding, the anniversary of the District Board Elementary School, Sriperumbudur, was celebrated on 9-5-51 in the local Panchayat Board Office grounds, when the Madras Mobile unit with its Propaganda Officer, Sri M. Deva-raja Mudaliar, B.A., B.T., was also present.

Portraits of Mahatma Gandhi, Babu Raiendra Prasad and Pandit Jawaharlal Nehru were unveiled, and speeches made by C. Madanraj, Member of the District Board and the Senate of the Madras University, Sri Rangaswami Ayya, President of the local Panchayat Board and Sri M. Seshachari, B.A., B.L., Vakil, and member of the District Board.

Relating to Adult Education songs were sung and dialogues conducted. The propaganda Officer exhibited two films and spoke, stressing the need for opening more Adult Literacy Schools.

On 10-5-51 a public meeting was held in the premises of the District Board High School, and largely attended so much so that Sri Devaraja Mudaliar was obliged to stand on the chair and address the gathering and exhibit films, 'Coir

Industry in Travancore,' and 'Tennedy Valley Reform: Sri R. Ramaswamy, Deputy Inspector of Schools, Sri L. S. Rangaswami, Junior Deputy Inspector of Schools, and Sri P. Lakshmanaperumal, Attendance Officer, addressed the meeting on the need for educating the adults and women. The shows and the speeches were appreciated, and it was felt that such propaganda would help effective Social Education.

The Adult Education Mobile Unit (Madras) visited the Adult Literacy School at Mannabathi Kandikai and Ravathanallur Kandikai in Uttiramerur Range on 23rd and 25th June. Sri Deva-raja Mudaliar exhibited films in Uttiramerur and three other places, and appealed for starting of more Adult Literacy Centres. Sri J. Gopalakrishnan, Deputy Inspector of Schools of the Range, addressed a similar appeal, especially to Elementary School teachers. Rev. Fr. J. Marianthalu, Correspondent of two Adult Literacy Schools in the Range, and Sri Furgus, Headmaster, Board High School, Uttiramerur, took part in the propaganda work.

Madurai Mobile Unit Propaganda:—The following is a brief report of the work done in the month of March 1951 by the Social (Adult) Education Mobile Unit, Madurai, sent by the Deputy Inspector of Schools for Propaganda, Sri K. V. Subramanian.

The Mobile Unit, Madurai, returned to the Headquarters on 1-3-51 from a tour in Ramanathapuram District.

On 4th and 5th March '51, the Unit visited Kallupatti, Madurai District, and did propaganda work before the huge gathering on the occasion of the Anniversary of the Government Basic Training School. Sri P. N. Chamu Nair, Divisional Inspector of Schools, Madurai Division, Madurai, guided the deliberations.

Between 6th and 10th March, propaganda work and Film show were continued in Madurai City. On 8th March the Unit attended the Social Workers' Conference at the Regal Talkies, Madurai. The Divisional Inspector of Schools, Madurai, and the District Educational Officers, Madurai and Ramanathapuram, were also present at the Conference.

The Mobile Unit, Madurai, was on intensive tour in Tanjore District between 11th and 29th March '51. The following

important towns and Taluks in the District were touched: Tanjore, Tiruvayyar, Oratanad, Pattukottai, Madukkur, Rajamadam, Adirampatnam, Mannargudi, Nannilam, Nagapattinam, Tiruvarur, Kumbakonam, Tiruppanandal, Lower Anaicut, Tiruvidaimarudur, Veppatur, Valangiman, Chandrasckarapuram, and Papanasam.

On 12-3-51 and 13-3-51 public meetings were conducted in Tanjore and the aims of the Adult Education Scheme explained at length through propaganda lectures and Film shows. The meetings were well attended.

The Mobile Unit proceeded to Tiruvayyar on 14-3-51 and did propaganda work in Adult Education.

Three days, from 15th to 17th March were devoted to propaganda lectures and film shows in Pattukottai Taluk. All the shows attracted good gatherings.

On 18th March the Mobile Unit proceeded to Nannilam viz Mannargudi. At Mannargudi the Mobile Unit visited the exhibition of Physical Education charts and craft exhibits in the National High School, Mannargudi. Propaganda was done in Nannilam Taluk on 18th and 19th.

Nagapattinam Taluk was next visited. At Nagapattinam the Unit did propaganda for three days from 20th to 22nd March '51.

On the evening of 22nd March the Unit proceeded to Tiruvarur to take advantage of the "Rudra Patha Festival". A big propaganda meeting was held in the night in Sri Thiagarajaswami Sannadhi. Almost all schools of Tiruvarur participated in this function. The next place visited was Kumbakonam. Tiruppanandal, an important village in Kumbakonam Taluk, was visited on 24th March '51. Propaganda meeting and Film shows were conducted here in the afternoon and on the night a big propaganda meeting was held at the Little Flower High School, Kumbakonam. Sri K. S. Ramaswami Sastrigal presided over the meeting. Propaganda lectures and Film shows were continued at Kumbakonam on 25th March '51 under the presidency of Sri S. Vadivelu, B.A., L.T., Deputy Inspector of Schools.

The next place visited was Veppatur, an Adult Literacy Centre in Tiruvidaimarudur Range, and Propaganda lectures were delivered.

On 27-3-51 the Mobile Unit had the opportunity of opening an Adult Literacy School at Valangiman, an important village in Papanasam Taluk. There was a propaganda meeting in which the Executive Officer and leading people of the locality participated and showed marked enthusiasm.

On 28-3-1951, the Unit proceeded to Papanasam and from there to the Headquarters.

During the month as many as 24 film shows were given and 27 lectures delivered by Sri K. V. V. Subramaniam, B.Sc. L.T., Propaganda Officer, Madurai Unit, Madurai.

All the meetings were generally well attended, especially in villages and people appreciated the scheme of Social (Adult) Education immensely.

The following is a report of the work done by the Mobile Unit, Madurai, in the month of April 1951.

The work for the month commenced with a film show and propaganda lecture on 6-4-51 at Avaniapuram under the auspices of the Gandhi Social Service League, Madurai College, Madurai.

As the vehicle had completed 3868 miles it was sent to the Automobile Firm for servicing, and it came back on 10-4-51.

No work could be done between 10th and 17th April as the Propaganda Officer had to be on casual leave during this period. The Mobile Unit, Madurai, was actively engaged in Film show and propaganda between 19th and 21st April at Madurai during the time of Alagar Festival. The shows attracted good crowds.

As the Propaganda Officer had to go to Adyar to attend the Adult Education Seminar, there was no propaganda work between 22nd and 30th April 1951.

literature supplied by the Central Committee were kept and explained to visitors. Sri mati Padmavattamma, a Municipal Elementary School mistress who had undergone training in Adult Literacy methods, gave a demonstration of teaching adults. On the last day, the Collector presiding, a public meeting was held and addressed by Sri N. Ranga Reddy, M.L.C. Sri C. Lish, B.A., L.T., and others. The Special Development Officer spared the Departmental van to broadcast and entertain the audience. Short dramas like "Storm in a Tea Cup" and "An Illiterate Son-in-law" were also staged.

Adult Education Activities in Anamalai Hills

Covering an area of about 153 square miles, Anamalai Hills are noted for their coffee and tea plantations, writes Sri P.S. Subbian, Secretary, Pollachi Taluk Adult Education Committee. He continues: Numbering about 64,000 the population consists mainly of estate labourers. Valapara is a township in the middle of the area, about 40 miles from Pollachi. Thanks to the co-operation extended by Janab Abu

Sahib, B.A., Executive Officer of the Valapara Panchayat Board, efforts have been in progress for organised Adult Education work in the estate. Mr. V. T. Titus, District Educational Officer, presiding, a public meeting was held on 9-4-51 in the Staff Club building and addressed by Mr. J. Paul Jesudasan, Deputy Inspector of Schools, Pollachi Range, Sri M. Parameswaran, M.A.L.T., Headmaster of the local Panchayat Board High School, Janab Abu Sahib, B.A., Rev. Gnanamuthu, B.A., B.D., Sri V. N. Arumugham, B.A. (Hons.) L.T., President of the Pollachi Taluk Harjan Sevak Sangh, and others. During the talks that ensued, Dr. Daniel M.B., B.S., undertook to start about six Adult Literacy Centres in the Karamalai group of estates. Janab Abu Saheb agreed to issue circulars to managers of Estates and teachers asking report on the scope for opening Adult Literacy Centres.

A surprise visit revealed that the Adult Literacy Centre in Lower Paralai Estate was working normally. The adult learners stood the test made by the visitors who were led by the D.E.O.

East Godavari Gives Magnificent Support to Adult Education.

(Continued from page 568).

of a few weeks the great scope for, and the infinite potentiality of, co-operation for public service between official and unofficial agencies, was also present. a picture of effective and silent action, along with a number of officials.

The general public was of course very largely represented in the vast audience, and in particular by the members of the Municipal Council.

Sri N. Raja Rao, the South Indian Adult Education Association Honorary Organizer for East Godavari District, who was the connecting link and cementing force between the official and unofficial agencies, and with and through whom it was that the proposal of a Benefit Performance in aid of the Association originated and took successful shape, was found flitting about, an ubiquitous personality.

Sri Raja Rao received and garlanded the Hon'ble Mr. J.L.P. Roche-Victoria, Minister for Food and Fisheries, and General Secretary of the Association, who presided on the occasion, and the Collector.

Towards the close of the function Sri Raja Rao, fluttering with pride over a service well performed, presented the President with a cheque for Rs. 16,000 being the net amount collected in aid of the Association.

Meeting of Adult Education Workers.

In the forenoon, members of the Kakinada City Adult Education Committee and others interested in Adult Education met the General Secretary and Sri T. J. R. Gopal, Organising Secretary, in the Collectorate. A memorandum was presented on behalf of the Committee to the Association, stating that an organised attempt would be made to wipe out adult illiteracy. The Committee of which the Collector is the President, the President and Vice-President of the District Board, the Municipal Chairman, the Municipal Vice-chairman and the Municipal Commissioner are active members, has chalked out a plan of action.

A free exchange of views ensued.

(A detailed report will appear in the next issue of the 'Review'.—Editor, A.E.R.)

THE FIRST SOUTH INDIAN ADULT EDUCATION WEEK.

Phone: 3879.

Office:
2/21, First Line Beach,
Madras 1.

Detailed Statement of the Reallotment to the District Centres, 1950-51.

Name of the District.	Total Collection.			Reallotment in Cash.			Reallotment in kind (Books & Charts.)			Total Reallotment.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
South Arcot	11,124	0	0	8,032	0	0	960	0	0	8,992	5	9
Tanjore	4,801	11	7	3,000	0	0	456	4	0	3,456	4	0
South Kanara	2,303	14	6	1,843	2	0	...	...	...	1,843	2	0
Malabar	937	8	1	400	0	0	484	0	0	884	0	0
East Godavari	1,841	3	1	100	0	0	506	0	0	606	0	0
Kurnool	1,058	7	4	216	0	0	260	0	0	476	0	0
Coimbatore	874	0	0	400	0	0	225	0	0	625	0	0
North Arcot	1,040	5	0	500	0	0	145	0	0	845	0	0
Anantapur	955	11	0	400	0	0	223	0	0	623	0	0
West Godavari	1,419	0	1	1,163	4	5	...	...	...	1,163	4	5
Salem	1,050	0	3	500	0	0	174	0	0	674	0	0
Tirunelveli	1,824	8	4	1,145	6	8	323	0	0	1,468	6	8
Nellore	1,733	4	6	1,286	9	8	18	0	0	1,304	9	8
Ramanathapuram	849	9	0	...	...	...	550	0	0	550	0	0
Chittoor	483	13	0	...	...	...	362	13	0	362	13	0
Chingleput	490	1	6	...	...	...	350	0	0	350	0	0
Mathurai	463	0	0	...	...	...	325	0	0	325	0	0
Nilgiris	461	14	9	...	...	...	325	0	0	325	0	0
Trichy	384	14	3	...	...	...	251	0	0	251	0	0
Krishna	299	10	0	...	...	...	200	0	0	200	0	0
Cuddapah	298	3	0	...	...	...	167	0	0	167	0	0
Guntur	209	3	0	...	...	...	151	0	0	151	0	0
Vizagapatam	186	8	0	...	...	...	100	0	0	100	0	0
Madras	...	...	...	...	...	...	...	...	...	...	...	...
	35,089	6	0	18,986	12	6	6,756	1	0	25,742	13	6

**Statement of Accounts of the first South Indian Adult Education Week
1950-1951**

Income.

	Rs.	A.	P.	Rs.	A.	P.
1. Total amount collected through sale of flags and hundis ...	35,089	6	0			
2. Amount realised from contributions and donations and sale of Adult Literacy materials ...	7,389	10	0			
				42,479	0	0

Expenditure.

1. Amount spent by the Central Committee on the organization and conduct of the week	13,014	3	6			
2. Amount disbursed to Districts in cash ...	18,986	12	6			
3. Cash reallocation pending to be made ...	1,253	7	5			
4. Value of the reallocation made through supply of Adult Education materials. ...	6,756	1	0			
				40,010	8	5
Balance ...				2,468	7	7

N.B.—The sum of 2,468-7-7, the balance left, is to be credited to the Association towards the grant of Rs. 5,000-0-0 sanctioned to it by the Central Committee. The stock of books with the Association, of about Rs. 1,500-0-0 in value, may also be deemed credited to the Association for the same purpose. The total credited to the Association was Rs. 3,968 7-7.

(Sd.) T. J. R. GOPAL,
General Secretary.

Madras, 26-7-51.

Edited by Sri G. Harisavottama Rau and Published by Sri T. J. R. Gopal for S.I.A.E.A. at 2/21, F Line Beach, Madras-1 and Printed by Sri S. Sundaresan, L.P.T., at the Central Co-opera Printing Works, Ltd., 1/17, Mount Road, Madras.—1,000—8-51.

Vol. II]

AUGUST, 1951. [No. 10.]

**The Adult Social Education
Forum is open to one and all
Irrespective of Complexion**

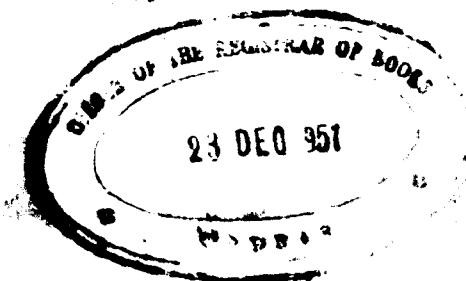
Some people, even those who ought to know better, think and say that Adult Education is bandied about now-a-days because of the impending General Election based on Adult Franchise.

No less a person than Sri D. K. Kannappa, Deputy Mayor of Madras, gave expression to the aforesaid fallacy at a city meeting.

Administering the necessary correction, Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education, Association declared:

“Opportunist politicians may seek to exploit the Adult Education platform for their own purposes, but for others who have no axe to grind, Adult Education aims at fundamental social reform, and is a national objective, a continuous process, a non-party, a non-communal, and a non-sectarian movement.

“The Adult Education forum is open to one and all, irrespective of complexion and creed, no less to members of the Dravida Kazhagam than to Sanatani Hindus, no less to Communists than to Congressmen, provided they confine themselves to giving the people the key to knowledge, and do not transgress the limits of decency, morality, and law.



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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

AUGUST, 1951.

No. 10

EDITORIAL

The Madras Public Libraries Act and Rules under Fire.

At the 28th Andhradesa Libraries Conference held at Chagalamarri in the Kurnool District in the third week of July 1951 the Madras Public Libraries Act and the Rules framed thereunder came under very heavy fire. The Andhra area in the Madras State developed a system of Rural Libraries as the first in point of time in the whole of India, the Andhradesa Library Association coming into existence as long ago as 1914 with about a 100 Rural Libraries already established. To-day the number of such libraries is more than two thousands all over the Andhradesa. Most of them are private Committee managed. A large part of them are Registered under the Literary Societies Act of 1860. Some of these are fairly big libraries. The one at Vetapalem in the Guntur District is probably the biggest Rural Library in India founded by the munificence of a Vysya friend Sir Utukuri Subbaraya Sreshti who donated his all to it and it has served for sometime as a non-official Central Library for the Andhradesa. It was the Andhradesa Library Association that demanded Library legislation and it even prepared a model Bill. When at long

last the Official Public Libraries Bill was published and it was found that no recognition was given to the existing libraries and even a grant-in-aid code for such libraries was relegated to the rule-making power of the Government, the Andhradesa Library Association felt it was high time to set things right and started agitation to liberalise the Bill. All its agitation was of no avail. The Public Libraries Bill sponsored by Madras Government was really drafted by Sri S. R. Ranganadhan, to-day Honorary Professor for Librarianship in the Delhi University, to suit the British bureaucratic temperament. Even his draft was not allowed to go through as it was. It was so badly mauled that to-day Mr. Ranganathan stands aghast at the provisions of the Act, more especially two fundamentals in it—(1) The constitution of the so-called Library Authorities and (2) the power given to these Authorities to levy a fee for the use of the Library. In a world where democracy is the rule acquirement literacy and the use of books should be as free as the use of air or water and to levy a fee for these is an act of high misdemeanour against

democracy. It must also be axiomatically accepted in a democratic world that as much of local autonomy should be conceded to local democratic units as possible in the management of public affairs. There is no doubt that in matters like education including libraries friends elected on a general political ticket as in the case of Local Boards or Municipalities may not have the necessary equipment. But it is possible to ask such Local Bodies to form their own special Committees consisting of properly qualified men. Even if this were considered inadvisable in an infant democracy the *ad hoc* Committee created should have been perfectly democratically chosen by competent electorates—not nominated by the Director of Public Instruction nor even by the Minister. The present Act has created *ad hoc* Committees as mere creatures of the Director of Public Instruction. Much worse still, these created *ad hoc* Committees have as their Secretaries District Educational Officers and all library endeavour is made subject to the control and direction of the Director of Public Instruction. By-laws, Office-bearers, book and periodical selection of aided libraries, as per Rules now promulgated, must have the approval of the Director. This is control with a vengeance. A library to receive aid must have a building of its own. All these provisions look like killing the non-official library movement, as one of the speakers put at the Conference. It is no wonder then that the 28th Andhradesa Library Conference has asked for a complete overhaul of the whole of the Madras Public Libraries Act. It has taken no objection to *ad hoc* Committees being created but has advocated that all nomination should

disappear in their constitution and that appropriate constituencies should elect the members. It has demanded that the District Educational Officer shall no longer be the Secretary of the District Library Authority. It has asked for the deletion of power to anybody whatsoever to levy fees for the use of libraries. The Amendment of the Act in these directions is a matter for the Legislature. It must necessarily take time. Till such amendment is carried out our people have to bear with it, however bad it may be as it stands. But Rules made under the Act can very well be modified. The general and complete disapproval of the Act has created a situation where those who have been carrying on the Library endeavor all along have grown sceptic and a stalemate has arisen, the Libraries that now exist being unwilling to surrender their all to the District Library Authorities and the District Library Authorities being unable to find the resources to launch a planned Library Service as contemplated. It is therefore necessary to make adjustments in the existing conditions and proceed with the work. To solve this stalemate the Andhradesa Library Conference has suggested certain changes in the set-up so that non-official and official co-operation may be ensured and progress be made in the direction of working some essential aspects of Library Service. The resolution of the Conference calls for a proper approach on the side of the authorities concerned to the existing libraries. Galling restrictions on the powers of the managements, if they desire aid, should be removed. They should not be required to make over their properties to the District Library Authorities but agreements should be

entered into with them giving them the necessary encouragement and aid to discharge functions as Central Libraries where possible, and as branch libraries and distributive agencies. The Director of Public Instruction should cease to be the Director of Libraries. He should be appointed as a special officer. Failing this, for the time being, the Director of Public Instruction, should cease to issue orders or proceedings in regard to library affairs as the Director of Public Instruction but should act only in his special capacity as the Director of Libraries. It is within the power of the Government and the Director of Public Instruction to take action in all these matters promptly and proceed with providing immediately fair library service under the Act which has remained almost a dead letter for over fifteen months after it was put into force. We hope Government and the Director of Public Instruction will move in the matter as quickly as possible.

The 28th Andhradesa Library Conference took as much care of Adult Education work as of the Library endeavour. H. E. the Governor of Madras Maharaja Saheb of Bhavnagar in his opening address pointed out the close relationship between Adult Education and the Library endeavour and stressed that they should go hand in hand. It may be here permissible to state that the Andhradesa Library Association tried its best to get the Government agree to a Combined Act for Libraries and Adult Education. Success did not attend those efforts. In the absence of Legislative provision Adult Education suffers necessarily by the vagaries of the administrative machinery. We have so often discussed what has been happening all

along and a repetition of what we have said is out of place here. We may just mention the last phase. The Secretary for Education in the Government of Madras took a particular view of affairs and started a fact-finding enquiry. As we pointed out in our leading article of the last month the inquiry is not likely to yield any definite conclusions for reasons we so elaborately stated. Even if Mr. Unnithan after consultation with such as he may determine to consult presents a policy to the policy-makers as he put it, i.e., the Ministers and the Cabinet, it is very doubtful whether they will look into it or pass final orders on his recommendation at this time when, in a few months, they have to face a General Election based on the Adult Vote. While on one side delays and doubts are inevitable in regard to the adumbrated examination of affairs, the whole of the scheme prepared for the year 1950-51 and the following year remains in a state of suspense and therefore essential factors like formation of village and local committees envisaged from the very beginning as a corrective to the recurrence of abuses connected with the old night school system and being formed before Mr. Unnithan took up enquiry do not receive official attention to-day as the official mind is led to believe that the whole affair is in a melting pot and nothing more is necessary except to mark time. This is a very deplorable state of affairs and it is best that the Secretary to the Government looks into the whole scheme submitted by the Director of Public Instruction probably a year ago and sanctions such items in it as can be readily applied under the existing conditions and with the policy hitherto followed

and change the whole if need be when he can get the policy-makers to come to conclusions which he desires them to come to. It is because of this type of disadvantage that exists in Departmental and Secretariat action that we have often suggested that the affairs of Adult Education should be directed by an independent Board with the Director as President and an Executive Officer to carry out the orders of the Board. The Andhradesa Library Conference has reinforced this demand by one of its resolutions. In the absence of a statutorily constituted authority, such a Board is next best that may be thought of. It was because of the absence of a such a Board and because of the inefficiency that is inevitable through routine

Adult Education Revolution in South Arcot.

In a methodical, orderly, peaceful, silent and unostentatious way a fundamental far-reaching Revolution in Adult Social Education endeavour is being wrought in South Arcot, the only District in the State where twelve Departments of Government consisting of 390 officers, gazetted and non-gazetted, under the effective leadership of the Collector, have been striving systematically and steadily to carry out fully and faithfully the avowed aim and declared objective of the Government of Madras that liquidating adult illiteracy "as quickly as possible" must be the concern of the whole administration in all its Departments.

The Revolution is a natural process. Thanks to the political education imparted by the Indian National Congress under Mahatma Gandhi's leadership, the adults themselves have come to realise the need for literacy, the key to knowledge which is power, and desire to play their part as informed citizens in making India healthy and strong, happy and prosperous. The officers also understand that promoting Adult Education is a part of their duty under the new political setup of Republican India. And the Collector, Mr. H. S. Paul, a seasoned, cool and level-

headed, administrator, knows that Government's orders are meant to be carried out and must be carried out in letter and spirit. There is absolutely no danger whatsoever of the system established and the procedure evolved in South Arcot crashing or being nullified by a single individual being promoted or transferred. The system will die out of inanition only if the Government refuse to think and act and abdicate in favour of the Directorate of Public Instruction. Is it not incumbent upon the Government to see to it that their own aims are not thwarted and their own objectives are not defeated by crude departmentalism and anti-diluvian technicalities? It is time the cobwebs of out-moded tradition were swept away. The Government can act, and must act, here and now, to make up for loss of precious time, courageously and decisively, with faith and resolution. They should take two steps immediately in the sphere of executive action: one is, the Directorate of Public Instruction should be completely divested of its responsibility for, and Government should take complete charge of, Adult Social Education effort; and the

South Arcot Fight Against Adult Illiteracy. Government's Instructions Carried Out.

It is the avowed aim of the Government of Madras that illiteracy must be "liquidated as quickly as possible," and that effort for the purpose "must be the concern of the whole Administration in all its Departments and not merely the duty of the officials of the Education Department alone."

South Arcot District, under the constructive guidance and practical leadership of its Collector, Mr. H. S. Paul, has carried out the Government's instructions in letter and spirit, through a fool-proof, rigid but not irksome or harsh, system of inspection which entails neither additional expenditure on the Administration nor additional strain on the touring officers.

A veritable war is being waged. Pitched battles are in progress in 735 Centres. Every available resource is mobilised. The "soldiers" are looked after properly and regularly.

The signal for action was given by the South Indian Adult Education Association in February 1950, when it celebrated throughout the State the first South Indian Adult Education Week.

The Association had prepared the ground for eleven long years undeterred by discouragements and handicaps; and it was only natural that the first people's Government of Independent India should readily and warmly recognise the spade work done and start co-operating with the Association in further work.

The Government issued a circular requesting the Collectors to co-operate in

making the Week a success. Similar circulars were sent out by the various Departments of Government to their Officers all over the State. The Minister for Education and Law and the Minister for Food and Fisheries (who is the General Secretary of the Association) sponsored the Provincial Adult Education Fund and appealed for collections. Local Bodies were permitted to contribute to the Fund earmarked for further Adult Education effort in the Districts.

The Week was a phenomenal success. The Adult Education message was spread far and wide, in every nook and corner, even among remote villages, as the Education Minister was good enough to acknowledge on a later occasion.

South Arcot played a magnificent part, leading the districts in the matter of collections. How the District responded to

other is, in pursuance of the G.O. (Education) dated 3rd August 1950, Government should ask Collectors to take charge of Adult Education in the districts and make it obligatory on the various Departments of the Administration to give him their co-operation in Adult Education endeavour, as in Rural Welfare Work.

Mere executive action by the administration will not do. The dignity and grandeur of Adult Social Education work as an omnibus national objective can be supplied and maintained only by well-planned propaganda by the unofficial agency of the South Indian Adult Education Association which, by its labour of love for twelve years, has woven itself into the very texture of public life in South

India, and commands recognition from people who can understand and value essential but unspectacular patriotic striving and national service. A policy which ignores the Association and smacks of distrust in, if not also contempt for, the unofficial agency generally is doomed to failure. A plan of action which does not provide for cooperation from the Association will end in fiasco. For the propaganda front the official agency is no good at all. The four Mobile Units under the immobile Directorate of Public Instruction have made mockery of Adult Education. Given charge of the Units, the Association would have used them effectively and the whole of Madras State would reverberate with Adult Education thought and Social Education ideals.

the call of the Association and what it has been doing since the first Week celebrations is vividly related in the first Annual Report issued by the Collector.

The Association President's Appeal and the Government circular were issued in December 1949. On 7-1-1950 a meeting of important members of the public and officials was held, and an *Ad hoc* District Committee formed. Sub-Committees of the District Committee were constituted to deal with (1) Finance, (2) Organisation and Propaganda, and (3) Work relating to Women. Taluk Committees were set up in every one of the eight Taluks; 37 Firka Committees and 30 Village Committees were also formed and the Week was celebrated effectively in accordance with the programme announced by the Provincial Association and the plan of action communicated by the District Committee. About two lakhs of flags were sold, and a total sum of Rs. 11,496, including donations was collected.

Before the Week 27 Adult Education Centres were working; 30 Centres during, and 36 soon after, the Week were started, 93 in all by the end of March 1950. It was generally, and rightly, felt that "the good work started during the Week should be continued" and "continued and sustained efforts" made. The *ad hoc* District Committee was converted into a District Standing Committee of 45 members with Mr. H. S. Paul, the Collector, as President, Sri. Ganesamurthi, the District Educational Officer, as the Secretary, and Mr. L. C. Richard, Commissioner, Cuddalore Municipal Council, as the Joint Secretary.

The District Committee started functioning effectively, meeting regularly once in a month to investigate the possibility of starting more Centres. To carry on the day to day work of the District Committee, which had started growing, an Executive Committee was formed, of 7 members, with the Collector as the Chairman and the Municipal Commissioner, Cuddalore, as the Convener; and Mr. Gnanadesikam Pillai was nominated as the Treasurer.

Quick progress was registered, and an atmosphere created for Adult Literacy work generally throughout the District. In June 1950 an one-week Training course in Adult Literacy methods was conducted at Cuddalore, 172 teachers including two

Firka Development Officers undergoing the course. The Education Minister presided over the valedictory function and distributed certificates to the teachers trained. "The training had the desired effect of rousing the necessary enthusiasm in the teachers and also gave them the required new outlook in this special work."

The monthly teaching allowance of Rs. 5 and contingency allowance of Rs. 1-8-0 were disbursed on receipt of reports from the teachers themselves in forms prescribed by the District Committee and also on the strength of the report of the Supervisor appointed for the purpose in May 1950. The number of Centres had risen to 156 by the end of August 1950, and the work of disbursing the allowances became heavy. At its meeting on 4-8-'50, the District Committee decided to entrust the Taluk Committees with the responsibility. Realising that it would be difficult for the Supervisor to cope with the rapidly growing work, as early as April 1950, the Collector issued a circular to all the officers of the various Government Departments asking for their co-operation, whether during their tours they would visit the Centres and report to him their impressions. There was no response.

Magna Carta of Adult Education.

The Collector repeated his circulars in August 1950 requesting the District Officers to instruct their subordinate officials to give brief, simple and interesting talks at the Adult Education Centres and send reports. The Collector's circular forestalled and synchronised with the Government Order No. 2180 Education dated 3rd August 1950, which may well be described as the Magna Carta of Adult Education, for its grandeur and range. The G. O. reads:

With a view to liquidating the prevailing illiteracy in the country as quickly as possible, the Government have sanctioned a scheme of Adult Education and the opening and maintenance of a large number of schools for adults.

Since these schools are all held late in the evening, and are usually manned by one single teacher, the Director of Public Instruction has suggested that the subordinate officers of the Revenue, Agriculture, Industries, Co-operative, Public Health and Animal Husbandry

Departments may be instructed to co-operate with the officers of the Education Department in the working of the scheme by visiting the schools as often as possible in the course of their tours and by giving short talks to the adult pupils on their own Departmental subjects and activities.

The Government accept the Director's suggestion and consider that such visits and talks by the officials of the different Government Departments will be very useful.

The liquidation of the illiteracy must be the concern of the whole administration in all its Departments and not merely the duty of the officials of the Education Department alone.

The Board of Revenue, the Director of Agriculture, the Director of Industries, the Registrar of Co-operative Societies, the Director of Public Health and the Director of Animal Husbandry are requested to issue suitable instructions, that the officials of their respective Departments should visit and give talks in these Adult Education schools as often as possible during their tours.

Nothing could have been more welcome to the Collector-President of the District Committee than the foregoing G. O. which is comprehensive and directive, emphatic and precise and specific. Armed with such authority and sanction, he issued instructions requiring the Deputy Inspectors of Schools to inspect all the Adult Education Centres within their jurisdiction once in a month during their tours; every Revenue Inspector to inspect all the Adult Education Centres in his jurisdiction every fortnight; the Deputy Tahsildar to visit all the Adult Education Centres once a month; the Revenue Divisional Officer to inspect as many Adult Education Centres as possible during his tours. Reports are to be sent as and when the inspections are over, in prescribed form in a cover superscribed "Adult Education Report" and addressed by name to the Collector. Lest any misunderstanding of purpose or misapprehension of duty should occur, the Collector explained: "It is likely some of the officers who are used only to the old order of things may consider the Adult Education work as an extra duty imposed upon them with which they are not concerned. I would like to impress

upon all the officers that in the new setup of things, it is really an important duty which they owe to the country and the Government they serve. I request all the officers of the Education and Revenue Departments to take a real and a personal interest in the progress of the Adult Education Centres now functioning and that of those that may be opened in future, and send their reports promptly."

By the end of 1950, 228 Centres were functioning. With a view to opening more Centres a special drive was conducted in December 1950 and January 1951. Arrangements were made to start and run one Adult Literacy Centre at each of the 173 Labour Schools in being for long under the direct control and management of the Collector. The South Arcot District Board President similarly started Adult Literacy Centres in nearly all of the existing District Board Elementary Schools throughout the District. The Roman Catholic Mission did likewise, and a large number of Adult Literacy Centres were started in its schools. Thus during the two months ending with January 1951, as many as 375 new Adult Literacy Schools were brought into being, making a total of 628 Centres.

During the year ending with January 1951, more than Rs. 15,000 was spent in maintaining Centres, on account of the payment of the allowances and supply of books and charts, slates and pencils, maps and globes, and petrolmax lights for 13 big Centres. The estimate of expenditure for the current year (February 1951 to January 1952) is Rs. 50,000. The Taluk Committees have been instructed to make themselves self supporting as far as possible by raising donations in their respective areas; and they are hopeful that they would be able to do so. The Government had agreed to recognise 100 schools during the year, but only 36 schools have been recognised. The financial resources of the District and Taluk Committees, in proportion to growing Government aid, can be diverted to the Centres to be started. Government aid is being given with retrospective effect. The District Committee is asking the Director of Public Instruction for refund of the allowances already given during the months covered by the Government. It appears this seemingly simple, and undeniably just and proper, request

cannot be complied with on account of certain technical complications which must remain ever inscrutable to lay minds.

Literacy Tests conducted.

Progress is being gauged and measured by tests introduced by the District Committee. The first test was held in September 1950, but the result was not satisfactory since the test papers had been found to be too stiff. The second test with easier papers held in December 1950 elicited satisfactory answers and led to many passes. As many as 212 pass certificates were issued, but these related to some of the schools in Cuddalore Town and Taluk, Tindivanam, Tirukoilur and Kallakurichi Taluks. Answers from schools in the other Taluks were not received in time. Some of the schools were found to be doing very well both in regard to regularity and high percentage of attendance and literacy effectively promoted and quickly attained. The prize of Rs. 100 to the best Centre in the District, that had been offered by the South Indian Adult Education Association, was distributed equally among six Centres working at Tiruvannainallur in Tirukoilur Taluk, Periamambattu in Kallakurichi Taluk, Mutrathur in Villupuram Taluk, Beerangimedu in Gingee Town, Chinna-pettai in Cuddalore Taluk, and the Y. M. C. A. School in Vilvaroyanatham in Cuddalore Town.

The twelve Centres in the whole District conducted exclusively for the benefit of women deserve special mention, five in Cuddalore, three in Gingee and the rest elsewhere. They are attended by women of all communities, and classes, Muslim, Harijan, Vellala, domestic servant, the leisured, the scavenger and so on.

The aim of the District Committee is to encourage an Adult Literacy Centre, if it is capable, to grow into a Social Education Centre. Talks on public questions—the working of the administration, the meaning of elections, and so on—are given by touring officers of the various Departments of Government. Reading of newspapers and magazines is encouraged; and discussion of world affairs is held. The demand for follow-up books is increasing. Sri Gopal's Family Book I, II and III and other South Indian Adult Education Association publications are used everywhere in large

numbers. Films lent by the United States Information Service and other films of educative value to adults are being shown. Even the Government's Propaganda Mobile Unit has made its appearance in the District. Every District needs at least one such Van; it has been long overdue to South Arcot.

The Adult Literacy work in South Arcot, as in other districts, is being carried on by the Elementary School Teachers, trained and untrained, in Adult Education methods. No other agency has made itself available. The High School teachers are not responsive. Students have not been mobilised. The Elementary School teacher who is already overworked and moving in a rut cannot carry on for ever. A special type of teacher may be found necessary and money must be spent to attract and retain the services of such personnel.

Where South Arcot Wins.

South Arcot has scored success and is planning for more achievement, because the scheme of work devised is inherently sound, such as may not break down unless out of sheer perversity or lack of patriotism future officers fail to do their duty. The South Arcot scheme derives its strength from the greatness of the ideal, the dynamic character of the objective, not from the personality of the Collector, Mr. H. S. Paul. The vast mass of illiterate adults who have become conscious of their power as members of a great nation and their responsibility as citizens of a Republic, thanks to the political education imparted to them by the Indian National Congress under the powerful leadership of Mahatma Gandhi, want to become literate and seize the key to knowledge which is real power. Where they get opportunity, as in South Arcot, they avail themselves of it readily and willingly. And that is but natural. A mass movement spread over a vast area, like Adult Education, cannot be initiated, much less sustained, by any artificial means, such as the dictatorship of an over-enthusiastic, if not downright fanatical, visionary dressed in brief authority. The personality of a single individual, however able and arresting, cannot go far. It is untrue, as it is of course unfair, to say that the Collector is using his authority and

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Adult Education—Place of Research and Training

BY SRI S. RAGHAVAN,

Executive Officer for Adult Education, Travancore-Cochin State

All nations are agreed on the objectives of Adult Education. It is concerned with the whole education of men. The Unesco has defined its almost unlimited scope. It may be remedial education, such as teaching the illiterate how to read and write. It may be occupational education and aim at productivity and raising of living standards.

It may be health education, aiming at the improvement of personal and community hygiene. It can be civic and political education; and aim at making men better citizens. It can even be liberal education and aim at imparting further knowledge on language, art science or history. For any particular country or part of a country, it can be any one of the above forms or all of them put together. It cannot be prescribed on a universal basis. It has to be shaped to suit the needs and interests of the people whom it has to serve. And as these needs and interests vary from place to place, and country to country, the nature and content of Adult Education has also to change from place to place and country to country. Therefore before drawing up the programme of Adult Education for any place, it is necessary to investigate carefully into the exact needs and problems facing the people living in that place; and the scheme has to be percolated so as to satisfy those needs.

Needs and Scope for Research

Having thus fixed upon the content of Adult Education for any particular area, the method of imparting education relating to that content has to be tackled. This is no easy task. The children's needs are fairly alike, and their mental reactions more or less similar. Even child education bristles with problems and does not admit of uniformity of treatment and methods. Imagine how much more difficult it should be to evolve methods to educate adults. Their experience is wide and varied. They have their preoccupations and have no leisure to learn. It is not easy to march them into a class room to take

*English version of a Radio talk in Malayalam from the Trivandrum-Kozhikode Station of the A. I. R. on 20-6-51 with the kind permission of the A. I. R.

lessons like children. Their mental make-up and their experience, their interests and their conveniences have to be very carefully studied before successful methods could be devised to educate them. Education, in their case, may have to be less formal and more incidental. So that if Adult Education programmes have to be successfully planned so as to really benefit the people for whom it is intended, two vital problems have to be carefully investigated for each set of people. They are, what should be the content of Adult Education for them? What should be the method of instruction. Adult Education thus offers a wide field and varied opportunities for systematic research.

A colossal problem

Let us take the problem of illiteracy. We are a nation of 40 crores, and 85 per cent of our people are illiterate. If we can only make large masses of our people literate, we would be placing in their hands a powerful instrument for the acquisition of knowledge. The world of books, the treasure house of knowledge is before them and they could educate themselves. But how is this to be accomplished? It is a colossal problem. Attempts have been organised in all States by voluntary agencies and Governments, and large sums of money are being spent. But the results achieved so far bear no proportion to the money or the energy expended. This requires careful investigation and planning. A lot of research has to be organised in problems with which literacy work is intimately connected. It is known that individual teaching will be definitely more successful than group method in the case of adults. But where are we to get enough teachers for this method, and who will pay for them? It is said that if every literate man or woman would undertake to teach two or three illiterates as a

national duty, the problem of illiteracy would be solved in a short time and at a little expense. In fact, a lot of propaganda is being done on this direction. But with what result? How many of our enlightened citizens have voluntarily taken upon themselves the sacred task of educating their less fortunate brethren? As a plan, this does not work. Again, what is called 'Each one, teach one' slogan is raised. Every literate must teach an illiterate. When the latter becomes literate, he teaches another illiterate. In this way the torch of learning is handed from one to another, as in a Relay Race, until the whole mass of people become literate. The South Indian Adult Education Association is doing a lot of propaganda to popularise this method. But here again the results are slow. We therefore have to fall back upon the group method, i.e., teaching in a class room. This is definitely a cheaper approach, as one teacher can teach 20 or 30 adults at the same time. But there are difficulties of a practical and psychological nature. The adult pupils are not available during day time when they are engaged in breadwinning occupations. So the adult class has to be conducted during night hours. Even that does not make the problem easy. For at the end of a day's hard labour, the adult pupil looks for rest and relaxation and he is ill prepared for a class. It is hard to persuade him to attend and even when he attends he is very irregular. Now, the problem before the literacy worker therefore is, how to attract the adult pupils to the class and how to ensure his regular attendance? Various methods are being tried. Recreation clubs are organised, as in Mysore State to attract the adult population. In Central Provinces now called Madhya Pradesh, people's religious fervour is exploited and bajans and group singing are resorted to, for attracting the adult. In many places radios are installed and visual education programmes are organised to attract people. These attempts have no doubt met with a certain measure of success, but unless the literacy classes themselves are made attractive and useful to the pupils, these external influences may not hold the adult for long. A good deal of research has yet to be done to discover ways and means of not only arousing his interest but sustaining it through the

whole period of the course till complete literacy is attained. Dr. Lalbauch, the American expert in literacy work, has said in his book 'India shall be literate. We therefore recommend that careful intensive experiments be made in all languages with the different hopeful methods and that adjustment and revision of materials and methods be made in the light of the reactions of adults. We advocate the conducting of experiments, where possible with parallel groups taught by different methods in order to secure scientific data'. Methods of literacy work have necessarily to be quick as large masses have to be made literate within a reasonable time. Workers in the field have been carrying on research for the discovery of suitable charts and devices which will help in the attainment of quick literacy. There are some who claim that they can make a man literate in three weeks with their own charts. But it often happens such literacy is incomplete and sooner forgotten than learned. Dr. Lalbauch himself has suggested the use of the story method, picture-word-syllable method and, word-letter resemblance method. These methods require very careful experimentation with successive batches of adults, so that new and better methods could be evolved.

Alphabet Simplification

The reformation of the language and the alphabet may considerably help quick literacy work. Mysore has appointed an expert committee to compute a list of the most familiar words in Kannada used by the rural folk, so that these words may be used in the production of adult literature. The simplification of the Kannada alphabet is also engaging the attention of the Mysore Adult Education Council. In our State also, research has to be instituted for compiling a basic rural vocabulary in Malayalam and simplifying the alphabet, both in number and in their shapes, so that learning the alphabet will be an easy process for the adult population in our State.

The greatest drawback in Adult Literacy work at the present day is the paucity of follow up literature. Once people are made literate, their appetite for reading and acquisition of knowledge has been aroused; and there should be a continuous flow of suitable literature into the hands of these

new literates. These books should be printed in bold type, using words with which the adult is familiar and dealing with ideas in which the adult is interested. The Jamia Millia, Delhi, has been able to publish 300 post literacy books as a result of their research in this direction. The Adult Education Board in our State has programmed to prepare and publish such literature in Malayalam.

Adult Education means and includes various other educational activities besides literacy work. It aims at making the farmer a better farmer, so that production may increase and the country may become self sufficient. It is not possible to hold a class for the farmer in a village to teach them new farming methods. Other methods have to be attempted. The Agricultural Institute at Allahabad is carrying on research in this direction; and has initiated measures to educate the farmer. In this manner, it is necessary to organise research into every form of Adult Education activity, so that the content and method of each form could be evolved on right and progressive lines.

Adult Education work is thus difficult and it requires expert planning to be successful. But if these plans should be properly implemented, training is essential. An untrained worker is a menace to the work and will do more harm than good. So that after deciding upon the content and method of a scheme of Adult Education for any place, it is necessary to train a band of suitable workers in the technique of the work. So that training forms the first stage in the development of the scheme. This does not mean that research should be over before training begins. That can never be, because research in a field like

Adult Education is a continuous process. The training itself should not mean a training in established methods and practices alone, but it should be a training for research as well. Every worker while being taught how to use the existing technique to the best advantage should also be initiated into methods of research and experimentation of these methods, so that ultimately still better methods may be formulated. This is why the Adult Education Board of Travancore-Cochin has started a Research and Training Centre in Trivandrum for Adult Education workers. The Sriniketan attached to Shantiniketan has been doing wonderful work in this direction. They are even to-day carrying on research into methods of Adult Education for rural uplift. They have also graded courses for training workers. The Tata Institute of Social Science, Bombay, also trains students in the methodology of Social Research.

The importance of research in Adult Education has been best appreciated in the U. S. A. Thorndyke investigated the ability of adults as early as 1928 and published his results which form a valuable contribution to adult psychology. Since then many sociologists have been carrying on research in Adult Education methods and techniques. In recent years, their researches have become more intensive. The Institute of Adult Education of the Columbia University has announced a two year programme for research in the organisation of Community Centres for Social Education. It is high time our Universities bestir themselves and take measures to organise systematic research in the field of Adult Education.

"JAI HIND"

Social Welfare Work in India.

South Indian Adult Education Association's Reply to Government Questionnaire.

The South Indian Adult Education Association, Madras, has sent the following answers to the questionnaire relating to Social Welfare Work in India sent by the Government of Madras (Education Department) :

1. *Name and address of the organisation*: The South Indian Adult Education Association, 2/21, First Line Beach, Madras.

2. *Aims and objects*: The Association seeks, by propaganda, to create public

opinion in favour of Adult Social Education; to strive and secure co-operation and co-ordination of effort between the official and unofficial agencies; to tackle and wipe out adult illiteracy and then to plan and carry out fundamental continuation Social

Education calculated to foster and raise the general cultural, educational, health, economic and political standards of the people through District, Taluq, Firka and Village Committees, Adult Literacy Centres and Community Clubs; and to produce Educational films and prepare and publish Adult Education books, charts, posters, etc. and to start and run Reading Rooms and Libraries to prevent relapse into illiteracy.

3. *Survey of activities in Social Welfare work done by the organisation since its inception*: The Association was conceived and organised, and since its inception in February 1939, has been functioning and expanding, as a propaganda body, planning and executing token activities illustrative of its aims and objects. In the opinion of the Association, Adult Education is synonymous to, and comprises every aspect and part of, Social Welfare. Indeed, Social Welfare is the objective, and Adult Education, the means to achieving the same. With a view to enabling the public to understand the importance and value of, and to recognise and realise the urgency of the need for, Adult Education with Adult Literacy as the first and foremost item thereof, the Association has held seven Annual Conferences, two regional conferences and one special conference of Adult Education workers with Dr. Frank C. Laubach, the world protagonist of Adult Education; it has celebrated two Adult Education Weeks as an annual feature to be continued; and it has conducted a South Indian (Regional) Seminar on Adult Education. The Association initiated, for the first time in India, a brief course of training for teachers of adults, and was able thereby to put into the field about 2000 workers of sterling qualities; and it conducted a four-month Adult Literacy Drive in a group of villages in Chengam Taluq, North Arcot District, and achieved almost complete Adult Literacy. It has been conducting in the industrial area of Perambur, Madras, a Night High School for Adults with encouraging results. It is developing in Swatantar Nagar, Krishnampet, Madras, a multi-purpose Model Community Centre. It is conducting two monthly journals the "Adult Education Review" in English and "முதுவர் கல்வி" (Adult Education) in Tamil—which are,

so to say, the *gazette* of the organisation, in effect, while as journals providing forum for free and full expression of constructive ideas and viewpoints concerning Adult Literacy techniques and Social Education methods; and it is giving subsidy to one Telugu monthly journal and one Malayalam monthly journal.

4. *Community Welfare Services*: The Association does not concern itself with (i) *Health* as such, but due attention is being paid to the value of health and sanitation in all the propaganda speeches delivered and films shown. In regard to (ii) *Education*, the Association is evolving a Social Adult Education Community Centre in Swatantar Nagar, Krishnampet, Madras: an Adult Literacy School is being run; a multipurpose Co-operative Society is being formed; and a Free Reading Room and a Library will be brought into being in due season; (iii) *Recreation*: Soon after the colony is reorganised, a park will be formed with Radio arrangements, and a Recreation Club with healthy indoor games for both adults and children will be started and run by a Management Committee consisting of local leaders. (iv) *Housing*: Swatantar Nagar being a colony of city sanitary employees, the Corporation of Madras has agreed to give, for its due development, the 18 grounds available for a nominal price. The Association is making arrangements to acquire the same and get comfortable and healthy houses built thereon on a Co-operative footing, so that the members will become eventually absolute owners of both the site and the structure, only alienation by sale or transfer being inhibited by the fundamental paramount requirements of a Community Centre. (v) *Financial aid*: The Association is making due arrangements for securing the necessary finances for working out the entire scheme, firstly by means of a Co-operative Society and secondly by mobilising public support and private philanthropy through Benefit Performances of Music and Sports. Aid will be given to the poor and the destitute, legal aid secured where needed, and scholarships for continuation education awarded to the deserving, all within the ambit and with the resources of the colony organised and conducted as a Community Centre with self-reliance as its acting

principle and self-sufficiency as its cardinal aim. Family Welfare, child welfare, youth welfare, and fostering of co-operation and culture are all necessary and integral and inseparable parts of a Community Centre, and every one of these vital items will be properly organised and effectively developed as the colony grows and takes shape and achieves the self-sufficiency objective.

5. *Welfare organisation in well-defined Community groups*: The Association has chosen Swatantar Nagar for evolving a Model Fundamental Adult Social Education Community Centre precisely (a pilot project of the Association) because it has potentiality and scope for growing into an ideal, self-reliant and self-sufficient Social Welfare Unit. The inmates of the colony are all of one class of employees and of one backward community; they have a common mother-tongue, Telugu, and hence a common culture, albeit of a rudimentary description, with common traditional family and social customs and practices, with common duties and forms of worship. They are all alike in heart and mind, in temperament and outlook. They are a labour class and a religious community. There is about them nothing specially rural or urban, nothing regional or territorial. They have much of the simplicity, but nothing of the segregateness, of a rural community. They have something of the sociability and gregariousness, but not the self-sophistication of an urban strata. The amenities of city life are within their reach. Within their self-governing and self-sufficient colony they can lead a happy and wholesome idyllic life; they can demonstrate how an ideal labour class can and ought to function, and practise the truth that service of fellowmen is true worship, the true religious life. They have a temple and a Bhajana organisation of their own which will grow and play their part in the Community Centre life.

6. *Public Welfare Administration*:—Steps will be taken to start and run a Dispensary, a Maternity and Child Welfare Centre on a modest scale and within the means of the Community Centre. The Bhajana organisation, which is already functioning without any hitch and is hence popular is, in effect, though not in

name, a mobile psychological clinic. Indeed every hale and hearty person is a mobile psychological clinic; and we do have in Swatantar Nagar many an estimable individual answering to the description. Sex education is a controversial subject. Imparting knowledge of sex life can have meaning only if it aims at safeguarding the sanctity of matrimonial relationship and at propagating the fear of the sin of adultery and incest. If the aim of sex education is to teach people to gratify themselves and at the same time avert by artificial and so-called scientific methods the logical consequences of such enjoyment, it would take away the fear of the sins of adultery and incest, and indirectly encourage sexual excesses and orgies, encroachments and lapses; the moral sense of men and women of the present generation will be blunted, adultery and incest will become common, and we will be producing a progeny of moral depredators; morality gone intellect will not function, and the spirit will go down and yield place to bestiality. The South Indian Adult Education Association as such cannot support such sex education to which every religious order is definitely opposed.

7. *Services for the unadjusted*:—The Swatantar Nagar Community Centre developed under the auspices of the Association will deem it its duty to give every possible and deserving help to the orphans, the physically defective, the deaf and the dumb, the blind and the crippled, the mentally defective and the destitute, within its fold.

8. *Services for the maladjusted*:—The Swatantar Nagar Community Centre will do the needful to save and reform the delinquent child, the adult, criminal, the beggar and the prostitute. Effort will be made to trace the cause, and correct every error at its very root. It is easy to discover how and why a child turns delinquent, how and why an adult turns a criminal and how and why a woman takes to prostitution, and to take preventive measures against the 'how' and the 'why'. There is no doubt something of heredity, but there is not much of the congenital or the constitutional about the maladjusted child, the maladjusted adult and the maladjusted woman. Environment and lack of attention and care are the causes

in most instances. A child takes to begging or stealing because he is sent adrift by a heartless father to seek his fortune by himself or perish; or he is asked and encouraged by his helpless widowed mother to beg and steal and do worse things. Surely such a child can be saved, reformed and reclaimed through community endeavour by the community to which he belongs; he is definitely the first change on the community. Reform and reclamation is better and more quickly achieved in the spacious and bracing and healing atmosphere of society at large than through Reformatory Schools. The maladjusted adult also is amenable to such treatment; prison will neither save him nor reform him. Reformatory Schools and prisons carry out a torture of the spirit, and the children and the adults that are released from them are generally full of bitterness and the spirit of vengeance against society. In nearly all the instances, men are responsible for the women going low and leading the life of prostitutes. The truth is, man is polygamous by nature; whereas, woman is not at all polyandrous by nature. Polygamy has prevailed, and will continue to prevail, in all ages and climes. Polyandry was tried, but being repugnant to feminine nature, has not survived the march of civilisation. While man would have as many supplementaries as his purse and circumstances would permit, woman who likes to be possessed cannot belong to more than one man at the same time. Woman abandoned by man after man becomes a prostitute, she is a creature of circumstances, a victim of cruel fate; she detests being a prostitute, and prefers the less ignominious position of a concubine. It is possible only for a Community Centre to detect the drift in the life of a woman, frustrate the designs of the men who are after her and save her from perdition.

9. *Services for Emergency* :—The Association has had so far no occasion to render services in giving relief to people against accidents, epidemics, floods and other natural calamities. When an occasion should arise (my heaven forbid) the Association with its far-flung organisation, its net-work of Committees and its bands of workers, will certainly rise as one man and do its very best.

10. *Social Legislation* :—The Association has been propagating the view favoured by India's Education Minister, Maulana Abul Kalam Azad, that some measure of indirect compulsion is necessary to wipe out Adult Illiteracy in a short time. It is framing a Bill for the purpose.

11. *Leadership Training* :—The Association is working for an objective which cannot be achieved by State effort alone. A larger measure of popular support is needed to make Adult Education a success. Popular support can be secured only by dynamic local leadership, both moral and executive. The Community Centre method which the Association has been advocating is the best way of securing and strengthening local leadership. As a matter of fact, the Association has been able to elicit qualities of leadership from bands of workers in every District who are maintaining to this day the Adult Education effort as an unofficial movement.

12. *Training of Social Workers* :—The Association is planning to start one Model Community Centre in every District, whereat workers will be trained. Training in propaganda techniques will be arranged also by the various District Adult Education Committees.

13. *Co-operation with other Social Welfare Organisations* :—The Association has developed, so to say, into a Federation of Institutions and Organisations taking part in Adult Education effort and it is now growing as such at a rapid pace. It is now having as many as seventy Institutions and Organisations affiliated to it. Every Conference organised by the Association was a call to action, and enlisted the co-operation of all workers engaged in and connected with Adult Education activity. The Association organises an Adult Education Week every year throughout the State and secures for the purpose the co-operation of all Institutions and Organisations devoted to, and interested in, spreading Adult Education. The Second South Indian Adult Education Week celebrated in February 1951, for instance, was sponsored by more than thirty long-established and influential Institutions and Organisations.

14. *Finances* : The Association has the following sources of income :—

I. Ordinary Membership of Rs. 5 per annum, which includes the subscription of a Monthly Journal.

Institution Membership of Rs. 10 per annum, which includes the subscription of a Monthly Journal.

Life Membership of Rs. 100.

II. Ad hoc contribution from the State Governments and Local Bodies and donation from institutions and individuals;

III. Collection made during the annual Adult Education Week through sale of flags and tickets; and

IV. Sale of Adult Education materials, charts and books.

The total annual income is about Rs. 25,000.

Expenditure of the Association comprises:

1. Printing of posters, tickets, charts and books: Rs. 10,000 per annum.

2. Maintenance of office and staff: Rs. 8,000 per annum.

3. Two Monthly Journals: Rs. 7,000 per annum.

Total expenditure is Rs. 25,000.

15. *Survey of Activities during the past year* : Many and varied were the activities of the Association during the past one year ending with June 1951.

Seventh Annual South Indian Adult Education Conference :—In the last week of July 1950, the Seventh Annual South Indian Adult Education Conference was held in Tanjore Sri K. S. Ramaswamy Sastri, Hon. Organiser for Adult Education in Tamilnad to the Government of Madras, presiding. It was a thoroughly representative Conference, the Madras, Mysore and the Travancore Cochin State Governments, Local Bodies, and a good number of unofficial organisations having sent Delegates. The Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, opened the Conference. A number of weighty resolutions were adopted urging the Government to strengthen the unofficial wing of the Adult Education movement and increase the pay and allowance of the teachers of Adult Literacy Schools.

Memorandum to Minister : Early in November, a Memorandum was addressed by the Association to the Madras State Education Minister, explaining the Tanjore Conference Resolutions and urging him to

take effective and quick action on the same. Also a deputation from the Association led by its President met the Minister.

District Conferences : The Tanjore Conference gave such impetus that it was followed by District and Taluq Conferences of Adult Education workers, public meetings, group discussions, and general strengthening of the Adult Literacy Drive throughout the State.

Adult Education Week : Towards the close of November 1950 a meeting of representatives of more than thirty institutions and organisations devoted to Adult Education work and others interested in Adult Education was held the Hon'ble Minister for Education and Law, Sri K. Madhava Menon, presiding, and a Central Committee was constituted to arrange and conduct throughout the State the Second South Indian Adult Education Week with Sri K. Madhava Menon as its President and the Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, as the Working Committee Chairman. Permission was given for Andhra and Kerala for forming Regional Committees for the effective celebration of the Week.

December 1950 and January 1951 witnessed elaborate preparations by the Association for the celebration of the Week. A Brochure explaining the aims and objects of the Week and giving a programme for the celebrations was published in English, Telugu and Malayalam and copies of the same were distributed intensively and extensively along with an appeal by the Association President for co-operation in making a great success of the Week. A Provincial Adult Education Fund in aid and under the auspices of the Association was sponsored by the Education and Food Ministers. A Circular was addressed by the Government requesting the District Collectors to see to the success of the Week. Similar circulars were sent by the Local Self-Government and the Firka Development Departments. The Director of Public Instruction had the President's Appeal circularised and asked the Officers of his Department to do their very best.

His Excellency the Governor of Madras sent a message for the success of the Week declaring that "Literacy is the Birthright of Man".

The Chief Minister of Madras, the Hon'ble Sri P. S. Kumaraswami Raja, sent a message and inaugurated the Week in Rajaji Hall, Madras, on 17-2-51. An Exhibition of Adult Education materials was held in Rajaji Hall, and it was enriched by other exhibitions run by the Agricultural, Grow More Food, Veterinary and Women's Welfare Departments of Government.

The Week celebration in Madras City were marked by a series of Aid Entertainments by N. S. Krishnan T. A. Mathuram party, Shrimati Vijayanthimala and party and others.

The Week was celebrated throughout the State mainly according to the programme chalked out by the Central Committee with praiseworthy additions in many places; it was a unique demonstration of co-operation between officials and the public, and gave to doubters and detractors an idea of the measure of the public support that the Adult Education movement commanded.

Committees: Preparation for the celebration of the Week had been made intensively and extensively in every District, not only in towns and townlets but also in villages, the entire chain of officials of the Revenue Department under the command of the Collectors humming with activity. Ad hoc and permanent committees had been formed with varying range of activity, more than 2000 of the former kind and as many as 200 of the latter type, with a view to organising and running centres. The demand for posters and Adult Education materials rose to high pitch, so that the Central Committee was hard put to it to get the materials printed; it somehow managed to cope with the demand, and despatched nearly one thousand sets. Another tangible result of the Week celebrations was a fresh crop of many Adult Literacy Centres, South Arcot District playing the leading part as usual. But not all the Centres can be said to be functioning effectively, not so much because of flagging enthusiasm, but because of the inordinate delay and tardiness in granting permission and recognition.

South Indian Seminar: In April 1951, with the approval and patronage of the Government of India, the Association organised and conducted a Seminar on Adult Education in "Damodar Gardens,"

Adyar, Madras. Of the Seminar, the Hon'ble Mr. J. L. P. Roche-Victoria was the Director, Sri K. S. Ramaswami Sastri, Sri G. Harisarvothama Rau, and Sri A. G. Vilva Roy were the Associate Directors; Sri T. J. R. Gopal was the Secretary General; and Sri S. Airavatham was the Publicity and Recording Secretary. The Seminar was inaugurated by Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, and it lasted for eight full days functioning through four Language Groups—Tamil, Telugu, Malayalam and Kananda—and eight Subject Committees. Dr. Panjab-
rao Deshmukh, Member of the Indian Union Parliament, and a former Education Minister of Madhya Pradesh, was present at the inauguration and addressed the Seminar on the national service being rendered by the Association. Complying with the wish of Maulana Abul Kalam Azad, Miss Ella Griffin, UNESCO Adult Education Expert, paid a four-day visit to the Seminar, and gave valuable co-operation to the Committees at work. Shrimati Rukumani Devi who had placed 'Damodar Gardens' at the disposal of the Seminar, addressed the Delegates and Observers on the potentiality of Love as the mainspring of all educational efforts. Sri T. S. Avinasingam Chettiar, former Education Minister of Madras, addressed the Seminar and said that Adult Educators should have great perseverance and strength of will.

The United States Information Service and the British Council gave their co-operation and added to the instructive value of the Seminar. The Recommendations made by the Language Groups and Subject Committees were all collated and sent to the Central and States Governments. The Seminar has been filmed by the Gemini Studios, and it is a document with international propaganda range.

District Organisers and Committees: The Association has appointed District Organisers. Through the impetus supplied by the Association, 100 Adult Education Committees have been formed and are functioning; about 3000 Adult Literacy Centers have sprung into existence, and illiteracy is being wiped out at a very rapid pace and sweep. South Arcot District under the leadership of its Collector, Mr. H. S. Paul, is playing a praiseworthy part. The entire District is covered

Adult Education Calls for a New Approach.

Madurai Conference Proceedings.

The plea for a new approach to Adult Education was advanced by one and all of the speakers at the Madurai—Ramanathapuram Adult Education Conference held in the spacious hall of the Saurashtra High School, Madurai, on the 28th and 29th July '51.

Sri N. M. R. Subbaraman, M.L.A., unfurling the National Flag, declared that unless adult illiteracy was wiped out and adult ignorance liquidated, it would be difficult for India to derive full benefit from the political independence she had achieved under Mahatma Gandhi's leadership. Sri T. K. Rama, Municipal Chairman, Madurai, in his welcome speech, emphasised that Adult Education was a national necessity and a people's movement.

The Hon'ble Mr. J. L. P. Roche-Victoria opened the Conference. Sri P. Mahadevan, Principal, Madurai College, opened an Adult Education Exhibition. In the unavoidable absence of the President, Sri K. S. Ramaswami Sastri, his address was read out by Sri S. Airavatham, Publicity Secretary of the South Indian Adult Education Association.

The Saurashtra High School presented a gala appearance, its Headmaster and his teacher colleagues, all Adult Education enthusiasts, having made pucca arrangements.

The High School Hall upstairs was full with a large number of visitors, mostly teachers including women, and Delegates hailing from all parts of the District.

The conference commenced with prayer.

with a net work of Adult Literacy Schools which are being visited frequently and regularly by officials of the various Departments who have to do a good lot of touring work among the people. Indeed South Arcot has set an example to all the other Districts. Adult Literacy is spreading so rapidly that there is a corresponding increasing demand for continuation books. The demand for copies of Tamizh Padi I, II and III is phenomenal: Book I has run upto 15,000 copies in the year. The demand for other continuation books also is growing.

Publications:—The South Indian Adult Education Co-operative Publishing Society Limited, an auxiliary of the Association, expanded during the year. Nine books in Tamil were published on behalf of the Government, for which a nominal subsidy was given; and the subsidy was nearly made good by supply of 300 sets. Six more books in Tamil were published by the Association. Eight books in Telugu were published, and two more are to be brought out shortly. For these books also Government have promised a nominal subsidy. The Society has published charts in Tamil, Telugu, and Malayalam. The Association has given a subsidy to the

Christian Literature Society of India for publishing charts in Kannada.

Propaganda Van:—The Association has purchased a vehicle for propaganda purposes, and, thus armed, it will be able to spread the Adult Education message in every nook and corner of the State.

National Seminar:—The Association was represented by its Organising Secretary and one of its Vice-Presidents at the National Seminar on Adult Education held in Jubbalpore, and by three Delegates at the All-India Adult Education Conference held at Hyderabad.

Finances:—The accounts of the first South Indian Adult Education Week were settled: the total amount collected during the Week was Rs. 35,089-0-0. Out of this, Rs. 18,986-0-0 was reallocated in cash, and for the balance Adult Education materials were supplied. The amounts collected and reallocated in cash and kind have helped to regularise Adult Education effort throughout the State.

The collections made during the Second South Indian Adult Education Week have been received by the Central Committee only partially. On the entire collections being realised, they will be distributed District-war.

Sri N. M. R. Subbaraman M.L.A., unfurled the National Flag. The very sight of the flag, he said, roused their sense of pride in what they had achieved, the sufferings they had undergone and the sacrifices they had made during the national fight for Independence; it also reminded them of their duties and responsibilities in free India. They had to essay the great task of national reconstruction. Adult Education effort was a phase of such reconstruction. Unless adult illiteracy was wiped out and adult ignorance was liquidated it would be difficult for India to derive full benefit from the political independence she had achieved under Mahatma Gandhi's leadership. Adult Education was a national objective and called for patriotic endeavour on the part of the educated.

Sri T. K. Rama's Welcome Speech.

Welcoming the Hon'ble Mr. J. L. P. Roche-Victoria, who had come to open the Conference, and the Delegates and the visitors who had assembled in such large numbers, Sri T. K. Rama, Chairman of the Madurai Municipal Council, and one of the Vice-Presidents of the South Indian Adult Education Association, said: The conference, which was of Adult Education workers, had been thought of eighteen months since, but due to a succession of circumstances, it had to be postponed many a time. It was indeed a matter for satisfaction that the Conference had come to be held after all, instead of being abandoned. The Conference had come to be held mainly because of the fact that the Adult Education effort commanded the support of the people as a whole and further because of the perseverance shown by the organisers. The Adult Education endeavour as a people's movement, began in right earnest only with the Seventh Annual South Indian Adult Education Conference held in Tanjore towards the end of July 1950. A Central Committee for Madurai was formed soon after to do propaganda and organise effort in terms of the Tanjore Conference Resolutions; in other words, to make Adult Education effort a movement of the people. Conferences were of course necessary for exchange and expression of ideas, but they could not yield fruit unless followed up by propaganda and publicity on a wide scale. Workers should be given the opportunity to give expression to the difficulties, the

discouragements and handicaps, that they were experiencing while grappling with the literacy problem. The South Indian Adult Education Association had provided such opportunity now and then and also otherwise done most essential spade work. The services rendered to the cause by Mr. J. L. P. Roche-Victoria and Sri T. J. R. Gopal were as invaluable as immeasurable. Real work had begun only with the Tanjore Conference. The Seminar on Adult Education held recently under the auspices of the South Indian Adult Education Association was another landmark. The Seminar had made comprehensive and practical Recommendations. The Government also were taking increasing interest in the movement but the Government by themselves could not achieve much. It behoved the people themselves to act and pull together.

It looked as if the Government were not seized with the urgency of the need for Adult Education: their scheme envisaged the liquidation of Adult illiteracy in forty years; they should, instead, adopt the view of the South Indian Adult Education Association that complete adult literacy could be achieved in about five years and plan their action on that basis. It was necessary that Government should get out of tradition and evince greater sympathy than was evident. An incident like resignation from the Central Adult Education Committee, Madurai, by the local Deputy Inspector of Schools was indicative of lack on the part of the Government of the requisite willingness to co-operate with the non-official agency in Adult Education effort. Such aloofness or getting away from the non-official agency was unhelpful and regrettable. What could the non-official agency do without Government sympathy and support? Where there was the will, there was the way. If only the Government wanted, they could have a good part of the cess collected under the Library Act diverted to the expansion of Adult Education endeavour. The Library movement was but a part of the Adult Education effort. Where was the need for a library where the number of literates was very poor, as low as 15% of the total population even in urban areas? It would be quite legitimate therefore to use the library cess money to the promotion of Adult Literacy. The library

cess collection from Madurai city alone would be about Rs. 60,000 per annum, by no means an inconsiderable sum of money. Every district would be yielding one to two lakhs of rupees every year; and it must be empowered to use half the amount for Adult Education purposes.

The need for trained teaching personnel was real and keenly felt everywhere. In some districts the Adult Education Week celebrations had created such widespread awakening that a considerable number of Adult Literacy Centres were started and being run by teachers who had not received training in methods of instructing adults, and the result was that the adults taught by such teachers took comparatively much time to become literates. Every district should have, to start with, at least one Adult Education Training Centre. Local Bodies which could do much to further Adult Education could depute their own teacher employees for training in Adult Literacy methods. The Madurai Municipal Council had already got a dozen persons so trained, six men and six women, and was planning to depute six more men and six more women.

Government were not helpful when they limited the number of Adult Literacy Centres for every district, whereas Governments in other countries, like Russia, had introduced and successfully tried methods of compulsion. Compulsion would work in India also, at any rate if attempted indirectly, that is, without requiring legislation and without prejudice to any of the existing laws. The Madurai Municipal Council desired to make an attempt at indirect compulsion; it wanted to make it obligatory on the part of every one of its illiterate adult employee to attend a literacy class and try to become literate within a period of six months. But, such a step was not favoured by the Municipal Commissioner on the ground that it was contrary to law. If only the Government wanted, they could adopt many ways of encouraging adult literacy work. They could require of every S.S.L.C. passed who sought admission in colleges and entry into Government service the qualification of having made five illiterate adults literate. They could ask pensioners to take to Adult Education work. The example of men like Sri V. Bhashyam Aiyangar, retired High Court Judge, and Sri K. S.

Ramaswami Sastriar, retired District Judge, should inspire pensioners to take to the national service of Adult Education.

Principal Mahadevan's Speech.

Sri P. Mahavevan, Principal, Madurai College, declaring open the Adult Education Exhibition, of books and charts, said: The Adult Education movement had to fight its way not against the apathy of the illiterate and ignorant adult, but against the perversity of the educated critic who said money spent on Adult Education could be better spent on Elementary Education. National tradition and temperament in India had always been congenial to Adult Education and Adult culture. Time was in India when no man or woman was uneducated, and literacy was not uncommon. India's temples enshrined her dynamic and hoary culture. The sculpture work and pictures found in the temples gave excellent education to the modern mind. Exhibitions served the same purpose. It would be but meet for the teachers assembled in the conference to study the charts and books and other materials in the Exhibition so that they could themselves produce books for which there was such real and growing need. Every established inhabitant of Madurai knew the story of the figures and pictures in the Meenakshi temple. Adult Educators were doing most fundamental work; they should go ahead undiscouraged by handicaps. Ministers might come, and Ministers might go, and Governments might come and Governments might go, but Adult Education must go on and on for ever.

Mr. Roche-Victoria Opens the Conference.

Received with an ovation, the Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary of the South Indian Adult Education Association, opened the Conference. Madurai, he said, had played its part in Adult Education history; it was the venue, eleven years ago, of the second Annual Adult Education Conference organised by the South Indian Adult Education Association, which was opened by Rajaji and which was presided over by Sri K. Santanam. Even in Madurai hallowed with traditions of high culture, learning and scholarship, only about 40 per cent of its eight lakh population were literate. In rural areas,

the percentage of literacy was even very much less, about 15. The aim of the workers assembled in the Conference and of others interested in Adult Education should therefore be to carry the torch and spread the light in rural areas where India really lived.

The Adult Education Week of 1950 had caused a great awakening among the people: the educated feeling their responsibility and the illiterate being seized with an urge to secure the key to knowledge. The Second Adult Education Week had supplied the pace to the movement, and consequently every District was feeling its responsibility and wanted to stand on its own legs. The funds collected during the two Weeks were meant and allotted to work in the districts. Success in district work would depend largely on co-operation between the Government officers and representatives of the people. The Government contemplated Adult Education Council for every district was calculated to bring about such co-operation and to promote a sense of self-help and self-reliance with a view to achieving self-sufficiency. Self-sufficiency in the matter of food production was being encouraged by the Government as a matter of policy through a system of prize-awarding. Such a system might be tried also in regard to Adult Literacy effort.

Continuing Mr. Roche-Victoria said: The South Indian—the first Regional—Seminar on Adult Education held recently in Adyar, Madras, was undoubtedly a great landmark in Adult Education activity in South India. A Seminar was different from a Conference. People assembled in a Conference made prepared speeches and adopted draft resolutions. No doubt they met for some hours, discussed problems and debated points, but really there was no exchange of ideas; they talked to and at each other. On the contrary in a Seminar which lasted for one or two or even more weeks, workers lived together and thought together, as a community, and evolved a synthesis of thought and methods of approach and techniques of action. A Conference passed resolutions whereas a Seminar made recommendations. It was now for the Adult Education workers, in a planned manner and with State support, to play their part and do their best in implementing the Recommendations of the Seminar.

Much of the work, in terms of the Seminar Recommendations, would have to be planned by each District for itself in the light of its local conditions, needs and requirements. The Education Department of the Government of Madras were conducting through the agency of the Local Bodies a State-wide survey of the Adult Education work being done with a view to finding out how State money had been spent in the past, and how best it could be spent in the future, and with a view to determining, in the light of the data thus collected, a policy and programme of action for the future. The South Indian Adult Education Association was conducting a supplementary survey through its affiliated wings and its net-work of committees. The Association had come to the conclusion, after considerable study and in the light of field work experience, that the Community Centre method was the best and most effective way of spreading Adult Social Education. The movement was expanding and gaining strength; it called for any number of workers, and it held in store great opportunities for rendering national service. District conferences of the kind they were holding were meant to take stock, rally workers, mobilise resources, and give the call to action.

Presidential Address

In the absence of Sri K. S. Ramaswami Sastri, the President-chosen, his address was read out by Sri S. Airavatham, Publicity Secretary of the South Indian Adult Education Association:

The Hon'ble Mr. J. L. P. Roche-Victoria, Sri N. M. R. Subbaraman, Sri J. K. Rama and friends:

It is a great honour to preside over the Madura-Kamnad Adult Education Conference. Madura, the foundation-centre of the Tamil Sangam, is the cultural heart centre of Tamil Nad, and the success of the Social Education scheme in Tamil Nad will be assured only if and when it succeeds here.

We find in the Japanese Code of Education a sentence which might well be the appropriate motto for Adult Education workers and enthusiasts. "Henceforth education shall be so diffused that there may not be a village with an ignorant family nor a family with an ignorant member." But this great and urgent

desideratum cannot be achieved without dynamic leadership and an enthusiastic and patriotic band of workers. In a recent book, *Adult Education*, it is stated well: "Dynamic leadership is the prime requisite of Adult Education as of all great movements." This movement is bound to succeed, and let us resolve that it shall succeed.

The movement would have remained in the region of pious hopes and half hearted wishes but for the Madras Government's new drive in accordance with the drive initiated by the Central Government. The dream of Gokhale remained unfulfilled despite his strong and continuous pleas for free universal compulsory Elementary Education. The efforts of Mr. Roche-Victoria (then Municipal Chairman, Tuticorin, and President of the South Indian Adult Education Association) by way of propaganda on behalf of Social Education and his practical demonstration of the successful working of his idea in Tuticorin opened the eyes of the public of Madras State to the importance and urgency of the reform. India became independent under the leadership of Mahatma Gandhi, the father of the Indian nation, by means of a spiritual technique applied to social and economic and political life in a manner, effective and explorative, unknown heretofore in the annals of history. Free India has fashioned for herself a new constitution unparalleled in the annals of history and has become a federal democratic Republic based on liberty and equality and fraternity and justice. Under Section 326 of the constitution, she has gone in for Adult Franchise—a step which it took Europe several centuries to take. Under Section 45, she has directed that within ten years free and compulsory education shall be provided for all children until they complete the age of fourteen years. But that is the ideal. What is the fact? Owing to the inadequacy of schools and teachers, not even 50 per cent of the children are in our Elementary Schools. Time and tide wait for no man, and hence the uneducated children become soon illiterate adults. The rising figure of the Indian population must also be remembered. Even the educated children will lapse into illiteracy because of the bad example of the illiterate adults at home. Hence the percentage of literacy will not rise quickly in India

unless illiteracy is attacked on both the juvenile and the Adult fronts.

Thus the need for Adult literacy leading to Adult Education and culture or Social Education or Fundamental Education (as the Unesco calls it) is undeniable. But it is not every one that can take to it. It needs a knowledge of adult psychology and a knowledge of the method and technique of Adult Education. The illiterate adult is an overworked person and when he comes to an Adult Literacy Centre after 7 p.m. he comes as a tired person. He is likely to be shy and timid and suffer from an inferiority complex. The Adult Education teachers must have considerable tact and courtesy when he proceeds to handle such a person. The Adult Literacy Centre must really be a social and cultural community centre and make the illiterate adult feel perfectly at home there.

The Government of Madras have been fully conscious of these aspects and have not only set apart funds for the spread and development of Adult Education but have been training Adult Education teachers in adult psychology and Adult Education methods. They have purchased vans to show educative films and spread better social and economic and political ideas and do propaganda for literacy. They have also placed a Library Act on the statute book and are proposing to establish suitable libraries to spread useful knowledge and thus prevent future lapses into illiteracy, by levying a library cess and by State grants. Even here there is a snag as there is a dearth of suitable literature for adults made literate, which will prevent their lapse into illiteracy.

Thus the Government are keen about the total eradication of illiteracy in our State within a period of ten years. The Hon'ble Sri K. Madhava Menon is a man of vision and idealism combined with a factual and realistic sense and is resolved to help this movement. So far as I am able to understand the temper of the people in the course of my wanderings up and down Tamil Nad as the Honorary Organiser of Adult Education, I feel sure that they are very eager to acquire literacy and get modern knowledge to increase production and maximise culture and bring more happiness into their lives which are so full of dirt and squalor and ignorance and disease and misery today. But, in spite of such favourable features, there are snags

somewhere which prevent a consummation so devoutly wished by the State as well as by the people. I wish that this Conference finds out those snags and removes them altogether.

The first snag is a want of dynamic leadership. Without it there will not be efficiency in effort and there will be wastage and slackness and inefficiency. In each district there should be a unity of direction. From my experience I am of opinion that unless the Collector of each district is at the head of the Adult Education Council or committee of the district, things will not move swiftly and effectively. In South Arcot District, Mr. H. S. Paul, the Collector, takes a keen interest in Adult Education, and hence the District leads today in Adult Education activities. There is some difference of opinion about the intermediate agencies. Some stand for Divisional and Taluk and Firka Councils or committees, and others suggest the use of Panchayat Boards. There is no need to multiply agencies since that will lead to clogging of work. I think that an Adult Education Committee of each Municipal Council in Municipal areas and an Adult Education Committee of each Panchayat Board in rural areas will do the work well and make a report to the District Council. In each village there can be a local committee to look after the Adult Literacy Centre and persuade the illiterate adults to benefit by the Centre.

The second snag is that the Government Departments which are concerned with Adult Education work do not act with co-ordination and harmony. We have Prohibition officers, Co-operative Department Officials, Firka Development Officials, Labour and Harijan Welfare Department officials and others in addition to the Education Department officials and the Revenue Department officials. All these are touring the District, and could have an eye on the Adult Education movement. They can make a report from time to time to the President of the District Adult Education council for effectuating the co-ordination and upward trend of all Adult Education activities in the District.

The third snag is that now the Adult Literacy work is done almost exclusively by Elementary School teachers. They are a good agency and are familiar with the imparting of literacy to children. But

having regard to the enormous mass of illiteracy in the land, they alone will not be able to bring about a quick eradication of illiteracy. The college students must give a helping hand during vacations and the State should subsidise such work. At one time I thought that there should be intellectual conscription in respect of such agency and the college students should be given their degrees only after they had made a certain number of illiterate persons literate. Incidentally such a course of action will give them some intimate knowledge of mass life in our poverty-stricken country and quicken their imagination and sympathy by being in touch with the common man instead of merely living in ivory towers. But I now feel that conscription and compulsion are not necessary and that it is enough to say that such work will have marks assigned to it, for distinction in the examination or will be taken into consideration for entry into the public services.

Further I feel, out of my intimate and abundant experience, that it is not necessary to spend large sums in running Adult Literacy Training Centres. The Government have already trained thousands of Elementary School teachers in the theory and practice of Adult Education, and thousands more are to be trained in the course of 1951-1952. It is enough to give such training for a few days in the course of giving Higher Elementary Education training and Secondary Education training. As for students, a week's course of training in adult psychology and methods would be quite enough, and it could be given by their College Professors. I find that in the existing Training Centres much time is spent in preparing charts and learning Adult Education slogan songs. Printed charts could well be used instead of wasting time in preparing charts with the hand. Six weeks training is being given now. The trainees heartily dislike both the duration and the details. They feel also that the stipend of Rs. 22-8-0 per mensem is not enough for comfortable living. I wish that the Government look into this matter and set it right.

But the main snag is, in my opinion, the low pay now given to the Adult Education teacher: he is now given Rs. 8 as pay and Rs. 4 as allowance for lighting etc., if

he is trained, and Rs. 5 as pay and Rs. 3 as allowance if he is untrained. One fails to see how the allowance meant to meet expenses can differ as between trained teachers and untrained teachers. I wish to state further that the pay is very inadequate. The Madras City Corporation pays Rs. 20 per mensem as salary to its Elementary School teachers engaged in Adult Education work. The last provincial Adult Education Conference held at Tanjore passed a resolution requesting the Government of Madras to raise the present rate by at least 50% to start with. I suggest that the Adult Education teachers should be paid Rs. 15 as pay and Rs. 5 as allowance if trained, and Rs. 10 as pay and Rs. 5 as allowance if untrained. Under the scheme outlined above by me, Adult Education training would be a portion of the Higher Elementary Education training, and Secondary Education training, and hence there will be no need for spending large sums on staff and stipends and equipment for a special and additional Adult Education training. The sums released by flagging that mode of expenditure should be utilised for giving a higher pay to Adult Literacy teachers. In fact, adequate pay to them must be a first charge upon the funds earmarked for expenditure for the spread of Adult Education.

Before I conclude I wish to refer to the new and recent and significant advance made by the State in India in the cause of Adult Education. It has brought about the existence of three Adult Education Seminars, the latest being the first South Indian Seminar on Adult Education in Adyar, Madras, in April last under the auspices of, and organised by, the South Indian Adult Education Association with the approval and patronage of the Government of India. Earlier yet in February 1951 a camp for training in Social Education was conducted for College lecturers who were expected in their turn to give a short term training in Social Education psychology and method for the benefit of their students was run.

I wish, in conclusion, to give for the remembrance of all Adult Education workers the following excellent and practical advice given by the Hon'ble Mr. Roche-Victoria in his Presidential Address to the Fourth South Indian Adult Educa-

tion Conference held in Adyar, Madras, on 29th April 1944:

"Finally I appeal to you to remember that this is a national movement. No party label should stand in the way of our joining hands to achieve our object. On the common platform of Adult Education, we must forget our political bickerings, we must forget the horrors of war, we must forget the humiliation heaped on our Mother India by an alien Government. We must unite to fight the demon of illiteracy—a more dangerous enemy."

Let us always remember that the Four Basic Freedoms of Man, freedom of speech, freedom of worship, freedom from want and freedom from fear, can never be achieved without the basic and fundamental freedom, namely, Freedom from Ignorance.

Subject Committee meeting

The entire Conference converted itself into the Subject Committee and met in the afternoon. A free and frank and full discussion took place, and every Delegate who had any thing to say was asked to speak. Every aspect of the Adult Education problem was examined and analysed.

The general feeling was that unless compulsion was introduced, Adult Education, could not make headway: workers were available, willing and ready to shoulder responsibility and even the Government might be constrained to spend enough money, and yet the adults might not come to learn and attend Literacy Centres regularly.

The idea of compulsion sounded well no doubt, said a worker, and added: compulsion could not be enforced; the machinery for enforcement would have to be large and entail enormous expenditure, and prosecution of derelicts would have to be thought of on a fabulous scale, which was simply impossible. But there were ways open to the State as the biggest employer to see that illiterate employees made themselves literate within a specified period and fundamental literacy was insisted upon as the requisite qualification for those who sought employment. The example set by the State would be followed

in quasi Government and private establishments and thus before long an atmosphere for Adult Education would be created and the movement would gain momentum.

Some of the resolutions to be adopted by the Conference were then drafted in the light of the discussion.

The Subjects Committee met again in the forenoon of the second Conference day to discuss and decide issues left over, Sri K. S. Ramaswamy Sastri (who had come in the morning) presiding, and more Resolutions were drafted.

Second Day's Proceedings

The Conference resumed plenary session in the afternoon of the second day, Sri K. S. Ramaswamy Sastri presiding. Mr. J. L. P. Roche-Victoria and Sri T. K. Rama were present.

The President, at the outset, announcing the procedure it would be expedient to follow, said: None of the Resolutions drafted by the Subjects Committee was controversial; and, although for the sake of clarity they were presented as independent propositions, they were closely inter-related. Therefore those Delegates who wanted to speak might do so on any one or more of the Resolutions, and at the end of the general debate, the Resolutions might be put from the Chair and carried.

The President's suggestion was accepted.

Sri P. S. Subbian of Pollachi, who spoke first, said that the Adult Literacy movement was being run practically by the teachers, but what they were doing out of sheer zeal for the cause, notwithstanding many discouragements and handicaps, had not touched even the fringe of the problem which called for revolutionary all-community action. Compulsion by law might not be feasible, but there were ways open to the Government and others who wielded power, whereby pressure could be exerted without causing revulsion. For instance in Valaparai, Anamalai Hills, Estate managers could help wipe out illiteracy from among the workers within a short period of time. Work in right earnest had not yet begun. The Tanjore Conference Resolutions remained unimplemented. The case of the teachers for increased

allowance was not heeded. The inspecting officers of the Government were insisting on full compliance with rules relating to attendance and syllabus, and thereby handicapping progress and creating the general infortunate impression that the Government were, if not hostile, uninterested in Adult Literacy.

Sri Deivasigamoney, a teacher trained in Adult Literacy methods, and running an Adult Literacy Centre corroborating the observations of the previous speaker, recalled a funny incident. A Deputy Inspector of Schools while on a visit to an Adult Literacy Centre asked the teacher to lend his back as an improvised table for writing the inspection remarks. Adult Literacy Centres, which were very much unlike Elementary Schools, required a different type of inspecting officers.

Sri Harikrishnan of Rajaji Adult Literacy School, Kamaya Koundan Pattu, said that the Adult Education movement should be planned and conducted as the Congress fight for Independence was waged.

Mr. George Joseph of Harveypatti said among the workers there was a feeling that literacy was not going to help them earn more and hence not quite necessary. Such a feeling should be knocked in the head by producing adult literates who, through literacy, acquired better habits and got over superstitions. Adult Education should aim at inculcating a sense of discipline and a desire to cultivate and maintain good character.

Sri Subbiah Sundararaj of Madurai referred to the difficulty experienced in the matter of obtaining recognition for an Adult Literacy Centre and appealed for the needful action to remove the difficulty.

Mr. James, Supervisor, Madurai Municipal Schools, said that teachers who had some training in Adult Psychology were able to secure from adult learners more regular attendance and hence achieve Adult literacy quickly and create in the new adult literates a burning thirst for knowledge.

Sri M. S. Appu Rao, of Pankajam Free Adult Literacy Centre, Bodinayakanur, said that the Adult Education cause, which commanded the people's support, was not receiving enough impetus from the side of the Government and others who were in a position to lend a helping hand.

Sri T. J. R. Gopal's Speech.

Sri T. J. R. Gopal, Organising Secretary, the South Indian Adult Education Association, said that the Adult Education movement had made some progress during the past twelve years, mainly on account of the steady work done by the Association on the propaganda front. It was an uphill task that the Association had been essaying, that of converting the educated rather than that of breaking the apathy of the uneducated and the illiterate adults. What could be done for Adult Education, the educated people thought ten years ago, when the omnibus question of political independence and economic freedom remained unsolved? The attitude of the educated people towards Adult Education had not undergone any appreciable change even after political independence had been achieved: they were now saying that the economic problem should be tackled first and the standard of life raised; that Elementary Education should receive prior treatment and if pushed through vigorously, there would come a time, not too distant, when there would be no need at all for Adult Education; and that Adult Literacy might wait since an adult illiterate was not necessarily uneducated and he had enough knowledge of the world and of current affairs as well as abundant commonsense to be able to take care of himself and wage his battle of life successfully. Some others had gone to the extent of saying that Adult Education was wasteful effort and all the money meant for it could be better spent on Elementary Education.

Continuing Sri Gopal said: It was easy to rouse and wake up a person who was really asleep, but not one who was pretending to sleep. It was easy to carry conviction to the simple, unsophisticated and unlettered people who did not know what it was to be crafty, but it was difficult to argue with the so-called educated people who were opinionated and determined not to change their view and who indeed thought, foolishly though, that it was strength to stick to an opinion until Doomsday. The main work of the South Indian Adult Education Association was to deal with such specimens of perversity. There was only one way of dealing with them since they could neither be ignored nor swept out of the path of progress, and that was to confront them with a formidable demand from the people, to which they

must submit. Then, they would turn coat. The so-called intellectuals had been saying that Swaraj was moonshine and Mahatma Gandhi was a man from the moon. Swaraj did come, and the very scoffers are today burning camphor and incense before Mahatma Gandhi's portraits. They, the wiseacres, had been saying that Prohibition was impossible and, if enforced, would lead to administrative collapse. Prohibition was being enforced successfully, and yet there was no fear of the Government coming to standstill. Prohibition had to be enforced—no Congress Government could have evaded the responsibility because it was a demand made by the very soul of the people, a prayer from the heart of every woman who was a victim of the drink habit to which her husband was an almost incurable addict (cheers.)

Such a demand from the people should be created for Adult Education. That was the work that the Association had been doing, and must continue to do for many years to come. Its work should not be judged by concrete results. It was absurd to ask if the work of the Association had reduced the volume of adult illiteracy and yet some even responsible people were putting such and similar questions. The Association had made the Government think and act. That was an achievement of which any organisation might feel proud. The Association had initiated the Adult Education Week, and enlisted the Government's co-operation. The circulars addressed by the Government to the District Collectors and other Government officers requesting them to make a success of the Week and to help start Adult Education Centres with the collections of money made during the Week had yielded a rich crop of Committees and Centres humming with activity and spreading the message far and wide. In the South Arcot District alone more than seven hundred Adult Literacy Centres were working effectively. The Association had also held a Seminar on Adult Education. The Seminar had evolved excellent methods of approach and techniques of teaching which, on being implemented, would give the movement the cohesion and consolidation so necessary. The supreme need of the hour was for the State to cease cogitating and start acting; and it was for the Adult Education workers to get the State to act. Propaganda was their work, which had yielded good results

in the past and which was bound to yield effective results also in the future. The outlook and prospects for Adult Education were indeed very bright (cheers)

The Hon'ble Mr. J.L.P. Roche-Victoria who followed Sri Gopal said: The drama enacted the previous night by a band of enthusiastic teachers themselves, depicting the difficulties that Adult illiterates were facing in their day-to-day struggle for existence, only emphasised the comparative need for Adult Education work in rural areas. Even in regard to food, Adult Education would show the way to the villager to meet the 10 per cent deficit. Adult Education was meant to help people fight their battle of life in all spheres; to produce more on the economic front and to exercise the franchise wisely on the political front. Since Adult Education was not to be confined to achieving mere literacy, and had long since come to denote a wide range of Social Education, what was called the Community Centre method was considered the most effective means to the end. What was really most important was to see that literates did not relapse into illiteracy which, if allowed as in the past, would lead to demoralisation and waste. Women literates could do much to prevent such waste, and it was encouraging to find that they were coming to play their due role. Every District should aim at self-sufficiency, and stand on its own legs. Madurai District was in a position to give a lead and set an example to other Districts. Madurai had been in the vanguard of national progress, from the Tamil Sangam days, and played a magnificent part in India's fight for independence.

Sri K. S. Ramaswamy Sastri, in his concluding speech, said: The Adult Education movement had derived no mean advantage from the fact of one of its leaders being in the Madras Cabinet. The Madras Government were having Rs. 12 lakhs earmarked for an Adult Literacy Drive. Much would depend on that money being spent well. Mr. Roche-Victoria would no doubt give proper advice in the matter. Minakshi, the presiding deity of Madurai, would bless the movement which was one of regeneration.

Resolutions.

The following resolutions were then put from the Chair, one by one, and adopted without dissent:

1. That the resolutions passed at the Provincial Adult Education Conference held at Tanjore in July 1950 be re-adopted at this Conference.

2. That the Officers of the Revenue, the Co-operative, the Rural Welfare and the Prohibition Departments be instructed by the Government to visit Adult Literacy Centres in the course of their Departmental tours and help the development of Adult Education effort in the State.

3. That Government be pleased to take suitable steps to see that in all cinemas the value of Adult Education is demonstrated by the projection of appropriate education films.

4. That in each District an Honorary Adult Education Organiser with reasonable travelling allowance be appointed by the Government to work in co-operation with various Government Departments and push forward Adult Education effort in the District.

5. That in each District, District, Taluk, Firka and Village Adult Education Committees be formed to plan and expand Adult Education activity and report from time to time the work turned out, to the South Indian Adult Education Association and the Government of Madras.

6. That travelling allowance be given to Adult Education teachers deputed to attend Adult Education Conferences and Adult Education Seminars and that the period of their attendance at such Conferences and Seminars be treated as duty.

7. That in the case of recruitment to inferior services, a literacy certificate be made compulsory.

8. That a maintenance grant of 15 per cent, such as has been allowed to the Managements of Aided Elementary Schools, be given to the Managements of Aided Adult Literacy Schools.

9. That as a first step, in furtherance of Adult Literacy, Government insist on only literates being employed by all establishments, and firms that take out licences and authority from the Government and in the case of those illiterates who are already in employment a time limit be fixed for them to become literate and that Government themselves take and give the lead in respect of their own employees.

10. This Conference requests the Government to make provision in the Higher grade and Secondary Training Courses also for training in Adult Education methods in place of the present system of a 45 days course of training and that pending this permanent agreement, training for teachers of Adult Literacy Schools be shortened to a period of two weeks.

11. This Conference requests the Government to increase the pay and contingency allowance of Adult Literacy School teachers to Rs. 20 and Rs. 5 per mensem in the case of the trained and Rs. 15 and Rs. 5 per mensem in the case of the untrained.

12. Resolved that in every District a teacher trained in Adult Education methods be appointed as Supervisor to permit and recognise Adult Literacy Schools and disburse to the same the permissible grants.

13. That the Government be requested to encourage and recognise non-Governmental Training Schools to train teachers for Adult Education work and that College Lecturers and others with prescribed qualifications who are trained in Adult Education methods be permitted to teach in such Training Schools.

14. This Conference requests the Government of Madras to get necessary legislation passed for giving an impetus to the Adult Social Education effort mainly through the agency of the Local Bodies assigning at least 50 per cent of the proceeds of the cess collected in their respective areas under the Libraries Act, pending a permanent and more flexible provision, and by forming in each District a representative Council with powers and functions calculated to achieve self-sufficiency within a short period.

15. That a Committee be formed to meet the Hon'ble Education Minister, and present to him the Resolutions adopted at this Conference and request him to take effective action on the same, and that the Committee consist of the following:

Sri K. S. Ramaswamy Sastri, President, South Indian Adult Education Association, Madras.

Sri T. K. Rama, Chairman Municipal Council, Madurai.

Sri L. T. Muthuram, Secretary, Central Adult Education Committee, Madurai City.

Sri T. R. Paghavan, Honorary District Organiser for Madurai, South Indian Adult Education Association, Madras.

Sri S. Airavatham, Publicity Secretary, South Indian Adult Education Association, Madras.

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

Sri P. S. Subbian, Joint Secretary Coimbatore District Adult Education Committee.

Sri A. Ayyanar, South Indian Adult Education Association Committee Member, Periyakulam.

Sri G. J. Duraisami, Adult Education Teacher, Harveypatty; and

Sri K. Sundararajan, Municipal Councillor, Periyakulam.

List of Delegates.

The following Delegates attended the Conference:—

1. Srimathi Saraswathi Manickavasam, Adult Education Teacher for Women, Chokkikulam Municipal School, Madurai.

2. Miss Munisamy Guruvamma, Teacher of the above school.

3. Sri R. K. Mookkaya, Maniam, Headmaster, Board Boys' School, Chintamani.

4. Sri G. Sankaranarayanan, Headmaster, Anupanady Boys School, Madurai.

5. Srimathi R. Manickam, Adult Education Teacher, Tallakulam Municipal School, Madurai.

6. Sri George Eddy, Headmaster, Arapalayam Municipal Boys' School, Madurai.

7. Sri K. Natarajan, Adult Education Teacher, Municipal Boys School, New Jail Road, Madurai.

8. Sri M. S. Vasan, Teacher, Training School, Pasumalai.

9. Sri K. Thangavelu Pillai, Headmaster, Municipal School, Madurai.

10. Srimathi L. K. Kuttiammal, Eighth-Ward Adult School, Karaikudi.

11. Sri J. Paulraj, Adult Education Worker, Ellayiram, Pannai, Sathur.

12. Sri M. Guruswamy, Adult Education Worker, Ellayiram, Pannai, Sathur.

13. Sri G. Daivanayagam, Teacher, Municipal Adult School, Karaikudi.

14. Sri S. Ramalingam Chettiar, President, Adult Education Committee, Karaikudi.

15. Sri K. M. R. Muthu, District Board Member, Kallanthri.

16. Sri K. Muthurkaruppan, Headmaster, Shenoyanagar School, Madurai.

17. Sri T. S. Subbiah Sundararaj, Adult Education Teacher, Madhichiyam School, Madurai.

18. Sri K. P. S. V. Prakasam, Manager, Balakurukula Vidyalaya, Virudhunagar.

19. Sri V. Kandasamy, Teacher, Balakurukula Vidyalaya, Virudhunagar.

20. Sri M. Ramiah, Teacher, Board School, Athipatti.

21. Sri M. R. Rm. Seshaiyer, Member, Adult Literacy Committee, Palni.

22. Sri K. M. Veerasamy Pillai, Headmaster, South Gate, Municipal School, Madurai.

23. Sri V. Arunachalam, Teacher, Saraswathi Aided Higher Elementary School, Madurai.

24. Sri K. N. Kuppusami Aiyar, Manager of the above School.

25. Sri K. Subramania Kone, Adult Education Worker, Avaniapuram.

26. Sri M. Ibrahim Khan, Teacher, South Gate Muslim Municipal School, Madurai.

27. A. R. Ramalingaier, Teacher, Lakshmipuram Municipal School, Madurai.

28. Sri J. Charles, Training School, Pasumalai.

29. Sri G. A. Chelliah, Teacher, Municipal Mill School, Ponnagaram.

30. Sri M. S. Appurao, Adult Education Worker, Bodinayakanur.

31. Sri P. Marimuthu, Secretary, Village Congress Committee, Palamedu.

32. Sri P. S. Kandaswamy, Adult Education Worker, Palamedu.

33. Sri K. S. Seeniappan, Adult Education Worker and Teacher, Board Boys' School, Tiruparankunram.

34. Sri G. J. Duraisami, Adult Education Teacher, M.L.U. School, Harveyatti.

35. Sri M. Subbian, Adult Education Teacher, Municipal Mill School, Madurai.

36. Sri R. I. Arunachalam, Adult Education Worker, Avaniapuram, Madurai.

37. Sri T. S. Venkatachalam Aiyar, Adult Education Teacher, Sourashtra High School.

38. Sri S. K. Kuppusami, B.A., L.T., Headmaster, Sourashtra Secondary School, Madurai.

39. Sri P. Hariharan Aiyar, B.A., L.T., Headmaster, Sourashtra High School, Madurai.

40. Sri C. S. Rajaram Aiyar, Teacher, Sourashtra Secondary School, Madurai.

41. Srimathi A. Guruvamma, Adult Education Teacher, N.M.S. Muthulakshmi, Adult School for Women, Madurai.

42. Sri P. A. Ramasami Chettiar, Chairman, Municipal Council, Periyakulam.

43. Sri R. Sundararajan, Councillor, Municipal Council, Periyakulam.

44. Sri K. R. Nammalvar, Adult Education Worker, Madurai.

45. Sri T. George.

46. Mrs. E. S. Chellappa.

47. Mrs. R. J. Arunachalam, Representatives of Adult Literacy School, Willis' F. Pierce Hospital, Madurai.

48. Sri Deivairakam.

49. Sri Shankaran, Teacher, Pasumalai.

50. Sri S. P. Daivasigamani, Teacher, Training School, Pasumalai.

51. Sri T. Harikrishnan, Adult Education Teacher, Rajaji Adult School, Kanyakavundan Patti, Periyakulam Taluk.

52. Sri Ebenezer Samuel, Teacher, Adult School, Chellur.

53. Sri A. Thangamuthu, Teacher, Colony Adult School, Madurai.

54. Sri Sundaram Subbiah, Teacher, Thiruvapudiyar Adult School, Madurai.

55. Sri S. S. Chokanandi Konar, Secretary, Co-operative Society, Pottapanayur.

"Woes of an Illiterate"

A drama was enacted in the evening on the first Conference day by Sri P. S. Kandasami and Sri S. V. S. Mani assisted by other Adult Education trained teachers depicting the progress of a rustic illiterate during a visit to Madurai city, every incident indicating the handicap that illiteracy is. The audience was kept rollicking with laughter. Mr. Roche-Victoria, who was present throughout, paid a tribute to the actors and commended the educative value and the naturalness of the story except the slightly overwrought incident of a valuable document being used by the illiterate wife of the rustic to lit fire for cooking food.

Visit to Suburban Centres.

The Hon'ble Mr. J. L. P. Roche-Victoria accompanied by Sri T. K. Rama, Sri T. J. R. Gopal, and others visited in the afternoon of the first Conference day the self-contained workers colony at Harveypathy which has an Adult Education school and all the attributes of an ideal Community Centre.

In the forenoon of the second Conference day the party visited two villages: Pottapanayur and Palamedu.

New Centre Opened.

At Pottapanayur Mr. Roche-Victoria opened an Adult Literacy Centre, Sri E. M. Gopalakrishna Konar of Madurai presiding over the function which began with prayer.

Hoisting the National Flag, Sri V. Alagappan, B.A., B.L., Secretary, Madurai—Ramanathapuram District Co-operative Bank, Ltd., said even the erstwhile opponents had come to realise the urgency of Adult Education now that they were all on the eve of the world's first and largest experiment in adult franchise. The National Flag symbolised the aspirations of the nation which could be realised only through mass Adult Education.

In his speech as Chairman Sri E. M. Gopalakrishna Konar said education was real wealth and an end in itself, not the means to the end of entering service. Education alone opened man's mental vision to deeper realities.

Addresses were presented to Mr. Roche-Victoria by Sri S. Sellam and by Sri U. L. Ramasamy, Municipal Councillor, Madurai, on behalf of the Co-operative Credit Society of the village.

Sri M. G. Padmanabha Mudaliar, Deputy Registrar of Co-operative Societies, Madurai, said proper management of Co-operative Societies was an excellent piece of Adult Education. The Common Good Fund of the Societies could not be put to better use than on spreading literacy and Social Education among adults. The District Co-operative Bank also could render much aid to Adult Education.

Sri T. K. Rama, Chairman, Madurai Municipal Council, said the agriculturist, the tiller of the soil, needed Adult Education more than anybody else. The publications of the Agricultural Department

contained a store of practical knowledge meant for the agriculturist. How could he avail himself of such knowledge, of the latest scientific methods, unless he was a literate? Adult Education was the *sine qua non* of progress in every sphere of life of the individual, the family, the village community, and the nation as a whole.

Declaring the Adult Literacy Centre open, Mr. Roche-Victoria said Adult Education did not mean promotion of literacy alone; its aim was to give the adult knowledge wherewith he could improve his conditions of life, take to agriculture and cottage industries. Every District should have a propaganda van to spread useful knowledge, and quicken activity in view of the coming general election, the first in free India and based on adult franchise, to enable the people to choose real representatives who would work for the general welfare. Sri Padmanabha Mudaliar rightly said that Co-operative Societies could do much to further Adult Education. Every Department of Government was in a position to follow suit, and ought to. Women, too, had an effective role to play in the making of a New India. The Centre opened in Pottapanayur had a great future if the villagers made it a point to attend it regularly.

Sri T. R. Raghavan proposed a vote of thanks.

A group photo was taken.

Centre opened at Palamedu.

The party, after a brief rest at the Travellers Bangalow, Madurai, motored to Palamedu. On the way, at Alaganallur, Mr. Roche-Victoria, Sri T. K. Rama and Sri T. R. Raghavan were garlanded.

A large number of people had gathered in the decorated pandal near the Adult Literacy Centre, Palamedu. Congressmen, Socialists and members of Dravida Kazhagam making common cause of Adult Education, and received the party cordially. Sri T. K. Rama presided. National songs were sung by Sri Sundaram and Sri Ratnam; and the National Flag was unfurled by Sri K. Veerabadran, B.A., a Harijan worker. Addresses were presented to Mr. Roche-Victoria on behalf of various villages. He and Sri T. K. Rama had to bow to continuous garlanding for about fifteen minutes.

Replying to the addresses and declaring the Adult Literacy Centre open, Mr. Roche Victoria said: It was remarkable that people had assembled in large numbers despite the scorching sun. It was easy to get a dispensary opened since the people were willing to provide a suitable place for the purpose. He had no doubt the Sathiyar anicut project would soon be completed and help people to produce more food. There would be no difficulty in raising the local Board Higher Elementary School to the status of a High School. Since every adult had been given the right to vote, it was incumbent on him to pick up literacy quickly. Only if elders were educated and literate, they could look after the education of the young ones. Adult Education was a non-party, a non-sectarian and a non-communal objective, a responsibility which it behoved every citizen to feel and shoulder. The adults of Palamedu should avail themselves of the Adult Literacy centre, as well as the services of Sri Kandaswamy who had played an excellent role in the drama enacted the previous evening depicting the woes of an illiterate.

Mr. S. P. Deivasigamony, teacher, Training School, Pasumalai, and Sri P. Marudayya, Municipal Councillor, Madurai, spoke on the importance of Adult Education.

In his concluding speech as chairman of the function Sri T. K. Rama explained how Adult Education could and did help improve the productivity of the soil. Palamedu was famous for its well grown drumsticks and tomatoes, and it would achieve still greater reputation if, through Adult Education, it learnt to practise scientific agriculture.

Sri Marimuthu proposed a vote of thanks.

On Monday, 30-7-51, T. J. R. Gopal and Sri S. Airavatham addressed a meeting of the trainees of the Pasumalai Training School, Sri S. P. Deivasigamony, teacher, presiding.

Sri Airavatham said in many instances it appeared Adult Education was needed more for the so-called educated than for the so-called uneducated. A police Officer, in the habit of addressing bus drivers as 'you idiot' (நீய் தூத) needed some course in good manners, and that was Adult Education. A District Educational Officer who complained that attendance at Adult Literacy Centres was unsatisfactory even when people were

aware he was camping nearby did not possess the psychology necessary for Adult Education. How could his camping in the neighbourhood attract adult learners unless he had love for them? Missionary effort in Education had been a tremendous success no less because of the love of humanity which inspired the effort than because of organisational efficiency.

Scope for Adult Education in Madurai District.

Sri T. R. Raghavan, Honorary South Indian Adult Education Association District Organiser for Madurai, writes:

Madurai District is densely populated with several lakhs of whom about eighty per cent are illiterate. Most of the people are agriculturists, wage earners in factories, shop assistants and cart pullers, exploited by the well to do, and handicapped by illiteracy in many ways.

For the benefit of these people Adult Literacy Centres are being run in various places. Two Adult Literacy Schools are being run in Harveypatty, Tiruparankunram, one for men and the other for women, under the auspices of the Madurai Labour Union, the President of which, Sri S. R. Varadarajulu Naidu, is a keen Adult Education enthusiast. One Adult Literacy Centre is being run by the students and teachers of Madurai College in Subramanyapuram Cheri, which is in the neighbourhood of several mills. One Night School for Adults is being run in Theni, Periyakulam Taluk. Adult Literacy Centres are being run in Vilacheri and Jotipuram. In Madurai city, the Sourashtra High School management is running one school; the Nadar Vidyasala is running one school; Sri R. Govindaram is running the 'Viswakalanilayam', a night school for adults and the Municipal Council is running nine Adult Literacy Centres, five for men and four for women. One night school for adults is being run at Palani, according to Sri M. R. Rm. Sesha Aiyar's report: A night school for Harijan women is being run in the West Street Cheri of Thallakulam. Centres and schools for adults are being run in various other places. Some of these are Government recognised and aided, while the rest are standing on their own legs.

It is noteworthy that the Chairman and Councillors and the Executive of the

Madurai Municipal Council are taking keen interest in Adult Education. The example is worth emulating by the five other Municipal Councils in the District.

The girl students of the O.C.P.M. High School conducted a night school for the benefit of women in the neighbourhood, in 1948-49.

The Sourashtra Vidyarti Samaj is conducting a night school for adults in Madurai. Students are teaching the adults. Books, slates and pencils are supplied free. The Samaj is frequently getting enacted the propaganda drama of the 'Woes of an Illiterate' of Sri Kandasamy. The drama is having excellent effect in several villages, in and near about Palamedu.

Sri K. V. V. Subramanyam, Adult Education Officer, Madurai Division, is doing a great deal of work through the Propaganda Van.

A few weeks ago I visited Pudukottai, Nagamalai and Kothiyarazundu along with the Propaganda Van and addressed public meetings. There is in those places a keen desire, and much scope, for adult literacy, and, in co-operation with local people, I am making the necessary preparations for starting Centres.

The District Board can do much to promote Adult Education by starting Centres and Reading Rooms and setting up Radio arrangements in important and populous villages.

Some time ago a meeting of Adult Education workers was held in the Victoria Edward Hall, Madurai. Sri K. S. Ramaswami Sastri presiding. Sri T. J. R. Gopal delivered a stirring speech dealing with every aspect of Adult Education effort, which was widely appreciated. There is need for such earnest propaganda speeches in rural areas.

The Sourashtra High School.

The Madurai - Ramanathapuram Adult Education Conference met in the hall of a great institution; the Sourashtra High School, which has been playing a constructive role in the life of Madurai from the day of its inception in 1886.

The following brief history of the Sourashtra High School by Sri S. K. Kuppu-

samy, B.A., L.T., Headmaster, will be read with interest:—

About 5 years ago, in 1886, the then leaders of the Sourashtra community, impelled by a very ardent desire to promote the education of the community which is educationally backward, formed themselves into a Committee and founded a Primary School known as the Committee Primary School.

The School made a very striking progress with the result that the premises where it was located was found inadequate. In 1892, the School was shifted into its own building, constructed with the help of the donations collected from the community.

This striking progress continued and six years later, the school was raised to the status of a Lower Secondary School.

In order to consolidate the progress made and to build up the institution further, the management of the school was entrusted to the Sourashtra Sabha, a public body representative of the community.

In 1901, the school moved into a more spacious building at Main Guard Square, acquired by the Sabha for the purpose which is adjacent to the New Cinema and where the Secondary School is now located.

Two years later, the school was raised to the status of a High School as a result of the efforts of the then Manager of the institution, Kashtrabandhu L. K. Tulasiram, B.A., B.L., Advocate, and his co-workers and the institution maintained its phenomenal progress.

The present building on the Ramnad Road was constructed at a cost of three lakhs consisting of donations from the community and a grant of Rs. 62500 from the Government of Madras. The High School moved into the present building in 1929.

In between the above years, the Sourashtra Sabha vested the management of the institution in a Managing Committee elected by the High School Council which was composed of donors and old boys of the institution.

The institution is very zealously guarding its reputation gained as a result of sincere, earnest and untiring effort of the successive Managing Committees and Headmasters over all these decades. It has the proud privilege of being reckoned as one

of the best managed institutions in this Province.

The institution is, as it has always been, open to all communities. Although a large number of boys are from the Sourashtra community, the institution has on its rolls boys of all castes and creeds. We may also state that on the Teaching Staff of the main school as also of the feeder schools there are men of all communities.

The present strength of the High School alone is 2000. The Elementary School and the Secondary School run by the same management as feeder schools have between them about 1000 pupils.

All these years this High School has been growing from strength to strength and it is our earnest prayer that in the years to come this institution will grow into a first grade College.

Dr. Tara Chand visits Adult Education Centres in Mysore.

Dr. Tara Chand, Education Secretary to the Government of India, visited the Adult Education Centres, working under the auspices of the Mysore State Adult Education Council.

He arrived by plane at Bangalore on the 5th July 1951 from New Delhi. He was welcomed by Sri T. Madiiah Gowda, President of the Mysore State Adult Education Council, Sri S. Sundara, Deputy Director of Public Instruction, Sri A. B. Mariappa, Honorary Secretary of the City Adult Education Committee, Bangalore, Sri K. S. Muniswamy, Divisional Officer for Adult Education, Bangalore Division, and other workers.

Dr. Tara Chand left Bangalore for Mysore on the 6th morning and was accompanied by Sri K. Guru Dutt, Director of Public Instruction and Sri T. Madiiah Gowda. On their way to Mysore, they visited Mayaganahalli village, and the distinguished visitor was shown the working of the rural library there. He evinced keen interest in the literacy classes and perceived the progress of the adults who attended the classes.

After visiting the Central Library and Adult Education Centres at Ramanagaram,

Dr. Tara Chand witnessed the demonstration of a Shadow Puppet play organised by the villagers, and expressed his appreciation.

Sri T. N. Krishna Rao, Chief Executive Officer, Mysore State Adult Education Council, Sri B. V. Sathvanarayana, Divisional Officer for Adult Education, Mysore Division, and the workers of the Mysore State Adult Education Council welcomed the distinguished guest at Mysore.

Later, Dr Tara Chand visited the Vidyapeeth, a Rural College organised by the Council near Nanjangud. He observed the several aspects of rural education provided to the trainees in this college. After planting a seedling of the coconut palm in the premises of the Vidyapeeth, he visited the Central Office of the Adult Education Council, Mysore, at 3 p.m. and was acquainted with the working of the several sections of the office. He also witnessed a film produced by the Council on the occasion of the Rural Adult Education Seminar conducted by the UNESCO and a pilot project at Hulikere organised by the Council.

The President of the Council and the workers gave him a hearty send off.

South Arcot Fight Against Adult Illiteracy.

(Continued from page 596)

position to get work done by officers who are not willing to do anything they consider additional duty. Mr. H. S. Paul is neither a galvanising nor a tempestuous personality, to be able to play the role of a Stalin in Adult Education. He is not even "a heaven-born" member of the Indian Civil Service of the old type. He is just a simple good man, an earnest servant of mankind, considering service as its own reward, a man of the people working for the people. The secret of his success is he knows his job from A to Z, and does it thoroughly; he is ever ready for action, day or night; he pays personal attention to every detail of his work; he is accessible and kind to one and all, the humblest and the poorest.

Mr. Paul, the Collector, is doing what he is expected to do; in implementing Government's Scheme, neither less nor more. His work looks odd and out of the way, because other Collectors have not carried out the G.O. of 3rd August 1950; also because he is breaking traditions. Officers of the Education Department, big and small, have been functioning in the belief that every kind of education, indeed anything and everything which smacks of education, is their province, and should not be trespassed by officers of other Departments of Government. Similarly, officers other than those of the Education Department, think that they should confine themselves to their Departmental work and that it is unnecessary and improper for them to dabble in Adult Education which is a public movement. These notions are born of habits of the mind; they are dying out in South Arcot. Every officer knows that he is obeying the Government's orders, not the personal behests of the Collector.

The success achieved in South Arcot is due to various factors. The teaching and contingency allowances are paid promptly on receipt of the monthly report from the teacher. He is not put to the necessity of agitating and petitioning. Every Centre is well equipped with books and charts, slates and pencils, and lanterns. The system of inspection and supervision is comprehensive and elaborate, effective and fool-proof. Every Centre is visited fre-

quently by one Officer or another of the Department of Government or another. The teacher in charge of the Centre feels honoured by the visits of the Officers, and his sense of self-importance, and natural pride vis-a-vis his village compeers are tickled. The people also like to see and hear the Officers who were invisible and unapproachable till recently. The fear of the Officers whose visitations had meant an un-ending chain of supplies has gone; they are now regarded as well-wishers. Mr. Paul's example is worth mentioning: he walks miles, studies the conditions of life in the villages, goes and talks freely to the humblest of the humble, listens to his tale of woes and tries to comfort him and help him as far as possible. Touring Officers also find it pleasant to visit centres, meet and talk to simple good villagers, and deliver speeches. In slave India, it was dangerous for Officers to make public pronouncements, and they ventured not. Now it is their duty and privilege to give talks about the work of their own Departments. Nothing could be more pleasant than that. Besides, the inspection work is not judged by results.

The Collector directs and guides, checks and co-ordinates the work done by the various Departmental officials. The Revenue Department comprises 119 officers, the Collector, three Deputy Collectors, eight Tahsildars, four Deputy Tahsildars, fifty-four Revenue Inspectors, four Special Loans Tahsildars, ten Special Revenue Inspectors, five Rationing Officers, nine Taluk Supply Officers, ten Assistant Taluk Supply Officers, four Special Loans Deputy Tahsildars, two Rural Welfare Officers, three Harijan Welfare Inspectors and one Harijan Welfare Overseer; the Agricultural Department consists of one District Agricultural Officer and eight Agricultural Demonstrators; the Veterinary Department, one District Veterinary Officer, four touring Veterinary Assistant Surgeons, and eight Headquarters Veterinary Assistant Surgeons; the Health Department, one District Health Officer, eight Health Inspectors; the Co-operative Department, two Deputy Registrars,

twenty-five Inspectors, and three Sub-Deputy Registrars: the Industries Department, two Supervisors and five Mechanics; the Public Works Department, one Executive Engineer, four Assistant Engineers, and twelve Supervisors; the Highways Department, one Divisional Engineer, six Assistant Engineers and twenty Supervisors; the Police Department, one District Superintendent, four Deputy Inspectors, eleven Inspectors and fifty Sub-Inspectors; the Prohibition Department, one District Prohibition Officer, four Deputy Prohibition Officers, four Assistant Prohibition Officers, thirty-seven Sub-Inspectors; the Local Administration Department, two District Panchayat Officers, six Deputy Panchayat Officers, four Municipal Commissioners, and fifteen Executive Officers; and the Groundnut Market Committee, eight Superintendents and twelve Supervisors. In all, there are twelve Departments of Government with 390 Officers working in the District, for developing Adult Literacy and Adult Education effort.

It is a tremendous piece of work to get these twelve Departments and 390 Officers to visit and foster the Adult Education Centres. Every Officer is expected to visit the centres within his jurisdiction regularly or as often as possible and report then and there to his immediate superior and to the Collector by name. The work done by the Officers is reviewed at the meeting of the District Committee held regularly in the first week of every month, at the time of the conference of the Heads of Departments at the Headquarters convened by the Collector, and in the regularly issued detailed monthly Proceedings of the Collector. The District Committee consists of 67 members of whom 37 are non-officials representing the Taluk Committees. At the monthly meeting, the report of the work done during the previous month, based on the reports sent by the Taluk Committee, is read by the Joint Secretary; and reports reviewing and discussing the work done from various angles are read by the District Educational Officer, the District Board Educational Officer, the District Welfare Officer, the Revenue Divisional Officers, Chidambaram and Tirukoilur, and the Sub-Collector, Tindivanam. Thus no aspect of the problem escapes attention; none of the difficulties experienced is left

untackled; and no avenue to improvement and progress goes un-explored. The introductory observations of the Collector President are particularly valuable; he avails himself of every opportunity to integrate Adult Education with the Government agencies at work in the District; he appeals for public support to the Grow More Food campaign as a part of Adult Education activity in the District; he appeals for private philanthropy; he appeals to the South Arcot Electricity Distribution Company, Limited, to give free service to Adult Education Centres, wherever possible; he champions the cause of the teachers, and is very particular about their being paid their allowances regularly.

While the District Committee with its Collector President is functioning as the spearhead of the Adult Literacy effort, the Taluk Committees with delegated authority are working their way to self-sufficiency. The Revenue Divisional Officer is the President, the Tahsildar is the Secretary and a non-official is the Treasurer of the Taluk Committee which meets and sends reports regularly every month, and which is authorised to collect donations and organise aid entertainments.

The Collector-President's Proceedings (Revenue and non-Revenue) subject every inspection report from the Officers to critical analysis: complete failure to visit Centres is viewed with displeasure, and a mild warning is uttered; partial failure to visit Centres is commented upon, and the Officer concerned is asked to be more attentive and regular. Delay in sending reports is described as regrettable, and the concerned Officer is asked to be more prompt and more regular in future. The Collector's Proceedings are couched in the language of friendly criticism and brotherly admonition, and are received, respected and honoured as such: there is about them none of the Departmental bahadurism of the past era, and no remark is viewed and resented as a black mark. Officers are attending to Adult Education work enthusiastically as a piece of patriotic duty, and are co-operating with the Collector wholeheartedly. The frequent visits to the seven hundred odd Centres and talks on topics of daily and intimate concern to the people by the 390 peregrinating Officers have created throughout the District, in

every nook and corner an excellent atmosphere for Adult Education effort.

The progress assessed in terms of figures is satisfactory. During the year ending with January 1951 a total expenditure of Rs. 25,776-9-6 was incurred: Rs. 18,374-12-0 on the teaching and contingency allowances paid, Rs. 4,548-14-6 on equipment supplied to the Centres, Rs. 690-6-0 on staff; Rs. 1,140-0-0 on the short-term training course conducted at Cuddalore; and Rs. 1,022 9-0 on miscellaneous items. The latest roll strength and the average attendance, respectively, are as under: Cuddalore Taluk, 4313 and 2650; Chidambaram Taluk, 2194 and 1277; Vriddhachalam Taluk, 2645 and 1676; Tirukoilur Taluk 3369 and 1909; Kallakurichi Taluk, 3034 and 1802; Tindivanam Taluk, 1603 and 1039; Villupuram Taluk, 1435 & 907; and Gingee Taluk, 1867 and 1236; total figures for the whole District, 20,520 and 12,496. The cost per head of the Adult Literacy effort for the whole district is Rs. 2-1-0 per annum. Even at such low cost the quantum of literacy achieved is satisfactory. Such low cost is possible at present because the teachers do their work as a piece of national service, and accept the paltry allowances, with gratitude, and the movement is not conducted by paid workers. It is not right to keep the cost at such a low level, and let work being done in high tension. Such an abnormal state of affairs cannot last long; it must be cut short. The level should be raised to a reasonable pitch, so that progress may be both qualitative and quantitative. The allowances must be enhanced, more quantity and richer variety of equipment supplied, and the propaganda front strengthened.

Suggestions for Improvement.

The South Arcot Collector, Mr. H.S. Paul has clear views as to how Adult Education work should be organised, broad-based and developed. He speaks with the authority of his experience, and takes his stand firmly on the Government's dictum—that the liquidation of illiteracy must be the concern of the administration as a whole and of every Department of Government. He thinks it is futile to expect the Education Department to organise the campaign against illiteracy or conduct it by itself; and "it will be equally futile to depend to any large extent

on the non-official agency." Mr. Paul does not appear to have bestowed much thought on the value of the non-official agency. That seems to be the reason why he has not developed a non-official wing to the Adult Education effort in the District. There is no non-official organisation as such for the whole District which can supplement the work of the District Committee, at any rate on the propaganda front. It is true no non-official organisation can function effectively even as a propaganda body unless it has behind it the strength and sanction of official support; but, then, it is the duty of the administration to offer such support and stimulate non-official effort, so that men and women of the right sort may join and foster the effort and people may respect and welcome. The non-official agency alone can manage the propaganda front properly; the official agency alone can implement a scheme effectively. That the official agency is making a mess of the Mobile Units is well known, and need not be described here in detail. The non-official agency would make capital out of the vans.

Mr Paul holds, and with justification, that unless the assistance of all the Government agencies available is canvassed, it will be impossible to spread Adult Literacy work on a mass scale. That is possible only for the Collector in the Districts. The vantage position of the Collector is already recognised by the Government and fully utilised in Rural Welfare work. Orders have been issued to all the Departments of the Government to co-operate with the Collector in Rural Welfare work. Adult Education work should be similarly organised and made the duty of the Collector. This principle has been recognised already in the two circulars issued by the Government, one in 1950 and the other early this year, requesting the Collectors to see to the effective celebration of the Adult Education Week organised by the South Indian Adult Education Association.

The most important aim and feature of the Adult Education Week is collection of funds for furthering and fostering non-official Adult Education effort, and collection of funds is best made with the co-operation of the Revenue Department of which the Collector is the head. The

circulars, in effect, enjoin on the Collector the duty of raising funds and the responsibility of seeing the same spent on starting new and strengthening existing Adult Education Centres. The G.O. (Education) dated 3-8-50 is a directive to the Heads of Departments, and implies general direction of effort in the Districts, by the Collector. If the G.O. has not been duly honoured it is because it has been regarded and treated as a pious wish which may or may not be respected by the Departments of Government other than the Education Department. The irony of the position is the G.O. has been reduced to nullity by the very authority which caused it to be

S. AIRAVATHAM,
Provincial Publicity Officer,
The South Indian Adult Education
Association.

Association Secretaries Tour South Arcot

Invited by the Collector, Mr. H. S. Paul, Sri T. J. R. Gopal, Provincial Organising Secretary, and Sri S. Airavatham, Publicity Officer, of the South Indian Adult Education Association, toured parts of South Arcot District, from the 11th to 14th August 1951.

11-8-51.—The party reached Tindivanam by train early in the morning on 11th August. They were received and welcome at the Railway Station by the Tahsildar, Tindivanam, and taken by special car to the official residence bungalow of the Sub-Collector, Tindivanam. After a few hours rest, the party, accompanied by the Sub-Collector, motored to Gingee where the Collector was camping. During the journey to Gingee, the Publicity officer elicited a lucid picture of Adult Literacy endeavour from the Sub-Collector who gave a good deal of essential information.

On arrival at the Travellers Bungalow, Gingee, the party were received by Mr. H. S. Paul, the Collector, and comfortably lodged. Soon after the Adult Literacy endeavour records of Gingee Taluk were placed before the party to be scrutinised. They were gone into thoroughly with the help of the Tahsildar, Gingee, the Revenue Inspector, Gingee Firka, one teacher running an Adult Literacy Centre and others.

issued. The Directorate of Public Instruction is entangled in a mesh of drab antidiluvian technicalities, stands still, and does not help progress. The District Education Officers and the Deputy Inspectors of Schools think that Adult Education work is their exclusive domain, that no one else should step into it, and that others are unnecessarily usurping their powers and functions. Deputy Inspectors of schools are giving positive discouragement: they seek to enforce the rule relating to attendance, and order Adult Literacy Schools to be closed down if they do not show the minimum average attendance of ten.

T. J. R. GOPAL,
Provincial Organising Secretary,
The South Indian Adult Education
Association.

In the after-noon, the party visited the Gingee Fort and its many historic ramifications associated with Raja Desingu, love, heroism, romance and tragedy.

The party had busy time in the evening. Accompanied by the Collectors, the Sub-Collector, and the Tahsildar, the party visited a good number of Centres while classes were being conducted. The average attendance in all the Centres was found to be satisfactory. The cause of absence in certain instances was found to be due to seasonal occupation. Answers to test questions were all prompt and good. Adults were eager to learn. A Centre run exclusively for women was also interesting to study.

12-8-51.—The party, along with the Collector and the Sub-Collector motored back to Tindivanam in the forenoon. During the day they studied the Adult Education files of the Tindivanam Taluk.

In the evening, along with the Collector and the Commissioner of the Tindivanam Municipal Council, the party attended the celebration of the first anniversary of the Adult Literacy Centre run by Gandhi Basic School, Kilsiviri, a mainly Harijan village more than ten miles distant from Tindivanam.

Mr. H. S. Paul, the Collector, presided.

Sri J. Balasundaram, the Headmaster, welcomed the Collector and Sri T. J. R. Gopal.

Mr. Paul expressed his satisfaction with the work done in the Centre by Sri Balasundaram and his equally enthusiastic wife, Srimathi Kamalabai, and advised the people of the village to avail themselves of the opportunity provided by the Centre.

Sri Manickam, an Adult learner, demonstrated what proficiency he had acquired at the Centre, by reading out its Annual Report.

A very well-written address of welcome was presented to the Collector on behalf of the adult pupils.

Requested by the Collector to speak, Sri T. J. R. Gopal said: The Adult Education movement was confined to South India; there was no such organised movement in other parts of India. Although it had been initiated in 1939, it began to gather strength only from 1950. Under the leadership and fostering care of the Collector, it was making headway in South Arcot District, in a remarkably organised manner. About 2000 adults had been made fundamentally literate at a cost of Rs. 4,000. All that effort, and the funds, had come from the people, and they would certainly contribute more and more if work was expanded and organised. With Mr. Paul it was a labour of love, service was its own reward; neither love of money nor craving for fame had inspired his work. The people of South Arcot were rightly proud of their Collector.

Sri M. Ramakrishna Reddiar said Adult Education had ceased to be a philosophical aspiration and become a stark necessity. Referring to feuds in the village, he advised the people to give up quarrelling which was harmful and, instead, through adult Education so handsomely provided at the Centre by the teacher couple, cultivate fraternity and solidarity.

The function ended with a vote of thanks proposed by Sri Balasundaram who said that Kilsiviri was fortunate in having had the benefit of listening to a stirring speech from Sri T. J. R. Gopal who was the main cohesive force in the Adult Education movement in the whole of South India.

The entire audience including the Collector was treated to pongal, coffee and cool drinks by Sri Narasimhachari, a local landlord, who is a tower of strength behind the Adult Education Centre and the Harijans of the village.

Accompanied by the Collector and the Municipal Commissioner Sri Gopal and Sri Airavatham paid flying visits to a number of Adult Literacy Schools while they were humming with activity. Records were found to be well maintained, and test questions elicited prompt answers indicative of effective progress. In one of the schools, it was found that attendance had been nil on one or two days, and the nil faithfully recorded. Seasonal occupation was the cause of such absence.

12-8-51:—Early in the morning the Party left for Cuddalore via Pondichery in the company of Sri T. Venkataraman, District Supply Officer, South Arcot, an accomplished and entertaining conversationalist. He made the best use of the drive by his Jeep, to give the party a clear picture of the economic conditions in the District which influenced and determined the pace of progress in Adult Education, as in every other sphere of life.

The afternoon at Cuddalore was devoted to a close study and discussion of the District Committee's records, the Proceedings of the Collector, with the able assistance of Mr. D. C. Richard, Joint Secretary of the Committee, and Municipal Commissioner, Cuddalore. In the evening the party was taken out by Mr. Richard, to visit Centres. As it was Sunday, the Centres were not working. All the same, soon after arrival the sight of the popular Commissioner attracted the teacher and the pupils, and they gathered in decent numbers. Attendance registers were examined and test questions put; and the impression thereby gathered by the party was that Cuddalore, urban and suburban, maintained the usual high level of the whole District.

13-8-51:—The party continued their study of the District records.

Sri Gopal left in the evening to tour Kadambuliur Firka and Thirukoilur Taluk and visited some Centres, and found them doing excellent work.

Adult Education Conference to be held in Madras.

A meeting of Adult Education workers was held in Mahajana Sabha Hall, Madras, at 6-15 p.m. on Saturday, 18th August 1951, under the auspices of the Madras City Adult Education Association, Sri K.S. Ramaswami Sastri presiding, to discuss and decide a plan of action for wiping out Adult Illiteracy from the City of Madras as quickly as possible.

After the minutes of the previous meeting held under the auspices of the Association were read out by the Secretary, and adopted, a lively discussion ensued, Messrs. A. Thirugnanasambandham, P. Sivagnanam, P. S. Krishnaswami, P. S. Venkataraman, V. V. Murugesu Bhagavathar, D. K. Kannappa (Deputy Mayor of Madras), B. R. Munuswamy, P. S. Subbaratnam, T. J. R. Gopal and others participating. Various aspects of the problem were referred to and analysed threadbare and it was generally felt and agreed that as the metropolis of the State, it behoved Madras City to give the lead in the war against Adult Illiteracy and by its example inspire other urban centres to organise and act likewise.

Sri D. K. Kannappa expressed the view that Adult Education had come to be talked about so persistently because of the impending General Elections. Contesting this view and correcting the fallacy behind it, Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, said: Opportunist politicians might seek to exploit the Adult Education platform for their own purposes, but to workers like him and others who had no axe to grind, Adult Education aimed at fundamental social reform and was a national objective to be pursued as a community effort for all time to come. Adult Education was, and must be, a continuous process, a non-party, a non-communal and a non-sectarian effort. Anybody and everybody, individuals and organised parties, irrespective of complexion and creed, were

welcome to ascend and address from the Adult Education forum; he would receive, and even seek, co-operation from members of the Dravida kazhagam no less than from Sanatani Hindus, from Communists no less than from Congressmen provided they confined themselves to liquidating illiteracy and giving the key to knowledge to vast masses of adults. The South Indian Adult Education Association had been working, and would continue to labour, without political motives. By itself Adult Education was not a political objective, but it was calculated to facilitate progress in the field of agricultural improvement, Co-operative production and distribution, general community welfare, economic planning and social reform.

Mr. N. R. Narasinghaperumal proposing and M. V. V. Murugesu Bhagavathar seconding, a resolution was adopted for holding an Adult Education Conference in the city of Madras and a Reption Committee was formed for the purpose consisting of the following office-bearers and members: Sri K. S. Ramaswami Sastri (Patron), Mr. T. J. R. Gopal, Chairman; Mr. P. S. Krishnaswami, Vice-Chairman; Mr. A. Thirugnanasambandham, General Secretary; Messrs. T. Neelakantan, V. G. Murugesu Bhagavathar and P. S. Subbaratnam and Shrimati S. Jagarajammal as Joint Secretaries; Mr. N. R. Narasinghaperumal, Treasurer; Messrs. S. Sivagnanam, M. Kanniappan, S. S. Avadhaniar, B. R. Munuswamy, A. Venkatesakau, N. Dorasingham, P. S. Venkataratnam, S. Kesavaram and S. Airavatham and Shrimati Y. Rathna Bai, K. Dhanamani and M. Govindammal as members.

It was decided to invite and request His Excellency the Governor of Madras to open the Conference and to hold it in Rajaji Hall, if available.

A sub-committee was formed to frame the constitution of the City Association.

News and Notes.

Government Adult Training School for Women, Big Kancheepuram

Srimati A. Sathyabhama Achuthan, B.A., L.T., Inspectress of Girls' Schools, Third Circle, Madras, has addressed the following letter to the District Educational Officers in the Tamil Nad area:—

In spite of intimation to you sufficiently early and instructions from the Director of Public Instruction, there had been either less or no response from you in the matter of recommending candidates for admission to the Second Course in Adult Education training now conducted in Kancheepuram for 45 days from 9-7-1951.

The Second Course which is being conducted will conclude on 22-8-1951 and the Third Course starts on or about the 29th August. As I wish that all the Districts should send their candidates, I request you to kindly co-operate with me by taking immediate action to recommend candidates for the Third Course. The Correspondents of aided schools, Presidents of District Boards and Commissioners of Municipalities may kindly be apprised of the usual conditions and requested to send the applications to you and to send a copy of the communication to me. The applications that would be received in your office may be forwarded to me on or before the 17th August 1951.

[The above communication is published for the measure it gives of the co-operation available for the Adult Education cause; not for its news value.—Editor, A. E. R.]

Visit of the United States Traveling Seminar to the Mysore State Adult Education Council.

The United States' Travelling Seminar, under the leadership of Dr. A. G. Fisk and Dr. (Mrs.) R. C. Wright on a World Tour, arrived at Mysore. They were met by the Chief Executive Officer on the 18th of July 1951 at the Maharaja's College Union. The Seminar expressed a desire to acquaint themselves with the activities of the Council. They were invited to the office

of the Council on the 19th afternoon. The Seminar consisted of twenty-one members from the United States, representing a cross-section of American life as lawyers, Professors, Clergymen etc. They visited the office on the afternoon of the 19th July 1951. They were taken round the different sections of the office. A film show was also arranged at the time of their visit to the Central Office.

Later, they were taken to the Vidyapeeth where they were very much pleased to see the activities of the Vidyapeeth. Dr. Fisk, the leader of the Seminar, planted a cocoa-nut palm in the premises of the Vidyapeeth in commemoration of the visit of the United States' Travelling Seminar to the Vidyapeeth. The members of the Seminar expressed their appreciation of the work of the Council. Dr. A. G. Fisk, the leader of the Seminar, who is also a Professor of the University of San Francisco, gave a message to the workers of the Council.

On their way to the Vidyapeeth, they expressed their desire to visit an Indian village. They were taken to a village nearby, where they had the opportunity of acquainting themselves with folk songs of Karnataka. When Dr. Fisk was asked by the representative of the "Deccan Herald", what he thought of the Indian village which the Seminar visited, he said: "We feel that the Indian villages must be the centre of efforts to raise the standard of living for the future India. We went to the Adult Education Centre in Mysore where they train village leaders, and we feel that is a very constructive work."

The Second All-India Seminar on "Community Centres"

The All India Adult Education Association has taken steps to arrange the second Adult Education Seminar to discuss the organisation of "Community Centres" on a nation-wide scale. The Seminar has been proposed to be arranged at Indore in the third week of October. It is learnt that the Government of Madhya Bharat are offering all facilities to the members and Delegates who would be participating in the Seminar.

Adult Education Committee formed for Guntakal

A public meeting of the citizens of Guntakal town was held in the Municipal Office premises on 26.7.51 at 5-30 p.m. T. J. Jaques, Esq., B.A., Collector, Anantapur, presided on the occasion. A local Adult Education Committee was formed with Sri V. Rama Kristaiah as President, Sri G. R. Lingam as Vice-President and the Municipal Commissioner as Secretary.

Sri S. V. Jagga Rao Nayudu, B.A., Municipal Commissioner, explained the necessity of a Committee and T. J. Jaques, Esq., B.A., Collector, Anantapur, exhorted the public to open Centres with a strong will and assured his full co-operation for furtherance of this cause.

Kakinada Adult Education Committee

The visit to Kakinada of the Hon'ble Mr. J. L. P. Roche-Victoria on 15th July 1951 was availed of by the Kakinada City Adult Education Committee, just formed, to present to him a memorandum.

The memorandum stated that the Minister's visit had helped "stimulate voluntary interest among the people of this East Godavari District." Apart from eradication of illiteracy, adults had to be educated to feel as corporate members of the Indian Republican State and solve their political and social problems as well as the more touchy problem of food and other essentials of life and give their co-operation to the Government in tiding over the present food crisis.

The Committee was happy to observe that the Minister's appeal to the public was meeting with adequate response in regard to the enlistment of official and non-official co-operation for collecting a large fund in aid of the South Indian Adult Education Association.

Universal, free and compulsory Elementary Education would result in there being no illiteracy in future generations. The local Municipal Council which could introduce compulsion in only 11 Wards may be given the the necessary drive and

advice to extend compulsion in the remaining 13 Wards.

At its meeting on 12 the July 1951, the Committee had acquainted itself with the Recommendations of the South Indian Seminar on Adult Education, and adopted a resolution urging every member to turn at least one illiterate adult into a literate one within four months.

The Committee requested the South Indian Adult Education Association to permit utilisation of the local money collections made during the second South Indian Adult Education Week, for their local effort in the promotion of Adult Education, and to allot to the Committee "at least 10 to 15 per cent of the amount of the collections now being given here from this District."

The memorandum concluded with the suggestion that the City Committees be treated as independent units under the South Indian Adult Education Association without being subordinated to the District Committees.

The Kakinada City Adult Education Committee consists of the following: The Collector (President); the Chairman, Municipal Council; the Commissioner, Municipal Council; Sri Parupudi Satyanarayana, Municipal Councillor; Sri M. Narasanna, President, District Board, East Godavari; the Revenue Divisional Officer, Kakinada; the Adult Education Officer for Andhradesa; the District Educational Officer; the District Board Educational Officer; the Divisional Inspector of Schools, Kakinada; Sri Y. Venkataramana, Lecturer, P. R. College, Kakinada; Janab Mohamed Munshi Sahib; Rev. K. P. Israel; the Vice-President of the District Board; one non-official to be coopted; Shrimati Appayamma Garu, Municipal Councillor; Shrimati Suseela Sadasiva Rao; Mrs. Chacko, Women's Welfare Department; Sri N. Jonadab, C. B. Mission; a representative of the Roman Catholic Mission; Sri D. Ramana, retired Divisional Inspector of Schools; and Sri N. Rajarao, Honorary District Organiser of the South Indian Adult Education Association, for East Godavari. (Convenor).

Adult Education Review

Vol. II OCTOBER, 1951. [No. 12.]

Adult Education effort is as Patriotic as the fight for the Political Liberation of India

"If there is any political party in our country which, instead of supporting, dares to discredit, oppose and obstruct the Adult Education endeavour, that party is only digging its own grave, and it richly deserves to be decently buried,—that is, buried beyond the possibility of resurrection," declared Sri P. Sivagnanam, Alderman, Corporation of Madras, addressing the first Madras City Adult Education Conference.

Continuing Sri P. Sivagnanam said: "The politically emancipated India of today needs Adult Education more than anything else; for, unless the vast masses of the adult population, who are now illiterate and ignorant, are lifted up and enabled to help themselves, the fruits of political Independence in terms of a raised standard of life and of Social Justice and Social Welfare cannot be gathered and enjoyed by them. Adult Education work is therefore as patriotic as the fight for the political liberation of India.

Paying a tribute to Sri G. Harisarvothama Rau's services to the country, Sri P. Sivagnanam said: "It is because Adult Education work is even more fundamental, regenerative and far-reaching in its beneficence that we find a veteran like Sri G. Harisarvothama Rau at the head of our movement today,—a patriot who had undergone imprisonment when jail was jail."

PUBLISHED BY THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MADRAS-1

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Our General Secretary Attends World Catholic Congress.

The General Secretary of the South Indian Adult Education Association, the Hon'ble Mr. J.L.P. Roche-Victoria, represented the Catholic Laity in India at the World Catholic Congress, along with His Grace the Archbishop of Bombay.

About 64 nations were represented at the Congress which commenced session on 7th October. Indians in Rome participated in the proceedings.

On his return to India the Hon'ble Mr. Roche-Victoria told a representative of 'The Mail' that the main object of the Congress was to devise measures to co-ordinate the activities of Catholics in all countries, as there was no central organisation to give proper directions, and define what was expected of the laity in the promotion of activities directed towards what was widely termed social justice.

Presiding over a session of the Congress, devoted to a discussion of family welfare problems, the Hon'ble Mr. J.L.P. Roche-Victoria said: A definite improvement in the lot of the people, the common man, was the most effective weapon to defeat the growing influence of the Communists in some countries which were being forced to go "red".

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF
The South Indian Adult Education Association, Madras.
(All Correspondence should be addressed to the Organising Secretary)

Vol. II

OCTOBER, 1951.

No.

EDITORIAL

Organisation of Community Centres in India.

The Second All-India Seminar on Adult Education was held at Indore from the 11th to 20th October 1951. It dealt with the question of organisation of Community Centres. After close study of the problem of Adult Education in all its bearings and in the light of field work experiences placed before various Conferences and the First South Indian Seminar on Adult Education held in Adyar in April last, the South Indian Adult Education Association has placed before the Government of Madras proposals for organising and conducting a number of Model Community Centres at the rate of at least one to start with in every District of Madras State. The Association has been informally assured that the Government would bestow some attention on the proposals when the time should come for framing a policy and programme for the State. Sri G. Harisarvothama Rau, former President and now Vice President of the Association, Editor of *Adult Education Review*, and Honorary Organiser, Adult Education, Andhra Desa, attending the Second All-India

Seminar at Indore as one of the representatives of the Association, read a paper on the organisation of Community Centres, wherein he dealt with the subject comprehensively and exhaustively with the authority of strenuous experience spread over a long number of years. Community Centres may be of very different types. An existing village community or urban community may be taken in hand and organised for effective Community Life. A new and fresh Centre may be created and the Community Life in that Centre may be organised for purposes of the well-being of the whole community. There is a third alternative also. Within an existing village or urban area, a Centre may be started where training in Community Life may be given not only to the people of the locality but to others as well, from near and far, who may take interest in such training and later act as leaders in developing Community Life in their respective areas. For purposes of Adult Education, all these types of community development may be

utilised. A further approach is also possible. An Adult Education Centre may be developed into a Community Centre by gradual evolution ultimately fulfilling the purposes of the third type mentioned above.

The taking over of a whole village community as the basis for organising a Community Centre is a very big task. Gandhiji aimed at this task in his scheme of Adult Education. He felt that to every village should go a messenger of Peace and Prosperity in the form of an Adult Educationist and establish himself in the midst of the people of the village influencing by his practice and precept the village folk to grow into full manhood through the exercise of the best qualities of head and heart and the best effort of the manual power given to him by God. Health and sanitation, cottage industries, growing of one's own food and weaving of one's own cloth, building up of one's own hut, laying up of common roads, lighting the village by common effort, removing of dirt and filth in common, living in harmony between man and man out of love for the brother man, were ideals that should be cultivated by the villager through the efforts of the Adult Educationist. Gandhiji envisaged the development of the villager's intellect and culture through the exercise of his powers of doing, though he expressly gave an important place to literacy as a means of culture. This type of Community Centre is attempted to be worked out in the Firka Development Areas that the Government of Madras have essayed to foster. It must, however, be admitted that not in one of such areas has anything been possible except to touch the fringe of the

problem. In certain urban areas like the 'Vasanta Vihar' in Madras, the civic development is probably progressively observable. The South Indian Adult Education Association has also proposed to develop the Swatantra Nagar into a Community Centre in its own way. The Swatantra Nagar, in the City of Madras is inhabited by the lower staff of the Municipal Corporation. How this colony of men is intended to be raised into a real Community Centre is described in very great detail in a memorandum addressed to the Government of Madras and published in the issue of this *Review* of August 1951.

The Swatantra Nagar Social Service League started by the South Indian Adult Education Association has started already a Literacy Centre at the place and it is being carried on by men from amongst the people themselves in a fair manner. It has negotiated the purchase of the house sites and the ground in the area with the Municipal Corporation. By the kindness of the Municipal Commissioner and his love for his employees, it has succeeded in the negotiations. A Co-operative Society to acquire the site and solve the local housing is in the process of formation. A model group of houses with necessary public places between is expected to be built soon. Thus the beginnings of a Community Centre at a spot where a whole community exists are made. This Community Centre will necessarily be urban in character with amenities of a metropolitan type and it may not be an example for developments of a similar character in rural areas.

The second type of Community Centre may develop in villages form-

ed under the Colonisation Schemes undertaken by the Government or even private parties, if proper steps are taken to develop them as such from the very beginning. Another category of Community Centres of this type may be found in the refugee townships that are being established in the wake of the partition of India into Bharat and Pakistan. A properly trained Adult Educationist may find it profitable to establish himself in these colonies and work them up into real Community Centres. While it is true that this type of Community Centre development is very valuable as an illustration of a complete unit transformed into better living, it has this defect that it cannot serve outsiders except as an example and this type is possible only to a very small extent and in small numbers because of the heavy cost involved and the great technique required.

The third type of a Community Centre is a training ground. It is really not a whole community in itself. The best example of this type, so far known, is the Vidya Peeth established at Nanjamgode in Mysore State run by the Mysore State Adult Education Council. The Centre is situated in the midst of vast acres of land that are utilised partly for agricultural developments. A number of villagers, mostly youths above the age of twenty, are drawn to the Centre periodically for five months. They are trained in carding, spinning and weaving, in agricultural operations, in cottage industries like cora mat weaving and in the cultural pursuits of the village including folk song and dance. The environment is set for them to imbibe the Gandhian ideology. This type of institution as

a Community Centre, or, rather, as a Centre where community leaders are trained and sent out to their villages, is a type that deserves attention. Even here the difficulty is that it involves heavy expenditure initially as well as recurring. The Mysore State Adult Education Association, which has existed for a long time now, has found it possible to keep only this one Centre going. Even here the cottage industries side of village life is poorly represented. The village carpenter, the village smith, the village potter, the village leather worker, the village bamboo artisan are all unrepresented in their callings. They are so very important to village economy that the exclusion of their crafts from a training centre like this is a great defect in total Adult Education. The tradition of Gandhism has its own drawback, in that the village artisan as such has escaped notice, probably most unconsciously, in that tradition. Evolving community atmosphere in institutions like this on an improved scale is a great advantage to Adult Education effort. However, even this type cannot be universally adopted for rapid development of our rural resources and rural capacities.

The fourth and the last type that has been mentioned is what is being attempted in the Adult Education Scheme of the Government of Madras. Through a pattern of the Youths' Club life of Western countries, or, nearer still, of the Panchayat Ghars sometime developed in Northern India, the Madras Scheme aims at creating community atmosphere and community contacts at the Literacy Centre or more appropriately the Vayojana Vidya Mandir. By the mention of the word literacy,

we should not be misunderstood as advocating imparting of the mere mechanics of letter forms. The literacy of the adult, even in its restricted sense of reading and writing, includes from the very beginning the inculcation of sound knowledge through the very first word learnt. This is preceded by the cultivation of a taste for indigenous culture by folk verse, folk song, folk dance, folk drama, Bhajan, Purana, Harikatha, Ballard singing, Shadow play and the like appropriate to the environment of the learner.

The Vayojana Vidya Mandir is expected also to impart to the learner, in an interesting manner, through talks and demonstrations, modern knowledge in civics, health and hygiene, agricultural practice, in fact in all that is essential for village life covered by the daily newspaper and the like. In training our teachers to take charge of these Mandirs, all these considerations are kept steadily in view. They are also given, as spare time avocations, spinning, rope making, art work and the like so that they may get into touch with the avocations of the people around them. They are expected to draw up lists of words that the different sections of villagers use in their daily avocations and life so that these may form the basis of literacy training also.

The Madras Scheme will, when reading and writing and some general culture have become common amongst the masses, lead the way to specialised Adult Education for the agriculturist and the artisans of the village in their own spheres. That consummation may not be expected immediately. In fact, the main aim

of the Madras Scheme remains still to be achieved through want of proper manpower. Dependence on the hard worked Elementary School teacher and the inspecting staff of the Department of Public Instruction and on account of many other difficulties that have arisen as a consequence of the policy of the Government and the Department, the progress so far made does not entitle us to claim victory for the scheme. But with necessary improvements, it is possible to realise the main aim of the scheme. We are now fairly on the way to create popular enthusiasm for our Vidya Mandir scheme and there are signs enough that youth in the villages, who have so far been supine in their attitude towards Adult Education, are stirred up and are prepared to shoulder the responsibility for carrying out the Adult Education Scheme. Voluntary and incessant endeavour and faith in the cause are what are now required.

The concept of community life has to be properly understood. The community spirit is opposed to communal, sectarian, caste or group spirit. The fundamental of democratic life is connoted by this term 'Community life.' All of us are equals in this land to develop its life to the fullest extent, each one of us contributing to its welfare our own share as free citizens by our toil and character. Service to brother man is the motive in community life and not profit for oneself. Gandhiji's teaching is explicit on this score. He definitely told the men of means that they were not masters or owners of their property but trustees thereof for the common good of the society. He raised human love to the pedestal of the real force to

Roots of Adult Illiteracy must be removed.

By A. G. VILVA ROY.

Adult illiteracy cannot be liquidated so long as its roots are fed on ever widening fertile soil, viz., illiteracy of children. Child illiteracy has therefore a most vital bearing on the problem of adult illiteracy, and should receive the careful attention of realists among Adult Educationists.

Growth of children into illiterate adults should be firmly prevented. Once all children are put to school and made permanently literate, the task of the Adult Literacy worker would be lightened. He then has only to tackle the present generation of adults, a limited number. The largest agency fighting illiteracy among children today is the Elementary School. Let us therefore examine the scope of Elementary School in this regard and tune it to have improved turn over.

It is common knowledge that Elementary Education for the most part has yet to fit into the needs of the community. To that extent it has no real or lasting value to the common man. Over a large part of the country, elementary schooling has failed to raise the standard of living of the community. This is the open secret behind the popular lack of interest in the Elementary School, the low daily attendance, the low or waning prestige of the teacher and his chronic poverty.

The Hartog Committee emphasised that "the hope of the future progress depends very largely on the adoption of some effective means for the retention of pupils at

school for at least four years." It is still a hope today, full twenty-two years since. Although Elementary Education in rural areas is free the average period of schooling is rarely two years. This is a pointer to the fact that the usual type of school is not wanted in the village and that, if the average duration of school life is to be lengthened, a different type of school suited to actual local conditions is needed. About a fourth of those enrolled do read through five years and reach a stage of literacy; but this literacy soon has a setback towards a relapse into illiteracy for want of facilities to maintain a reading habit.

An educational institution must exert a creative influence on society. Like a tree it is judged by its fruits. Once it is turned to be in unison with people's interests and needs, better co-operation and active support will be forthcoming. While child educationists drawing inspiration from great foreign authors may be right in keeping to high idealism and philosophy of educational thought realities have to be faced in making the school useful to the masses in a poor country like India.

guide the conduct of men between one another. He wanted us to realise the presence of God in the presence of brother man. Whether we are able to rise to these heights of practical Vedantic life or not, we must at least be able to realise the true democratic ideal that we are all equal partners in the conscious evolution of a higher order leading to Peace,

Prosperity and Amity amongst mankind. No Community Centre, therefore, which does not attempt at placing this ideal before men's eyes is worth its name, be it an existing village or township, be it a newly created colony, be it a training ground for community leaders or be it a Vidya Mandir of the Madras type.

India lives in villages. Villages are peopled by farmers. The farmer is yet to be convinced that his son would become a better farmer by attending the Elementary School for five years. To this end the Elementary School can be reorganised to suit the needs of the farmer.

REORGANISATION OF THE RURAL ELEMENTARY SCHOOL.

The village Elementary School will work in two patterns. The first one will prepare pupils of standards above the second for local agricultural operations. They will go with their parents, or others, to the farm in the mornings and get trained in practical agriculture and will be accompanied by the school staff. The Department of Agriculture will have good scope to co-operate with the Elementary School in the new set up. Payment to the children individually or collectively for their good work on the farm need not be discouraged. The choice of farms and farmers could be made with care for this purpose keeping in view the educational objective for a set of children. In the afternoons they will attend school to pick up functional literacy through agriculture. The syllabus will be recast and the teachers retrained for the purpose. The son of an artisan may likewise spend the morning in his hereditary occupation instead.

There will often be an open forum on the farm or at school when traditional and modern knowledge would be pooled together. Local men of experience and Departmental experts would as often as possible participate in these live discussions attended by children and adults.

The second type of Elementary School will be non-vocational and will fit children for higher studies. Although those of the first type will not be debarred from prosecuting higher studies the second type as sections of the higher standards, will be

there as an interim alternative to be gradually worked to extinction with popular support. Eventually, therefore, there will exist only one pattern of Elementary School in a village educating children through their hereditary occupation and leaving them fit for further studies at the end of the course should they choose to continue further.

Care should however be taken not to force such schools anywhere. First of all publicity should be given to the scheme in all villages and the new type of school then organised in places wherefrom an indubitable and agreed request for it is made and where it would work. An initial 'Go Slow' policy and bold experimentation would help perfecting this scheme in the first few years of its trial.

The following are some of the extra advantages of the scheme:—

(1) Compulsion has a better chance of rapid expansion and success in poor India. It would succeed better in a village after this reform is introduced.

(2) The scheme would make a welcome addition to variety in the field of Elementary Education.

(3) The open forums would at once make a good beginning for the school as a Community Centre and foster Adult Education.

(4) By a judicious choice of farms and farmers, extra expenditure on tools and plants could be practically eliminated.

(5) If hunger is at all to be banished from India "GROW MOST FOOD" must be the motto of our farmers: and maximum food production could be reached with Co-operative farming. This scheme can straightaway create in the children, the farmers of tomorrow, an ardent taste to be efficient and up to date co-operative farmers.

(6) This scheme is in line with Gandhiji's enunciation of education through craft.

The Mayor Favours Compulsion for Achieving Adult Literacy.

Madras City Conference Proceedings.

Inaugurating the First Madras City Adult Education Conference in Rajaji Hall, on 6th October 1951, the Mayor of Madras, Sri Rm. Ramanathan Chettiar, declared:

"Unless Adult Literacy is enforced and made compulsory the efforts of the Government or any other machinery to enforce compulsory Elementary Education are bound to result in failure and perhaps waste of good money."

The Conference referred to a sub-committee a plan prepared by the Madras City Adult Education Association for achieving cent per cent Adult Literacy in the city within a period of three years.

The Conference was organised by and held under the auspices of the Madras City Adult Education Association. Sri S. Sachidanandam Pillay, former Deputy Director of Public Instruction, presided. An allied Exhibition on Adult Education was held on both the days of the conference, 6th and 7th October. The Departments of Agriculture, Grow More Food, Harijan Welfare and Women's Welfare, and the Arundale Adult Education Centre, Adyar, took part in the Exhibition which was declared open by Sri P. Sivagnanam, Alderman, Corporation of Madras.

Proceedings commenced with singing of Adult Education songs by some trainees of the Arundale Adult Education Centre. Making a brief statement, Sri K.S. Ramaswamy Sastri, President of the Madras City Adult Education Association, said:

Sri K. S. R. Sastri's Appeal.

As the President of the City Adult Education Association, under whose auspices this Conference which is the first Adult Education Conference in our city has been convened, I wish to say that the city of Madras has rightly taken the lead in the matter of the Adult Literacy Drive, because what the city does today, the rest of the State will do tomorrow. It is necessary for us to realise that freedom from ignorance is the basic freedom which is the root of the far famed four freedoms which will arrive if at all only in its company. This matter has been made very urgent by the grant of adult suffrage under the Indian constitution. Mere Elementary Education unsupplemented by Adult Edu-

cation will not be a complete success. The Central and the State Governments have become awakened to a sense of the indispensableness of Adult Education and have provided funds (though not adequate funds) for the purpose.

As the number of illiterate adults in our State runs into many millions, we need many agencies to cope with the stupendous problem of adult illiteracy. In Uttar Pradesh, there is an attempt to conscript students for this purpose. The Madras State is also thinking in that direction. I personally think that college students should put in at least six months' work in the field of Adult Education before their winning their degrees or being allowed to enter Government service. Such intellectual conscription is the best way of applying in practice the slogans 'Each One Teach One' and 'Mobilise the literate to teach the illiterate.'

All who teach in Adult Literacy Schools must be given a brief course of training in Adult Education, psychology and technique. Every Adult Education School must become a Community Centre and must seek to up lift our rural life in the main in all directions. Adult Literacy must be completed in two years, and the next election must not be fought on the basis of symbols as this election is to be. But Adult Education and community life must continue as welfare work.

The Library Act which has been placed on the statute book in our State is another beneficent path and will prevent the adults made literate from lapsing into illiteracy. I am glad that the endeavour of the City Adult Education Association has met with good response at this Conference. The South Indian Adult Education Association is projecting to run model Adult Education

Schools as Community Centres in the metropolis and in the maffasil. The success of this Conference is an important milestone in our literacy drive. I request you all to give both moral and financial support

to Sri A. Thirugnanasambandam, General Secretary of this Conference, to make this Conference a great success, and help to build up a fund for the Madras City Adult Education Association.

Welcome Speech by Sri T. J. R. Gopal

Welcoming the Delegates and others, Sri T. J. R. Gopal, Chairman of the Reception Committee, said :

Sisters and Brothers,—On behalf of the Reception Committee, and as its Chairman, I accord to you all who are assembled here. Delegates and others, a most cordial welcome to this, the first Madras City Adult Education Conference.

I hope you would have gone through the messages and the manifesto published in the brochure issued by the sponsoring organisation, the Madras City Adult Education Association. The messages express appreciation of our effort, and emphasise the need for Adult Education; and the manifesto gives an idea of the hopes cherished and plans envisaged by the City Association.

The fact is, Adult Education propaganda is no longer what it was till recently, a platitudinous aspiration, a pious hope, and a cry in the wilderness. Thanks to the awakening brought about by the deliverance of our motherland from the yoke of foreign domination, Adult Education effort has become a dynamic national objective, and is bound to bring about a great Revolution.

Why is it so? The answer is clear and simple. Adult Education is non-party, non-communal and non-sectarian. It is essential for the healthy growth of Government of the people, by the people and for the people. Progress on right lines is impossible where there is mass illiteracy and mass ignorance. Administration cannot be efficient and effective where laws are not understood aright.

Let me cite but one instance of mass ignorance which is working havoc. Our country is not producing enough grains to feed its vast and growing population. The rains are very infrequent and uncertain. The problem of bringing vast tracts of land in our country under cultivation cannot be solved overnight. Rationing

has thus become inevitable, on account of short supply. The notion among large sections of our people is that the Congress has bungled and mismanaged. If the people were fundamentally literate they can read in newspapers the policy statements made by Government spokesmen, get to know the facts, and draw right conclusions. The need and value of Adult Education cannot therefore be underestimated.

I can read the heart and the mind of our people. They do want education, at least literacy, and say, in the words of our Governor, "Literacy is our birth right". But opposition to Adult Education effort comes from educated individuals who are occupying high positions and whose words consequently carry undue weight. One critic says that in spite of the fact that the Government have been spending crores of rupees every year, only 35 per cent of the children of school-going age attend schools and the remaining 65 per cent do not do so. Therefore, the critic thinks, all our attention should be concentrated on making Elementary Education a complete success, and nothing need be done for Adult Education in as much as the success of Elementary Education must eventually obviate the need for Adult Education. We should not judge the progress of Elementary Education by what had happened in the pre-Independence days. We are now a free people, and should be able to do well with the available machinery and without spending more money. The need of the hour is leadership. Men who are tired and have lost their thinking capacity, and who are opinionated and determined not to be convinced will not do at all. Education, unlike other Departments, requires men of faith and fervour, resolution and vision.

Now, let me analyse the argument of the critic. He does not want us to bother about the eighty odd per cent of the existing adult illiterates and the contribution to the volume of adult illiteracy that the 65 per cent of non-school going children would be making eventually. Is it honest and patriotic, proper and right, for a Democratic regime to disclaim responsibility for the mental progress and moral welfare of the millions who are to-day illiterate and the millions who would be adding to the volume of adult illiterates? If the 65 per cent of children of school-going age who are now staying away are to be induced to attend schools and avail themselves of the education offered, you must seek and secure the co-operation of the adults. Unless you can make these adults the bulk of whom are illiterate and ignorant see the value as well as the need for education, they cannot give you the kind of co-operation you want from them. Adult Education is therefore necessary to help Elementary Education make headway and, what is more important, to prevent relapse into illiteracy.

Adult Education is a social responsibility of the educated and enlightened citizen of a Democracy; hence it must be tackled by non-official voluntary effort. This is the view held and often expressed by Maulana Abul Kalam Azad, Professor Humayun Kabir and others. The problem cannot be solved merely by spending money on a lavish scale; it can be solved only if and when every educated person comes to feel that it is his patriotic duty to make at least one illiterate adult a literate adult. It is too vast to be solved by State action alone; nor can it be tackled successfully by unofficial effort alone. State action and unofficial effort should be combined. No movement can succeed in a Democratic regime unless it is backed by the authority of State support and sustained by the spiritual dynamo of people's co-operation. Propaganda is necessary to secure and retain people's co-operation, and propaganda to be fruitful can be done well by the unofficial agency. How State support can help and how unofficial propaganda can secure the co-operation of the people have been very well demonstrated in South Arcot District. In connection with the first South Indian Adult Education Week celebrated in February 1950 the Government of

Madras had issued a circular requesting the Collectors to see to the successful celebration of the week. Again, early in August 1950, the Government issued an order stating that the liquidation of illiteracy is a matter of concern to the administration as a whole, and in every Department, and not the duty of the officers of the Education Department alone. The Government issued a circular to Collectors also in connection with the Second South Indian Adult Education Week. The Government, being a people's Government, realised the value of Adult Education to a growing Democracy, and also recognised the spade work done by the South Indian Adult Education Association during the past 12 years. The parent Association began in a modest way, but with a great idea. It had to, and it did, face and surmount discouragements, handicaps and obstacles. Even Gandhiji thought that hunger must be attended to first and literacy must wait. Unlike the present day critics and detractors, Gandhiji had an open mind, and he was convinced of the need for Adult Literacy and gave it the place of honor in his constructive programme. The work done by the South Indian Adult Education is bearing fruit to-day in all the Districts of our State, more especially in South Arcot where under the direction and guidance of its Collector President, Mr. H. S. Paul, the District Committee is maintaining more than 700 Adult Literacy Centres, with funds contributed by the people of their own free will, and 390 officers, big and small doing supervision work. The South Arcot District Committee is able to do so much because Adult Education is desired and welcomed by the people. The Collector's authority meant much in days gone by; it is no longer the dominant factor in a District; it may insure starting of Adult Education Centres, supervision by the officers of the various Departments of Government, and even collection of funds, but it can never insure regular attendance by vast numbers of adults at Adult Literacy Centres.

What is possible in South Arcot District should be at least equally, if not more, possible in Madras City, the metropolis of our State, which is a miniature of all the Districts. Indeed Madras City offers better scope for Adult Education work than any District; It is comparatively rich in

resources of men and money. It is also appropriate that Madras City should take up the challenge; because it is the birthplace of the Adult Education effort in India, which is only another name for mental liberation movement. The first South Indian Adult Education Conference was held in Madras, and attended by Dr. Frank C. Laubach, and the South Indian Adult Education Association was started soon after. The Adult Education baby was brought up in Madras and fed by Missionary well-wishers, Dr. G.S. Arundale and other friends of the Theosophical Society. The Madras City Adult Education Association, which is only a wing of the South Indian Adult Education Association, has drawn up a plan of action for wiping out adult illiteracy from the City in about three years. The plan will be presented to your deliberation, and I commend it heartily. It is a momentous plan which deserves to be worked out by every educated and patriotic Indian.

It is but fitting that this Conference is being inaugurated by the first citizen, the Mayor of Madras. Sri Rm. Ramanathan Chettiar is great also because he comes of a family well-known for its devotion to culture and education. The Annamalai University bears testimony to that devotion. Here is an opportunity for the son to do as well as the father.

I suggest our Mayor inaugurating a Mayor's Adult Literacy Fund, after the example of the Mayor of Bombay. The Mayor's Adult Literacy Fund, Madras, will be well subscribed and of great help to the

City Association in implementing its plan of action to wipe out adult illiteracy.

It is indeed our good fortune that we have been able to secure for the Presidentship of this Conference a great educationist and a man of culture and learning. Sri S. Sachidanandam Pillay, is one of those who live the ideals they cherish. Under the direct stewardship of such a personality, our movement is bound to make headway.

We have not neglected our sisters. Women have a decisive part to play in the Literacy and Social Education movements. As it has been rightly said, every woman educated is a primary school established. We do hope and expect the women of Madras to do their best in the coming war against adult illiteracy. We have arranged for a Women's Session to be held tomorrow, to enable them to discuss among themselves what they can and will do.

I extend a cordial welcome to friends who have come from Muffasial and particularly to Sri P. S. Subbian, Joint Secretary, Coimbatore District Adult Education Committee who is the lifewire for Adult Education movement in Tamilnad and others who have come to participate in the deliberations of the Conference.

In conclusion I am thankful for all the Government Departments and S.I.A.E.A. for having extended their co-operation for the successful organisation of the Exhibition. I am also thankful to Mr. M.P. Sivagnanam for having kindly consented to open this Exhibition, whose name is a household name in Tamilnad as a popular leader.

JAI HIND.

The Mayor Inaugurates the Conference

Requested by the Chairman of the Reception Committee, the Mayor of Madras, Sri Rm. Ramanathan Chettiar, inaugurated the Conference. He said:

Let me express my sincere thanks to the Chairman of the Reception Committee, Mr. T. J. R. Gopal and the Secretary, Mr. Thirugnansambantham, for their kind invitation to me to inaugurate the First Madras City Adult Education Conference this evening and for having given me an opportunity to participate in this function. Adult Education and Compulsory Element-

tary Education have been the talk of the country for a pretty long time but one fears whether we are exhausting all our energy with the more talk without taking any concrete steps to translate the ideas into practical action. I know fully well that this is not an occasion for a talk. Nor does the subject of Adult Education requires any elaborate discussion. Time has come

when the country requires the united and concerted action of one and all of us and unless we realise the immediate necessity of taking advantage of our new position, of our Independence and freedom and moving with the times. I for one cannot say where we will be standing tomorrow and what the fate of our country will be.

One of the grave major omissions of the foreign rule in India for over two centuries was its complete failure to make India literate. The British Government did not want the country to be literate and in the attempt to keep the major portion of the population illiterate to enable the smooth running of their Governmental machinery, we have no doubt they succeeded to the maximum extent possible. Now, after a long and hard struggle which took many noble lives in its march, our mother country has at last achieved freedom. India today is a free country; she does not owe allegiance to any other nation or country. Though it is more than four years since she has attained this status and since she still finds that the freedom she has attained is only in words and is rather merely academic. The common man does not find any change in his daily life; he is disappointed too much, for the results are too short of his expectations. A politically dependent country like Japan, after the pernicious and disastrous devastation during the Second World War, has revived herself to the fullest extent in spite of the numerous adversities placed in her way, and today she is in a position to stand on her own legs, but our mother-country with vast resources and man-power at her command, is still in the clutches of the imperialistic powers of the West for her food, for her clothing, for her medical aid and as a matter of fact for every necessity of our life. It is not because that we do not have efficient leaders, sufficient resources, proficient personnel, eminent patriots, capable administrators, or anything of that sort, but merely because a predominantly large percentage of our population are still backward in every aspect of life and more especially in education and literacy. India is an agri-

cultural country and a country of villages and as such her prosperity depends on the prosperity of her lakhs of villages and millions of villagers. It is here, in these villages and amidst these villagers, that we, my friends, have to play our part, that we have to bestow our full attention, that we have to strive harder still if we have to attain our goal. It is here that the rest of the world wants to see you working; it is here where we have to exhibit our talents and patience and give a lead to other nations; it is here that the Father of the Nation, Mahatma Gandhi, wanted to spend your life educating them, improving their lot and attending to their well-being, because he knew much earlier than any of us that India rose or sank with the rise or sinking of her villages. The first and foremost of our tasks in the reconstruction of our village society is the liquidation of illiteracy; the sooner we take up this work, and put it into execution the better for us.

The Coming Elections.

Within a couple of months the entire Indian people will go to polls to choose their representatives required for the running of the Government. The millions of India have now the opportunity and the freedom to choose their own representatives for manning the Governmental machinery. You and I may be able to choose our own representatives whom we know will govern the country well, who will retain the glories of our motherland, who will enrich the country by their self-less work, who will make the country literate, industrious and prosperous but whom are these millions and millions of illiterates to choose when they do not know or when they were hitherto barred from knowing what the elections are, when they are not educated and trained to grasp what they are doing and why should elect representatives. A little thought on these will dishearten and unnerve any patriotic citizen, for he knows that Democracy can succeed only when there is literate and well-informed constituency. An illiterate community has little opportunity of informing itself and maintaining its moral and spiritual health.

Economic welfare, co-operation in the national and community life and appreciation of culture and civilisation will be severely handicapped when the spirit of the individual cannot be replenished with knowledge. For the successful working of democracy it is, therefore, essential that the masses should be literate, well-informed of their individual and social responsibilities and capable of shouldering the heavy burden. But what is the fate of our nation? More than ninety percent of the population of the country are illiterate. Nearly one-third of the illiterates of the entire world live in India. While the U.S.A. has one University student among 210 of the people, and the Soviet Russia has one in 290 India has one in 2200 which alone will show the progress of education in our country and the low percentage of literacy prevailing. But the resources of India are so vast and plentiful that she has absolutely no reason to get despaired. If she can mobilise her forces, if enthusiastic and inspiring men and women like you enter into the field with a firm will and determination to work, we can within a reasonable period tackle and solve the problem with great satisfaction. Every individual must realise that illiteracy is the public enemy Number One and unless every man and woman understands that the present crying need of the country is not so much of food or clothing, but is to rouse the conscience of our people to abolish and wipe out this colossal drag on our political advance, we cannot dream to come out successful from the present chaos. It is here that Centres like yours have to play their part as Adult Education is the only immediate remedy to meet the impending crisis.

Our State and Central Governments are fully aware of this drawback of the masses and it is highly gratifying to note that they have taken up the work in right earnest and are pushing through the various schemes with great vigour and enthusiasm. Adult Education was left to voluntary effort in the past. But a couple of years ago our State Government drew up an elaborate scheme to open literacy schools, to train teachers in Adult Literacy work, to

open Rural Colleges for adults and to impart citizenship training through various methods including visual education. The scheme is being worked upon during the last two years and year after year the movement to eradicate illiteracy is gaining momentum and it may be hoped, if the same enthusiasm is shown and continued to be shown, that the vast majority of our people would become literate within a few years. To help the movement the Government of India are placing grants at the disposal of the State Government for extension of the activities. But how much can we depend on Government and Governmental agencies for these reconstruction works? It is high time that we realise our own responsibility and our own duty to help ourselves in these directions. It is the right and responsibility of every individual of this free country to share the duties and burden of the Government and help them in the possible ways for the advancement of national progress and wealth. Further it has been found from costly experiment in the West and in other parts of the world that the private organisations and institutions are the best agencies to tackle adult and compulsory education and other social problems rather than the Governmental machineries for the latter are always slow to move and to get into the groove.

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 campaign reinforces the efforts of compulsory Elementary Education, for the children are apt to forget what little they have studied in the company and association of their ignorant illiterate elders. Unless Adult Literacy is enforced and made compulsory the efforts of Government or any other machinery to enforce compulsory elementary Education are bound to result in failure and perhaps waste of good money. I do not mean that we should not enforce compulsory Elementary Education but what I mean is along with Elementary Education, we must try to enforce compulsory Adult Education also when only the desired result can be achieved.

Teaching the 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 and will give him courage and vision 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 of agriculturists who have to be armed with courage and visions for the future if we have to pass through the critical times. I feel that the best way, perhaps the only way, to help the Indian illiterate is to help him to help himself and set him free from ignorance and he will not need one per cent. of the population to protect him from another one percent. Adult Education is the only method that can help us to achieve this object.

"The fundamental problem of social science is to find the law according to which society produces the state which succeeds and takes its place," so wrote Marx more than a hundred years ago. The economic organisation, especially the means of production and their ownership were conditions precedent to social development and if these conditions have to prevail in the society, the society has to be literate and well-informed of its duties and its rights. To train the society we require a large number of teachers and schools. But two thirds of the villages in India have no schools and no teachers. We have to make millions of adults literate every year when only the nation can reach the all-round literacy. For millions of illiterates we must have at least thousands of teachers. When we do not get sufficient numbers of teachers even for the existing Elementary Schools how are we going to get enough numbers of teachers for the Adult Literacy work. Can we depend upon the available teachers to handle these millions of illiterates or can the nation wait till sufficient numbers of specially trained teachers for Adult Literacy work are made available? Both are impossible. To whom then shall we look for the solution of this work. The only answer is to "everybody." If each literate man and woman in this country could and would teach just one illiterate in a year how easily the work

could be done and how easily we could achieve our goal!

Organisations like yours have to take into consideration another object also. Your aim should not be mere achievement of Adult Literacy but should be the promotion of Adult Education and adult culture which would enrich the human personality as well as increase the social unity and industrial productivity and also political efficiency. But this can be achieved only if Adult Literacy was universal, and sound and efficient for then only we can hope to build upon it the beautiful superstructure of the new national life. Teaching the mere three R's. does not make the adults literate. They should be taught the principles of hygiene, civic sense, the right and responsibilities of one in Free India besides some training in vocational subjects of their own liking. Then only the call for more production could be met with and the standards of living could improve and the cultural level of the people could rise.

A word to the Adult Education teachers may not be out of place here. You, the teachers in the Adult Education field should try to understand the adult psychology. People who would be coming to your centres would be mostly workers and labourers and members of the poor class society and many of them would be dead tired after their day's hard work. He would be more interested to have a nap rather than confine himself for an hour or two concentrating to your teaching. It is for you to make the environments of your centre arouse an interest in him, an interest for him, to listen to you and learn. He would like to be treated kindly and with consideration. He may resent dictatorial methods and ways. You have, therefore, to consider that you are dealing with an overworked labourer and your main object must be to get his sympathy and make him interested in your efforts and in his new experiment. You have to approach him on an equal footing and not with any superiority complex. Through him you have to make his entire family interested in your work and then only the whole unity can be made literate. I am sure, you will bear in mind these facts and get your teachers trained in the desired methods.

As I said earlier, I do not want to talk much as all of you knew the urgency with

which the question of Adult Literacy has to be tackled and how important a part it has to play in the national life of any and every country and more so in the life of

our infant Republic. I feel that there is no more patriotic work than getting one self engaged in Adult Education and the social reconstruction of the country.

Sri P. Sivagnanam's Speech

The Exhibition on Adult Education was declared open by Sri P. Sivagnanam, Alderman of the Madras City Corporation, and a typical product of self-education, which is the essence of Adult Education, and an accomplished orator in the Tamil language. The Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary of the South Indian Adult Education Association, was to have opened the Exhibition, but he had to respond to the call of duty elsewhere: he was chosen, along with His Grace the Archbishop of Bombay, as a representative from the Catholic Church in India to the World Catholic Congress being held at Rome. Sri P. Sivagnanam readily agreed to fill the vacancy.

In the course of his stirring speech, Sri P. Sivagnanam said: The value and urgency of Adult Education had been recognised by the vast masses of people who had not learnt even to read and write their mother tongue, so that there was no need to plead for Adult Education and the utterances of the wise men who thought and said that Adult Education was waste of effort did not deserve to be treated seriously. A Conference meant to promote the Adult Education cause would yield better psychological result if held in cheris and slums where the poorest of poor people lived and conducted in the language of the people. The Adult Education movement had great inherent strength, and was hence bound to gain speed before long; it was no less all-embracing and no less fundamental than the movement for political Independence.

In that it meant the assertion and vindication of national self-respect, political Independence was an end by itself, but it would be inadequate and incomplete if it did not fulfil itself in terms of Social Welfare; and Social Welfare was impossible without Adult Education. Those who were staggered by the fancied magnitude of the problem did not understand it at all. An adult who had lived a life and acquired some knowledge of the world, and who was as conversant as the book-read person with the words and the general thought structure of his mother-tongue, could learn to read and write within a few days and also retain what he had learnt; an adult had a comparatively cultivated and retentive mind.

Sri S. S. Avadhanar proposed and Sri K. S. Ramaswamy Sastri seconded the formal election as President of the Conference of Sri S. Sachidanandam Pillai, former Deputy Director of Public Instruction.

Sri Avadhanar said the organisers of the first City Adult Education Conference deserved to be congratulated on the choice they had made and on the success that had crowned their effort. Sri Sachidanandam Pillai was a typical product, and exemplary personification of modern Indian culture which combined the best of the Oriental and Occidental systems of thought. He was one of the succession of men of great moral stature, men who lived what they had learnt and who practised what they professed.

President's Address.

Sri S. Sachidanandam Pillai, thus elected, was greeted with an ovation when he took the Presidential chair. Addressing the Conference he said: I thank the organisers of this Conference for having given me this opportunity to take active part once again in the noble cause of Adult Education.

I am happy that the South Indian Adult Education Association, which in spite of lack of sufficient encouragement in the earlier years of its labours has been doing valuable pioneering work in this field, has assisted in the formation of an Adult

Education Association specially for the great city of Madras. It is very much to be appreciated that though this Association was started only in January last, it has arranged to convene a Conference to draw up an effective plan of work. I am hopeful that with the wholehearted co-operation of the workers and well-wishers in the city of Adult Education a really good and workable plan will be drawn up and followed, so that our city may set a good example to other urban areas to emulate. I must express my thanks to the Adult Education Officials of the Education Department of the Government and Madras Corporation for the valuable help they have given me by way of supplying necessary literature and discussing with me the problems in the light of their experience.

Practically till 1947 the cause of Adult Education did not find much favour in Government and other influential circles. There were of course the old fashioned Night Schools most of which were unable to produce any record of Adult Education work of which they could be proud. This was so because both the Government and the general public have not realised in a sufficient measure the need for Adult Literacy and Social Education and the need for special methods being adopted for tackling the problem.

The New Outlook.

But happily after the advent of Independence the whole attitude has changed for the better. Both the Central Government and the State Government have taken up the question in right earnest, and have been steadily giving active guidance and encouragement in various directions. In April 1948 the Government announced a scheme for opening Adult Education Centres where the adult could be helped to read prepared books in one year and continue his instructions for two more years in accordance with a useful syllabus. Provision for giving special training to the teachers of adults was also made. In 1950, G.O.s were issued encouraging in various ways the opening of Adult Literacy Centres. Such Centres opened by Local Bodies were also recognised for the purposes of aid. A Literacy course for months was chalked out and provision made for issuing certificates after conducting literacy test. The opening of Rural Colleges was

encouraged. Of these seven were for men and three for women, in 1949-50. Supply of suitable literature and equipment was encouraged. Five Mobile Units were supplied to bring the benefit of visual Education to the masses. Adult Education Officers were appointed. The funds allotted by the Government will also indicate the increasing importance that they attached to Adult Education: in 1948-49 they spent Rs. 63,000; in 1949-50 the amount was increased to Rs. 1.39 lakhs. For 1950-51 as much as Rs. 14 lakhs has been provided in the budget. Against 481 Adult Schools in 1949-50, we have now 1658 Adult Schools with 24,000 adult learners. The target fixed for 1950-51 is 3,010. It is no longer necessary to explain at length how Adult Education, including Adult Literacy, is as indispensable as Elementary Education for removing ignorance, for developing the latent powers in the common man and for enabling him to strive and learn to live a successful life in our modern society with its increasing complexity so as to achieve the end of harmonious and purposeful development of human personality. The pressing need for Adult Education in a Democracy based on Adult Franchise, and that too in a State where owing to enforcement of Prohibition the masses have more leisure for useful activity is now most readily recognised on all hands.

In a Radio Talk recently given by an Adult Education Officer, he has stated that out of the total population of 55 millions in Madras State roughly two-thirds can be taken as illiterate. I have not been able to get at authoritative statistics for illiterate adults in Madras City. The total population of the city is understood to be nearly 15 lakhs. The City Adult Education Association has computed that out of these there are about 10 lakhs of adults, and that out of these four lakhs may be taken to be illiterate or semi-literate. Out of these only about one lakh may be expected to attend Adult Literacy Centres. Let us confine our attention for the moment to the promotion of Adult Education in Madras City. We notice that the Madras Corporation took interest in the matter as early as 1942. In 1946 it started in poor localities some Literacy Centres with the object of teaching three R's, adopting the Laubach method as far as

possible. There are now 10 such Centres conducted by the Corporation, besides 11 more Adult Literacy Centres conducted by private agencies and subsidised by the Corporation. A course of training instructors for Adult Literacy Centres was inaugurated in October 1947. In 1949, ten new Social (Adult) Education Centres were started simultaneously mostly in slum areas to help literate adults to improve their general knowledge. A regular syllabus for a course of six months was drawn up and sought to be followed without any rigid adherence to the timetable. Each Centre worked for four days in a week. The subjects covered were language and literature, History of South Indian culture, civics and Social Science and Elementary principles of Politics and Public Administration. When the courses were over, the outgoing pupils were allowed to attend the Centre as a senior batch for another period of six months. Indoor games and pictorial magazines were also pressed into service. When some students expressed a desire to appear for the E.S.L.C. examination, the Instructors helped them in their preparation. It is to be noticed also that the Instructors have been meeting the Adult Education Supervisor of the Corporation personally to discuss the monthly returns from their Centres and the methods for further improvement. The Corporation spent Rs. 7980 in 1949-50 in the cause of Adult Education.

But a very disconcerting fact forces itself on our attention: on 1-10-47 the total number on rolls was 703. On 1-11-48, the number rose to 894 (juniors 542 and seniors 352) but in 1949, it shrank to 627. Even if we include those adults whom a few students in our city colleges are trying to educate, the total number is not likely to exceed 1000, whereas the number of illiterates who may be expected to attend Literacy Schools if properly worked is one lakh. This is obviously an unsatisfactory position for us to be in. It is hoped that all the authorities concerned and the intelligentsia interested in public welfare will come together and try to understand the causes for this setback, and plan for a steady and solid improvement in this field. This is indeed the foremost object of this Conference.

How to tackle the problem.

Before I venture to offer a few practical suggestions for your consideration, let me quote the following two sentences from an article on Adult Education contributed to the Souvenir for the Seventh All India Textile Conference, Bombay, by Sri S.K. Shirodkar who wrote after working on novel lines to promote Adult Education among a big local group of textile workers: *"From my last experience I am more than satisfied that unless and until a worker is convinced that his life will be more happy and prosperous by getting himself educated, attempts at literacy will not be a success. A man readily believes whatever he sees."* This is one of the most vital points to be steadily kept in view by the State, the educated public and the trained worker interested in the promotion of literacy. I may now proceed to make a few suggestions about the means to be adopted to achieve the above result: (1) We have to try to disturb by sweet reasoning the stoic indifference of the average adult to matters educational and to create in him an urge for the attainment of Adult Literacy and Adult Education. (2) Recreational facilities and attractions for education should be provided in an ample measure. (3) When a suitable opportunity presents itself, in the future for re-fixing qualifications for franchise, literacy may be included as one, if it can be done without materially changing the democratic character of our Government. Needless to say, this insistence on literacy will spur lakhs of illiterates to become literates. (4) Very early steps may be taken to compel large-scale employers to make effective arrangements for liquidating illiteracy among their employees, such as demanding minimum attendance at the Adult Literacy or Education Centre before sanctioning increments or bonus, offering prizes and other tokens of encouragement; the Government, the Corporation of Madras and the other Local Bodies may also set an example themselves in their direction. (5) Labour Welfare Officers may be entrusted with the duty of promoting Adult Literacy and Social Education as well among the employees. Special Women Welfare Officers may be asked to work among women employees. Whole time Instructors may be appointed to work at the Literacy and the Social Education levels and keep all the Centres lively and attractive. (6)

Only specially trained teachers with S.S.L.C. as the minimum general educational qualification may be employed. (7) As the whole scheme will prove a failure, if adults are expected to attend Adult Education Centres mainly or solely to learn three R's, powerful incentives should be provided by way of recreational facilities, besides the material advantages already referred to. The Adult Education teacher and the Supervisor will emphasize the recreational aspect of these Centres and see that literacy and general knowledge are promoted only indirectly through the various attractive means of visual education. (8) While the Government and Local Bodies and private agencies may be the agencies for conducting these Literacy and Social Education Centres, the power to train teachers and to supervise and sanction transfer for teachers may ultimately vest in Government, making provision at the same time for giving and receiving suggestions from well organised non-official bodies working for this cause. (9) Government may be pleased to take steps to see that their most valuable G.O. Ms. No. 2180 Education dated 3rd August 1950 aiming at very early liquidation of illiteracy in the State and laying down the principle that this "must be the concern of the whole administration in all its Departments and not merely the duty of the officials of the Education Department alone" is given effect to in all districts. So far as my information goes it is only the South Arcot District that has been giving effect to the G.O. with commendable enthusiasm. There 390 officers belonging to 12 Departments are working according to plan under the active lead of the Collector with the result that as many as 735 Adult Education Centres are functioning regularly under adequate supervision and with considerable benefit to the illiterate public. Non-official agencies may very well assist this Governmental effort by doing effective propaganda in their areas to bring in more adults into the Adult Education Centres and offer suggestions for improvement after careful observation. (10) The present plan which envisages a three year course of instruction at the Adult Education Centres may, for

practical reasons, be reduced to a year or a year and a half at the most. (11) The period of training for service as teachers in Adult Education Centres may be reduced by some weeks in the case of the S.S.L.C. holders. (12) In Madras the minimum remuneration may be raised to at least Rs. 20.

It remains for me now only to state that a detailed plan of Adult Education work is quite necessary for our great city which will bring into the Adult Education Centres thousands of illiterates from all over its vast area and make them literate and enlightened. The draft of such a plan of action whose ambition is to wipe out illiteracy in three years has been prepared by the Madras City Adult Education Association. I earnestly request you all to study that plan of action and give the benefit of your considered suggestion for improvement when the Conference meets again to-morrow.

Sri P. S. Subburatnam proposing a vote of thanks to the President said that his experience and knowledge of educational matters would provide excellent guidance to Adult Educationists in their endeavour to liquidate adult illiteracy in Madras City.

A playlet on the Woes of an Illiterate was enacted by a group of trainees of the Arundale Adult Education Centre, Adyar. It consisted of two parts, one part depicting the way that an illiterate borrower is usually cheated and exploited by the village Sowcar and the other being a narrative by a village woman, just returned from a city, of what she saw and wondered at.

Second Day's Proceedings

The entire body of Delegates converting itself into the Subjects Committee met in Rajaji Hall at 11-30 a.m. on Sunday, 7th October '51. Sri S. Sachidanandam Pillay, President, took the chair. Sri K. S. Ramaswamy Sastri and Sri Harisarvothaina Rau were present. Resolutions that had been drafted by the Reception Committee of the Conference were discussed and finalised.

The main resolution related to the Plan of Action prepared by the Madras City Adult Education Association for wiping out illiteracy from the city within a period of three years, and it was discussed threadbare.

of life. The women of India were feeling helpless and hapless because they were not educated and could not take care of themselves especially when they were abandoned to their fate by sheer misfortune, which was by no means a rare phenomenon. Education alone would give them a sense of self-help and lift them above despondency. When a half of it was drooping, the nation could make no progress worth mentioning. Educated mothers alone can create a new healthy, progressive and vigorous nation.

Continuing Srimati Radha said: It was incumbent on educated women to help their less fortunate sisters. In the City of Madras, as in other urban areas, there were many educated women of well-to-do families, who had plenty of leisure which they could very well utilise for teaching illiterate women living near by. It was their duty to co-operate with the city Association in the coming campaign against adult illiteracy. It was gratifying to note that the Government were giving a fillip to literacy effort and the Women's Welfare Department was doing excellent work in the matter of infusing new life in the long neglected women of India.

Resolutions Adopted.

1. This Conference places on record its thanks to the Hon'ble Maulana Abul Kalam Azad for the message of encouragement he has sent, and assures him that the Madras City Adult Education Association will do its best to achieve the objective of complete Adult Literacy as quickly as possible.

2. This Conference requests the Government of Madras to take steps to see that their aim stated in their G.O. No. 2150, dated 3rd August, 1950, that liquidation of illiteracy must be the concern of a whole administration in all its Departments and not the duty of the Officers of the Education Department alone, is carried out in letter and spirit in every District of Madras State as is being done in the South Arcot District.

3. This Conference approves generally the aim and objective of the Plan of Action prepared by the Madras City Adult Education Association, to wipe out adult illiteracy in the City, and appoints the following sub-committee with power to the President co-opt, to examine the plan and

Srimathi Susila, B.A., B.T., of Gopalapuram Girls High School, Srimati K. Bauvaneswari of Besant Memorial High School, Adyar, and Srimati Rajaratnam of Lady Willingdon Training College addressed the session, dealing with various aspects of the problem, the scope for work in the City and the need for propaganda.

The plenary session of the Conference began soon after, Sri Sachidanandam Pillai presiding.

It was suggested that those who desired to address the session might be allowed to do so, and after they had finished the Resolutions adopted by the Subjects Committee after thorough discussion might be read out one by one and adopted. The suggestion was agreed to. Sri P. S. Subbian, Sri G. Harisarvothama Rau, Mr. L. C. Richard, Sri Sivagnanam (worker), Pandit Natesan, Sri T. J. R. Gopal and Murugesha Bhagavathar addressed the Conference. The following Resolutions, read out by Sri S. Airavatham, were put to vote by the President one by one and carried unanimously:

take steps to improve, finalise and implement the same; Sri S. Sachidanandam Pillai, Mrs. R. Radha, Pandit Natesan, Mr. S. Airavatham, Mr. T. Neelakantan, Mr. A. M. Santya, Mr. P. S. Krishnaswami, Adult Education Officer, Tamilnad, Mr. Venkataraman, Mr. T. J. R. Gopal, Mr. V. Veeraraghavan, Mr. A. Thirugnanasambantham (convenor). The following members have been co-opted. The Commissioner, Corporation of Madras, Mr. Meenakshisundaram, Professor Swaminathan, Mr. K. S. Ramaswami Sastri, Mr. G. Harisarvothama Rau, Mr. S. S. Avadhaniar, Mrs. Parjatham Naidu, Women's Welfare Officer Mr. Daniel (Harijan Welfare), Mrs. Jagarajambal, Mr. Nachinar Kinnien, Mr. K. Hanumantha Rau, Mr. V. Krishna, Adult Education Officer, Corporation of Madras, Mr. V. N. Sarna, Mr. K. Venkataswami Naidu, Srimati Rajaratnam, Mr. P. Balaraman of Pachaiappan College Social Service League and Mr. S. Hariharan of the Vivekananda College Social Service League.

4. This Conference requests the Government of Madras, the Corporation of Madras Educational institutions and organisations, commercial and industrial establishments and public Associations to give their co-operation to the City Association in its plan for Adult Literacy.

5. This Conference requests the Mayor of Madras to organise a Mayor's Social Education (Adult Literacy) Fund for financing the Adult Education Plan formulated by the Madras Adult Education Association.

6. This Conference requests the authorities of the Madras University to include Adult Education in the syllabus for the diploma course in Social Studies.

7. This Conference requests the Madras City Adult Education Association to organise Social Education Students camps.

8. This Conference requests the Director of Public Instruction, Madras, to allow joint organisation by Colleges in the City of Adult Education Camps during summer instead of insisting on individual colleges alone doing it.

9. This Conference requests the Government of Madras to expand and give wide publicity to their scheme of subsidy to authors and publishers of Adult Education Continuation Literature so that the supply of books may keep pace with the need.

10. This Conference is of opinion that the teaching and contingency allowances now being paid to teachers, trained and untrained working in Adult Education Schools are insufficient, and requests the Government to increase the allowance to Rs. 20 (including contingency of Rs. 5) in the case of the trained and to Rs. 15 (including contingency of Rs. 5) in the case of the untrained teachers.

11. This Conference requests the Government of Madras to appoint either special Deputy Inspectors of Schools or such other suitable agency as may be considered necessary to inspect Adult Education Centres.

12. This Conference requests the Government of Madras to take steps to prevail upon owners of factories and commercial and industrial establishments to set apart at

least one hour every day for educating their illiterate employees, especially to make them literate, and appeals to the latter to encourage the adult illiterates who have achieved literacy by offering to them bonus.

Sri A. Tirugnanasambantham proposed a vote of thanks to Sri S. Sachidanandam Pillai who by agreeing to preside over the Conference and guide its deliberations had given much needed strength to the Adult Education cause; the Mayor of Madras, Sri Rm. Ramanathan Chettiar, who by his bold and fervent advocacy of compulsion had given a lead to his compeers in the business world; to Sri K. S. Ramaswami Sastri whose enthusiasm was a source of encouragement and inspiration to young workers; to Sri G. Harisarvothama Rau, the veteran Adult Educationist who had done fundamental work of lasting value; to Sri P. Sivagnanam Gramanar whose oratory was an asset to the cause; to the South Indian Adult Education Association and Sri T. J. R. Gopal, but for whose ready and generous help the Conference could not have been the great success it was; to Sri S. Airavatham who had done quality publicity work; and to Sri P. S. Subbian and Mr. L. C. Richard, Srimati Radha and Srimati Rajaratnam, Sri S. S. Avadhaniar, Pandit Natesan and Murugesha Bhagavathar who had contributed to the successes of the Conference in various capacities.

KUMARI HEMAMALINI'S PERFORMANCE.

Kumari Hemamalini gave a performance in Bharta Nattiyam and Abinayam, to the accompaniment of Padams by her sister, Kumari Padmini, B.A., Hons., on 30-11-50 in Villupuram in aid of the Villupuram Tamil Adult Education Committee, the Hon'ble Mr. J. L. P. Roche-Victoria, General Secretary, South Indian Adult Education Association, presiding. The performance, which yielded Rs. 8,000, was arranged by Sri A. Venkatesan, Sub-Collector, Tindivanam, with the co-operation of Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association. A full report will appear in the next issue of the 'Review.'

Progressive Educational Thinking and Methods

Government of India to Publish a Brochure on Experiments.

— We have received the following important announcement for publication, and we invite the attention of all educationists to the same :

Government of India.
Ministry of Education.
New Delhi, Sept. 20, 1951.

To
The Editor,
The Adult Education Review.

Dear Sir,

The Ministry of Education has in hand a project for bringing out brochures dealing with significant and promising experiments carried out in the Primary Schools, Basic Schools, Secondary Schools and Teachers' Training Colleges in India.

The idea is that wherever any significant work of an experimental nature is being done, whether in Government or private institutions, it should be brought to the notice of other workers in the field.

If such accounts could be carefully prepared, edited and published they are sure to be of great interest to other workers in the field and to stimulate progressive educational thinking and methods in other similar institutions.

I am, therefore, addressing this request through the courtesy of your journal to all educational institutions in India, falling under these four categories, and doing any kind of valuable experimental work, to

furnish to this Ministry brief, compact and clear accounts of their experiments.

I trust that Inspecting Officers of Primary and Basic Schools who may come across this appeal will bring it to the notice of likely institutions within their jurisdiction and arrange accounts of such work forwarded to the Ministry. The State Governments have already been addressed in this behalf and have promised their full co-operation.

I should like to make it clear that the experiments I have in mind in this connection are practical experiments made by teachers for improving methods of teaching of vitalizing the curriculum or improving standards of efficiency in particular subjects or organizing social training and discipline on new lines or introducing other purposeful changes in the school with the object of enriching the life and activities of the children. I would feel grateful if these accounts are sent not later than the end of November to the following address :—

Dr. S. M. S. Chari, Education Officer
Ministry of Education, New Delhi.

Yours faithfully,

K. G. Saiyidain

Joint Education Adviser to the
Government of India.

