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# ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary)

Vol. III

NOVEMBER, 1951

No. 1

## EDITORIAL

### What Shall Madras Do?

What in Adult Education parlance has been called "Mere Literacy" was discounted even at the Jabulpore Seminar on Adult Education, Mysore having held earlier that, to impart literacy to adults, the Sentence Method should be used. Jabulpore had definitely recommended that education for adults should be purposeful and that therefore Social Education should be pursued as a rule with literacy as an integral part of such education. At Indore this whole position taken up at Jabulpore was reviewed. While it was conceded that Community Centres may exist apart and different from Social Education Centres, it was definitely understood that all Adult Social Education Centres should develop into Community Centres. As at present understood, the mere mechanics of reading and writing has no place in Adult Education. It should fully subserve the purpose of Social Education which ultimately becomes an aspect of the Community Centre.

In the Madras Scheme as at present worked we do not follow the

"Mere Literacy" ways. Though for want of proper organisation, appliances and facilities, of which we have so often complained in the pages of this journal, we may not claim that we have developed first-rate Social Education Centres or Community Centres, we have steadily kept in view that from the very start, the adult should be developed as a unit in the social setup and be able to learn enough to read a newspaper understandingly and enjoy his leisure otherwise through recreative effort. Now that the concept of Adult Education has widened into the ultimate development of our Adult Education Centres into Community Centres, we have to decide what Madras shall do. A Community Centre has to be a matter of the people's concern. It has to demand and get the co-operation of all the Departments of Government that can develop the life of the village, to help the villager know his problems and find the best means of solving them. In fact, the Community Centre has to be the Brain Bank for the village community. Surely, the Director of

Public Instruction with the whole administrative responsibility of the Educational Department may not be expected to take charge of preparing, moulding and guiding the mass of villagers into communities worthy of taking care of themselves beginning with making themselves literate and educated. The best that has now to be done is that machinery should be set up which can deal promptly and efficiently with the co-ordination of effort not only between the Departments of Government but between the Government and the ultimate non-official autonomous units—the Community Centres. An independent Adult Education Board with an Executive Officer and non-official advisers should be put in charge of this work without further delay.

Pending the transfer of responsibility for Adult Education to that Board immediate steps should be taken to strengthen our two thousand and six hundred Adult Education Centres to function as Social Education Centres. Supply of a proper bright light is a first requisite. Though talk of supplying Petromax Lights has been long in the air, we have yet to know if a single light has left the premises of the Director's Office to help one single Centre. After a great deal of struggle, the Department has recognised that a daily newspaper and an additional journal should be supplied to our Centres. In how many cases these have actually been supplied so far has been a matter of conjecture. The Department will do well to communicate to the Press monthly reports on such details as these so that the world may know how well or how ill the scheme fares. Not a single reference book or a single map has been made

available to the poor Adult Teacher so far as of right. No Adult School is worth running without at least a Year Book in the local language, a globe and a set of maps beginning with the Taluk. An Adult Education Centre cannot run without recreational material; for, the adult will not attend if he is not provided with the one amenity that will rid him, at least temporarily, of the one thousand and one worries of life that trouble him outside. A few simple musical instruments must invariably form part of the equipment of an Adult Education Centre. Lights, reference books, globe and maps, and simple musical instruments are fundamental supplies that must be secured for every Adult Education Centre. No picking and choosing in these matters should be allowed.

As for real Social Education work at the Centres including as it does talks on several subjects of importance like health, sanitation, and agriculture, it is impossible that the teacher by himself can carry on the work unaided. If it has to be a reality the Government Order requiring officials of all Departments to take interest in the Adult Education Centres, visit them and deliver talks should be made to live. It is not enough that letters of request are sent to Heads of Departments by the Director of Public Instruction or even Collectors are addressed. Something must be done to interest the officials in the districts. With the assistance of Collectors, Conferences of these officials may be called and addressed by men from the Director of Public Instruction's Office. We know again that the poor Adult Teacher at the Centre in the village is not supplied with copies of leaflets or posters published by the different Departments

of Government, not to speak of the journals published by them. We desire to know what steps were taken by the Department of Public Instruction to help the teacher with this material. As a last resort the teacher could read these leaflets and pamphlets to the adults and impart such Social Education as he may by explaining these as best as he can. We are afraid that the equipment that we have sought to

catalogue as essential for the Adult Education Centre is not available now to the Headmasters of Government Training Schools for Adult Education Teachers. With enough of money waiting and Special Officers going about, the Department has not been watchful enough to think of the most essential needs. We hope that at least now they will wake up and act and not surrender amounts at the end of March 1952.

### Literacy Essential to Success of Democracy.

(CONTRIBUTED.)

India has framed for herself a "Model Constitution," in the words of the first President of her Republic, Dr. Rajendra Prasad. It is a happy and wholesome blend of the best features of the most evolved and best worked Constitutions of the world, adapted to the conditions of life in India and to the requirements of her healthy growth; and its greatest feature is Adult Franchise.

Some learned people think that Adult Franchise is premature for India. More than eighty per cent of her adults are illiterate, inadequately educated, and perhaps also ill-educated in most instances. These learned people either do not understand, or have no faith in, Democracy.

The foundation of Democracy must be broadest and deepest, if it is to evolve quickly and on right lines and yield the desired fruit of Social Progress and Social Welfare. You cannot learn to swim unless you get into water. Make the people responsible for the management of their affairs, they will learn ere long to look after themselves; they may commit mistakes in the initial stages,

but they will profit by experience. Proper and right policies and programmes will evolve; effective and efficient and truly national leadership will emerge out of the melting pot.

The people of India are by nature, and through age-long cultural traditions, peace-loving and tolerant, with high level commonsense and capacity to discriminate good from bad, and right from wrong. They are therefore best qualified for the task of raising a Model Democracy, the best type the world has anywhere seen, based on amity and goodwill, justice and righteousness.

India achieved her political independence through peaceful means, self-suffering and self-sacrifice and non-injury to the adversary. She can, and is destined to, evolve a Non-violent Social Order and Welfare State, without class war of any kind, and through sheer fraternisation. Adult Franchise gives her the best weapon for the purpose.

The results of the ensuing first General Election under India's self-made constitution will, we have no

doubt, demonstrate the innate capacity of her people, illiterate in the main though they are, to exercise Adult Franchise in a wise way. They would do better still, if made literate. Education from the School of Life was alright in days when space was staggering and time dragging, and the bullock-cart was the only means of conveyance.

We are living in the atomic age of speed and cataclysmic social and economic changes, when humanity is coming to feel that it is One Family living in One World and working its way to One State, and when therefore every individual has to realise the power he is, to make his own nation great as a member of the Human Family. How can the individual achieve full self-development and play his part worthily unless he can see and understand things for himself and stand on his own legs? He cannot afford any longer to remain illiterate and uneducated.

Criticism and opposition to the Adult Literacy movement comes not from the mass of adult illiterates but from the class of so-called educated people who are staggered by the magnitude of the task. Before Mahatma Gandhi took up the reins of leadership, even so-called Extremists thought that it might take many decades for India to get rid of foreign rule and cost her many commotions and mass conflicts and many precious lives. Under his galvanising leadership she has discovered her soul and snapped asunder the shackles of slavery.

The Adult Literacy Drive needs a psychological ferment such as what was created by Mahatma Gandhi for

securing the political objective of complete Independence. The South Indian Adult Education Association has in a way supplied such a ferment. The Adult Education Week which is organised by, and celebrated under the auspices of, the Association with the co-operation of the Government of Madras, has caused State-wide awakening. The Government of Madras have given direction to the awakening by declaring in a momentous G.O. that liquidation of illiteracy must be the concern of the entire administration in all its Departments and not merely the duty of the officers of the Education Department alone. If this G.O. is carried out enthusiastically in all the Districts, as is being done in South Arcot, the Adult Literacy Drive will pick up speed, and complete literacy can be achieved in less than five years, at any rate in South India where conditions are so favourable. What is needed is more lucid thinking and a sense of social duty on the part of the educated.

Adult Literacy is not such a big problem as it appears to some persons who view it from their office desks and are staggered by files and figures. In the first place, the illiterate adult himself has come to view literacy as his birthright and to demand it of the State which he has built and pays to maintain. Unlike the child, the adult has a cultivated mind and a retentive memory. He is going to learn to read and write not a foreign language but his own mothertongue with the thought structure and terminology of which he is already well acquainted. He has to learn just the alphabets. This he would be able to do in about three months; and if for three months

more he would apply his mind to study continuation books, he would have become a fundamental literate capable of reading and understanding newspapers and magazines. Henceforth his contribution to the growth of a Welfare State would be effective and real.

### "Vayojanavidya" Telugu Journal

We have received a number of copies of the Journal *Vayojanavidya*. This is an Adult Education monthly in Telugu published from Allagadda in the Kurnool District by Sri Srikantham. Its main feature is that it publishes month after month follow-up lessons in bold type for the new literates. The writers of these lessons are generally well-known men in the field of Adult Education including Sri G. Harisavothama Rau, Sri Goparaju Ramachandra Rau, Sri Jasti Narasayya, Sri K. Subba Rau and the like. The Department of Education has given its approval to this journal. Alongside of the follow up lessons this journal gives interesting reports and news of Adult Education work. It deserves all encouragement both from the Department and the public. We understand the Department of Public Instruction supplies free to every Adult Education Centre one or two current journals. It is but right that this should be the first journal to be supplied along with a daily. We invite the attention of the District Boards, Municipalities, Panchayat Boards and others interested in Adult Education to this useful journal which, if properly patronised, may develop much further and be of great assistance in the spread of Adult Literacy and its retention.

### Tanjore Taluk Adult Education Workers Association.

On 23-9-1951 Sri Devairakkam presiding, Sri O.A. Narayanaswamy, President, inaugurated formally the Tanjore Taluk Adult Education Workers Association at a meeting held for the purpose at Queen Mary's High School, Tanjore. Sri V. Sarangapani Naidu, Secretary, made a speech welcoming the Adult Education workers who had come. Sri A.R. Subrahmanya Aiyar read the announcement. Sri T.J.R. Gopal, Organising Secretary of the South Indian Adult Education Association, who was invited to speak, said Associations of workers were necessary to organise and extend Adult Education effort, and men of faith could make the Literacy Drive a mar-

vellous success. Sri S. S. Avadhanar, Sri P. S. Venkatakrishna Pillai, and Sri K. S. Sambandham, Deputy Inspector of Schools, Tanjore Range, also spoke about work to be done in future.

A procession was taken out. A public meeting was held at the Municipal Adult Education Centre, North Gate, Sri P. S. Venkatakrishna Pillai presiding. Sri T. D. Ramachandran sang the prayer songs. Adult pupils of the aforesaid Adult Education centre and those of the Saurashtra Adult Education Centre spoke about their own experiences and how they were benefitted by education. Sri S. Dhana-samy proposed a vote of thanks.

## S.I.A.E.A. Executive Committee Meeting Proceedings

The Continuation meeting of the Executive Committee of the South Indian Adult Education Association was held at 9 a.m., on Sunday the 7th October 1951 at the "Rajaji Hall", Government House Estate, Mount Road, Madras, with the President, Sri K. S. Ramaswami Sastriar, in the Chair.

The following members were present:— Sri K. S. Ramaswami Sastriar, Sri G. Harisarvothama Rau, Sri L. C. Richard, Sri T. Neelakantan, Sri S. Airavatham, Sri P. S. Krishnaswami, Sri V. Veeragbhavan Srimati R. Radha.

The minutes of the last meeting of the Committee held on 2nd September were read by the Organising Secretary and approved.

(1) The Committee resolved that Sri G. Harisarvothama Rau be deputed to attend the Indian National Seminar at Indore in place of Srimati R. Radha who is unable to proceed and he will be allowed to incur an expenditure of Second Class railway fare.

(2) The Committee resolved that in addition to the two representatives deputed to attend the Indian National Seminar at Indore, Sri K. S. Ramaswami Sastriar, Srimati R. Radha and Sri T.J.R. Gopal be deputed to attend the All India Adult Education Conference to be held at Bombay from 24th to 26th October 1951.

(3) The Committee resolved that Honorary District Organisers be appointed on behalf of the S.I.A.E. Association in the whole State wherever proper persons are available. The appointment of these Honorary District Organisers will be made by Sri K. S. Ramaswami Sastriar and the Regional Secretary in the Tamilnad and by Sri G. Harisarvothama Rau and the Regional Secretary in the Andhra Desa. In Kerala, the appointment will be

made by the Regional Secretary in consultation with the Organising Secretary Sri T.J.R. Gopal.

(4) With reference to the Government's suggestion in their Memorandum No. 39288-H/50-5, Education, dated 25-6-51, that Collectors send to the Central Committee of the Second South Indian Adult Education Week "the actual cost of the flags supplied" and "in addition one-tenth of the total collections for expenses in the Central Office", this Committee (the Executive of the S.I.A.E.A.) informs the Government that a majority of the Sponsoring Organisations to all of whom the matter was referred favour strict adherence to the procedure laid down by the Central Committee; and, accordingly this Committee (the Executive of the S.I.A.E.A.) request the Government to agree to the distribution of the Second South Indian Adult Education Week collections in terms of the aforesaid procedure, that is, that the Central Committee reallot the collections proportionately to all the Districts after deducting all the expenses incurred by it and retaining one-fifth of the entire collections for its own work.

This Committee (the Executive of the S.I.A.E.A.) has however no objection to the President of the District Adult Education Association or of any other recognised and responsible body retaining 80 per cent of the gross collections for its use in its area and sending 20 per cent to the Central Committee plus the actual cost of the flags supplied.

## Adult Illiteracy to be Wiped out in About Three Years.

### Madras City Association's Plan of Action.

The following Plan of Action prepared by the Madras City Adult Education Association, with a view to wiping out adult illiteracy from the City within a period of three years, was placed before the First Madras City Adult Education Conference held in Rajaji Hall, on 6th and 7th October 1951 and has been referred to a Sub Committee for finalisation.

This, the first Madras City Adult Education Conference approves the Plan of Action prepared by the Madras City Adult Education Association with a view to wiping out adult illiteracy from the City within a period of three years and authorises the Association to take all necessary steps to carry out the plan methodically and as speedily as possible, acting generally with the concurrence of the parent body, the South Indian Adult Education Association.

#### The First Phase.

Steps be taken by the President of the First Madras City Adult Education Conference to form an adhoc General Committee for the whole city, of 51 members including himself, that is, at the rate of one member from each of the 50 Municipal Divisions. The members of the adhoc General Committee, which shall be known as The Madras City Social Education General Committee, shall be nominated by the President in his own discretion. The President shall also form a Working Committee of 15 members drawn from the General Committee, and consisting of the President, two Vice-Presidents, one General Secretary, one Publicity Secretary, five Joint Secretaries at the rate of one for every two Circles comprising each five Divisions, one Treasurer, and four members.

The Working Committee shall take steps to set up one adhoc Committee for every Circle of five Municipal Divisions, of 21 members of whom one shall be the President and the others shall be drawn at the rate of four from each Municipal Division. The President of the adhoc Circle Committee shall be nominated by the President of the adhoc City General Committee. The President of the adhoc Circle Committee shall choose his colleagues of his Committee in his own discretion.

The adhoc Circle Committee shall take steps to set up one adhoc Committee for each Municipal Division, of 21 members, one of

whom shall be nominated President of the adhoc Division Committee by the President of the adhoc Circle Committee. The President of the adhoc Division Committee shall choose his colleagues of his Committee in his own discretion.

#### The Second Phase.

Soon after they are brought into being, the various adhoc Committees shall conduct a campaign for membership with a view to reaching, as quickly as possible, the minimum of 100 members in every Municipal Division.

After the target of a minimum membership of 100 has been reached in every one of the 50 Municipal Divisions, elections shall be held and the adhoc Committees replaced by regular, that is, democratically elected and constitutionally constituted, Committees.

The primary members in every Municipal Division shall meet at a place and time announced for the purpose and elect the Division Committee of 21 members who in their turn shall elect as their President one from among themselves. The members of all Division Committees in a Circle shall meet at a place and time announced for the purpose and elect the Circle Committee of 21 members who in their turn shall elect as their President one from among themselves. The members of all the ten Circle Committees shall meet at a place and time announced for the purpose and elect the City General Committee of 51 members who in their turn shall elect as President one from among themselves.

The President of the City General Committee shall then constitute a Working Committee of 15 members chosen from among the members of the General Committee and including himself as its President ex-officio two Vice-Presidents, one General Secretary, one Publicity Secretary, five Joint Secretaries, one Treasurer and four members. Every

Joint Secretary shall be in-charge of Organizational and administrative affairs of two Circles or ten Municipal Divisions.

### The Third Phase.

The chain of Committees shall then undertake and carry out a Statistical Survey with a view to gathering all data necessary for a comprehensive and sustained Adult Literacy Drive: the number of adults who are illiterate among the static, as distinguished from the floating, adult population; the number of static adults who are semi-literate; the number of static adults who require continuation coaching so that they may not lapse into illiteracy; the number of static illiterate or semi-literate adults who are in a position and willing to attend Social Education Centres regularly; the number of static illiterate and semi-literate adults who can be taught to read and write in Domestic Circles or Social Circles; the number as well as various types of teachers required to run Social Education Centres and Literacy Classes and Continuation Coaching Classes in various Domestic Circles and Social Circles; the number and types of teachers who can be expected to render service as a labour of love; the number and types of teachers who will respond to the offer of nominal allowances; the number of persons required to do propaganda and supervision work at and through Social Education Centres, in and through Domestic Circles and Social Circles. the part that educationally and otherwise well placed individuals can and are willing to play; the part that commercial, cultural, educational and Social Service establishments, institutions and organisations can and are willing to play; the money required to keep the Met work of Committees, Social Education Centres and propaganda and supervision work going; the means whereby and the sources wherefrom money can be raised.

The Statistical Survey shall be full and complete, thorough and up-to-date. The Working Committee of the City General Committee shall seek and secure the co-operation of the Government of Madras, the Madras Corporation, political organisations, Trade Unions, educational institutions, factories and business establishments, Social Service Leagues, Recreation and Sport, Clubs, Sabhas and Sangams of various types and influential individuals in conducting the survey. Based on the results of the survey, the Working Committee shall prepare and publicise a

scheme of Social Education Centres to be started and worked with energy and enthusiasm sympathy and vision and take steps to implement the same.

### The Fourth and Final Phase.

At last three Social Education Centres shall be started in each Municipal Division and the number increased step by step to 30. Wiping out adult illiteracy and preventing relapse into illiteracy shall be the first and foremost item in the programme of Social Education which is but another name for instruction and training in citizenship responsibility. The aim shall be to achieve complete adult literacy within a period of three years commencing with the inception in each Municipal Division of one set of three Social Education Centres. Side by Side with the drive for complete fundamental Adult Literacy the Social Education Centres shall impart general continuation education to adults by means of instructive, inspiring and interesting, short, simple and telling talks on various subjects and topics of current, personal and social interest and playlets and group excursions. Steps shall be taken to correlate Social Education work with the Literacy movement. A feature of the Social Education programme shall be the celebration of the birth-day of great persons who have wrought for all ages and climes and for universal ideals and values, in particular the jayanti of the Makers of Modern India with a view to making our history a dynamic process deriving inspiration from the past and working for a great future, and in every ramification of our national life.

### The Time Table

The formation of the various adhoc bodies the Madras City Social Education General Committee, the Madras City Social Education Working Committee, Madras City (first) etc. Circle social Education Committee, the (Mylapore, Nungambakkam, Egmore, etc.) Division Social Education Committee shall be completed, and they be set to work within the remaining period ending with the current year 1951. The membership campaign and the setting up of regular, democratically elected and constitutionally formed, Committees shall be completed within the first quarter of the year 1952. The statistical survey and preparation of a scheme of Social Education starting with Adult Literacy work shall be expedited and completed within nine

(Continued on page 31)

## Education of Women.

BY SRI S. AIRAVATHAM,  
Publicity Secretary, S. I. A. E. A.

In this article contributed to, and published in, the October issue of the *Women's Welfare Journal* the author emphasises the value of adult franchise with reference to the adult literacy effort, and says:

"Every woman adult, like every man adult, has been given the right to vote. Her right to vote is a great weapon in the hands of the leaders of the Women's Welfare movement. Every educated woman has a duty to perform by her less fortunate sisters on whom the blessings of education have not been conferred. She should take to liquidating illiteracy among women adults by popularising the Each One Teach One method."

The Woman's Welfare movement is not encountering any opposition worth mentioning or any criticism, based on knowledge, which deserves notice. Absence of opposition does not mean support. A fundamental movement deserves and must get adequate support from the people; otherwise, it cannot be dynamic, and cannot achieve its objective. People do have innate sympathy for the Women's Welfare cause. It behoves the protagonists of the cause to explain its aim and objectives to the people and help them translate their sympathy into active and positive support. Through dignified educative propaganda the people should be made to see and understand that giving woman her due status, through education, is the key to all advancement, development, growth and progress. Woman educated and raised is the nation rebuilt and vitalized.

### Tribute to Kamala Nehru.

India's history, in respect of her women, is replete with irony and paradox. In no other country was woman so honoured in days of yore; in no other country has she been so degraded from the middle ages right up to the close of the nineteenth century. A new chapter began with the current, the twentieth, century. The work of Rajaram Mohan Roy and Pandit Ishwar Chander Vidyasagar, of Ranade and Gokhale, of Swami Vivekananda and Annie Besant opened the eyes of the people to the sheer wretchedness to which woman had been reduced, through neglect and prejudice. Mahatma Gandhi canalised the awakening, and provided occasion for woman to manifest her power.

Kamala Nehru, the noble spouse of our Prime Minister, Pandit Jawaharlal Nehru, personified Mahatma Gandhi's conception of an ideal woman. Kamala was a happy blend of ancient modesty and modern courage. Banished by illness and separated from her husband many a time by political vicissitudes, she suffered the hardships of exile of the spirit like Seeta; and when called to act, for the nation's liberation, her spirit, like Savitri, fought and vanquished her physical illness.

### The injustice and the result.

In ancient India, women were equals to men in every sense of the term. They had insured to them by the Rishis all the privileges and rights enjoyed by men; but they were denuded of every one of their privileges and rights by the succeeding generations of commentators and interpreters of law. Women were deprived of their right to receive education, along with and as equals of men. As a result of this injustice the nation as a whole has suffered most grievously. The injustice was perpetrated by men who, out of malicious envy, propounded the theory that women are intellectually inferior to men; and by others, so-called poets and philosophers, who thought and said that women were the origin of all sins, the source of all vices, and should be avoided, checked and segregated. Even enlightened persons like Pattinathar and Thayumanavar hurled such libel at women. The truth is, men are by nature polygamous, whereas women are not polyandrous by nature. That is why polygamy is still rampant in one form or other, whereas polyandry, which was not popular even when

civilisation was passing through its rudimentary stage, has ceased to exist long since.

When, as in ancient India, they had opportunity and scope, women did prove themselves every whit equal to men, intellectually, morally and spiritually. How could it be otherwise? Man and woman are only apparently different: they are in reality complementary and indispensable to one another; the one benefit of the other has never existed, and can never exist. [Qualities which are considered masculine and qualities which are considered feminine are mere ephemeral superficialities. There is no man who is wholly man, no woman who is wholly woman. Every man has in him some of the feminine qualities; every woman has in her some of the masculine qualities. It is all a question of proportion. We have amidst us, although they are exceptions, feminine men and masculine women. These exceptions also are offshoots of nature; they are neither aberrations nor freaks; they are exceptional because one characteristic or another is strikingly dominant in them. These qualities and characteristics are essentially and mainly physical and emotional; neither intellectual nor spiritual.]

#### The Great Women of India.

Vak, Lopemudra and Vishyavasa composed hymns included in the Vedas. Maitreyi, wife of Yagnavalkya, and Gargi were philosophers of a high order who could expound and defend their viewpoints with remarkable skill of argument. Vedavati was a Bhavishyayadini and a great Brahmagani. Sandibi and Swayamprebha were great Yoginis. Devabuti the mother of the great philosopher Kapila and of Vasishta, and the mother of Adi Sankaracharya, who made an intellectual conquest of India, were both marvels of erudition. Chitraleka was a great artist. Leelavati, the genius mathematician could tell the number of leaves in a tree by mere mathematical calculation. Susi Lekha was well versed in chemistry. Bhanumathi, the wife of Bhoja Raja, was a great magician. Rhana was an expert astronomer and astrologer. Bharati acted as umpire and presided over discussions on metaphysical points between Mandana-

misra and Sankaracharya. The Court of Vikramaditya had a senior Pandita who presided over the discussions held by the pandits. Devara and Lakshmi Devi, author of the treatise Vivada Chandra, were both lawyers of repute. Yamunabai and Lakshmi Bai distinguished themselves as warriors in male costume. Mira was an epic of devotion. Ahalya Bai Holkar and Mathusuri Gangabai Ammal were well-known for their charities and devotion. Modern India is proud of her poetess daughters Mira Bai, Toru Dutt and Sarojini Devi and leaders of thought and action like Pandit Ramabai and Mrs. Ramabai Ranade.

The foregoing specimens of women who distinguished themselves in one field or another were not exceptions but were prominent personages who were typical products of the age of freedom for self-expression. They made India great in days of yore. They kept aloft and burning the torch of the purity of Indian womanhood in the dismal middle ages of Muslim misrule. They can raise India once again to the level of glory which was hers once. India alone, of all countries in the world, produced Arundatis and Anasuyas, Lopemudras and Nalayinis, Seetas and Savitris. Not that the women of the other countries had been differently composed and were incapable of similar greatness; but because bestiality and strife were the features of man's evolution in those countries, and women were helpless victims of demonical qualities of men run riot. In India alone women have been honoured and respected as emblems of the mother of all creation. In India alone has been illustrated the purity of womanhood as the basis of all law and morality and as the *sine qua non* of social organisation and progress.

#### The Nature of Women.

[That education would make women arrogant and go astray is no less ridiculous than the myth that women are intellectually inferior to men. In the first place, education as such has nothing to do with women remaining locked up in socially imposed captivity or their going astray. Secondly, in at least nine out of every ten instances of women having gone astray, they have been victims of deception practised by irresponsible and unscrupulous men. Woman can give her heart only to one man. Once she has chosen her lord, she

cannot easily transfer her heart to another man.) If the man she has chosen falls seriously ill or ill-treats her or deserts her, the economic problems of food and clothing and shelter face her. Then she gets enmeshed with another man who is usually a married man and a deserter and is reduced to the lot of a concubine, clandestine or open. If this condition continues for the rest of her life she enjoys the advantage of a wedded wife, notwithstanding her paramour's bigamous or polygamous proclivities. But if, as it happens, she is abandoned also by the second man, she is sent adrift and tortured by financial difficulties. Another man may choose to have her as his concubine, and she gets another lease of life of outward respectability; or she is compelled to sell herself every month or week or day to all and sundry, and comes to be known widely and derided as a prostitute. The demarcation between concubinage and prostitution is thin or nil. The problem is economic, not moral; too complicated and vast and wide-spread to be remedied by Vigilance Associations and Reclamation Homes although these organisations and institutions are necessary and doing excellent service so far as they go.

#### Education is the only Remedy.

Education is the only, as well as the sovereign, remedy. Let education be given to women in as much measure and of as much variety as is given to men. Not only would women be able to take good care of themselves, but they would be the most potent and most wholesome factor in bringing about national advancement in all directions. A great French thinker, Paul Bert, put the idea in a nutshell when he said: "If you educate a girl you train up a whole family, and it is therefore worthwhile to put oneself at greater expense for the education for girls than it is for boys." As Paul Appasamy observed: "it is all to the credit of the Brahmos in Bengal and Nairs on the West Coast, that they have afforded their women all possible chances of education with the result that they are able to go about with their husbands easily and naturally, take part in social life and conversation, and entertain family friends on the same terms as men. It cannot be said that they have been spoiled by the advantages that have been conferred upon them. On the other

hand, the instruction received by them has greatly added to their charm and courtesy and to the beauty of the family lives in these two strata of Hindu society."

#### Teach One must Teach One.

Thanks to the impetus of political events and the general all round national awakening brought about under Mahatma Gandhi's magnificent leadership, the irrational opposition to education being given to women has died out, and in urban areas girls of all classes are going to schools in increasing numbers. The problem remains unsolved in rural areas, as is the case with every other problem. This stagnation is bound to end soon, that is, during the coming first General Elections under our Republican Constitution, out of which a new nation will be born. This constitution of ours has done away with the inequality between women and men; it has started driving the thin end of the wedge. (Every woman adult, like every man adult, has been given the right to vote. Her right to vote is a great weapon in the hands of leaders of the Women's Welfare movement. Every educated woman has a duty to perform by her less fortunate sisters on whom the blessings of education have not been conferred. She should take to liquidating illiteracy among woman adults by popularising the Each One Teach One method. Those who say that the Each One Teach One method is only a slogan have not cared to experiment it. It is very feasible and very simple, and will seize the people and spread far and wide like a hurricane. It is feasible because only the form or symbols of the mother-tongue are to be taught to, and learnt by, the adults.) Unlike children adults have cultivated minds which can learn quickly, and assimilate and retain what is learnt. They are familiar with the words and the thoughts or ideas embodied by the words. Literacy in the mother-tongue is thus the simplest thing to impart and to acquire. It can be achieved in less than three months. Educated women have much leisure, and can do real work and turn out substantial results. They have now the chance to prove that they can do as well as men, in leadership and organisation. Every woman adult turned literate and fundamentally educated is a primary school in embryo.

## The Role of Libraries in Adult Education.

BY SRI P. KONDA REDDY.

The main object of this paper is to show that libraries form the most essential and an integral part of the machinery in any scheme for the spread of literacy and promotion of Adult Education. The goal of Adult Education should be diffusion of knowledge for which literacy is only a means.

Our work must not stop with merely teaching people to read and write but we should also take care to see that the newly taught thousands do not lapse into illiteracy for want of facilities in the shape of suitable books and journals. Libraries containing suitable books must therefore be regarded as indispensable adjuncts to all literacy classes. In support of my contention and by way of testimony, if testimony is required, I shall give a brief account of how the library movement has played a tremendous part in the three great advanced countries of the West in the promotion of Adult Education and of the present position of libraries in connection with Adult Education in various States in our country.

### United States of America

In the United States of America, the library is made one of the most effective agencies in the education of the adult. The library movement with its remarkable "publicity" such as exhibitions at important centres, micro films, "talking books" and museums is creating a love for reading. The libraries in America have a "Readers' Advisory Service." A Commission on Adult Education was appointed by the American Library Association in 1924, and in 1926 it became a permanent body with the title "Board on Library and Adult Education." It issues a quarterly magazine called "Adult Education and the Library". The problem of literature for the adults was solved by the "reading with a purpose" series of pamphlet guides currently issued by the Association. This series has been largely issued by libraries and has been popular with readers. Through the regional system, books are supplied to the Community Centres.

### Great Britain

A remarkable feature of the library movement in this country is the excellent regional system, which secures co-operation among libraries by the inter-lending of book from one library to another. The total number of libraries co-operating in the region systems is more than one thousand including urban, county and university and special libraries.

An Adult Education Committee was appointed in 1917 by the Ministry of Reconstruction "to consider the provision for, and possibilities of, Adult Education in Great Britain and to make recommendations." The Committee observed: "Whether from the point of view of the development of rural life or from the standpoint of educational provision, the adequate establishment of libraries in the county districts of Great Britain is an urgently needed measure. The fact that there are fewer social attractions in the country than in the towns, is itself a strong reason for the provision of libraries." As a result innumerable country and rural libraries came into existence.

### Soviet Russia

Soviet Russia may be said to be the pioneer of the library movement on the continent and enjoys a unique position, as it liquidated illiteracy in the state within a remarkably short period of 15 years. According to the census of 1920, sixty per cent of the population in the State were illiterate. The Soviet Government made it one of its special responsibilities to end illiteracy and planned to achieve this end by 1933-34—a task in which it has completely succeeded.

A number of centres for the liquidation of illiteracy, political cultural clubs and reading rooms, workers and peasants

houses, permanent and itinerant libraries, self-education centres, were started throughout the country. The cultural centres or cottage libraries are the venues for the gathering of peasants in the evenings. These are provided with radios and news is broadcast every day to the rural folk. Most of these centres contain a small stage for dramatic performance and serve as centres of recreation.

### India

Now coming to India we observe that the Adult Education movement is of recent growth. The opportunities for the libraries are many. It is, however, worth noting how the library movement is actually helping the Adult Education movement in some parts of the country, viz., Baroda, Bombay, Madras, Uttar Pradesh and Bihar.

Baroda State is one of the pioneers in the library and Adult Education movements. As early as 1914, a Library Department was established and as a result there now exist in the State 69 district and town libraries, 1,348 village libraries, 31 Mahila libraries and 13 childrens' libraries. Besides, there are 21 town and 222 village reading rooms. The Library Department has been so well organised that 85 per cent of the population have access to books.

In Bombay, an Adult Education Committee and a Library Development Committee were appointed by the Government in 1933, which recommended the establishment of a Central Public Library in Bombay, three regional libraries in Poona, Dharwar and Ahmedabad, besides 20 districts, 20 group circulating libraries under each library, 6 village circulating libraries under each group circulating library and approximately 8000 reading rooms. The Corporation of Bombay has started three public libraries, two for males and one for females, besides a number of reading rooms.

In Uttar Pradesh.—Government launched a scheme for the liquidation of adult illiteracy in 1939. The Education Expansion Department has been created, which started 1,440 libraries and 3,600 reading rooms.

In Bihar the mass literacy campaign was started in April 1938, and according

to the annual report of the Mass Literacy Committee for 1939-40, 4000 village libraries were opened during the year. It is estimated that about 450,000 people learnt to read and write as a result of the first year campaign. To prevent the new literates from lapsing into illiteracy the village libraries are supplied with specially written newspapers, journals and booklets.

In the South, the *Andhra Desa* and *Madras Library Association* have been doing their best for the promotion of the Library and Adult Education movements. For the first time in the country, Library legislation has been introduced in the Madras State and the Library Act has come into force since April 1950. The Government of Madras deserve our sincere congratulations but unfortunately much progress has not been made so far. This may be due either to defects in the library legislation itself or in the personnel appointed to implement the Act. But wherever the defects may be it is very necessary to investigate them and bring about remedies without delay. The cause of the library movement and through it Adult Education work also will be very much helped if trained librarians and Adult Education Organisers are given their due place in all local libraries.

### Conclusion

It will be seen from the foregoing that the development of libraries on a country wide basis is necessary corollary to all Adult Education work, because the achievement of literacy by large masses of people secured after years of strenuous work will be lost in no time, if it is not followed by the establishment of well organised libraries.

I may, in this connection, be permitted to place a few suggestions for organising libraries for Adult Education work.

1. Library training may be included in the syllabus for training of Adult Education teachers in Government Training Schools.

2. Small model libraries and reading rooms with suitable literature may be established in Adult Education Schools.

3. Preparation of a Union Catalogue of books useful for adults in various

## Educate the Adult Through the Film.

BY SRI T. N. RAO, B.A., L.T.,  
Deputy Inspector of Schools.

In this article, the author says that Social Adult Education is a nation-building process, and that, therefore, instead of being the exclusive concern of a single Department of a State Government, it "must form a Department by itself, raised to the position of a Central subject under a separate Ministerial administration."

The author further says: "There is bound to be criticism of the ideals and methods of Adult Education by even educated people who are being scared away by the very vastness of the problem. But, the magnitude of the problem should not deter us, if we mean business in right earnest. Did the magnitude of the task of winning freedom scare us? Did we not march on to our desired goal, inspite of tremendous obstacles in the way under the dynamic leadership of Mahatma Gandhi?"

The quickest and the best way of educating the adult and making him cultured and literacy-minded is through the film. In the fight against illiteracy and ignorance, the projector and the film are our potent weapons. Democracy presumes a homogeneous state of society comprised of enlightened and freedom-loving individuals with a keen sense of civic awareness. An illiterate and ignorant individual is not only a misfit in its fabric but also a drag on its progress and a source of danger to its very existence. Dr. A. L. Mudaliar, Vice-Chancellor of the Madras University, in his address to the Law College Representative Council, said: "The importance of enlightened public opinion vigilant and watchful, must be 'emphasized for the proper functioning of democracy'. To secure 'enlightened public opinion' there is no other method than effective propaganda. It is our first duty to raise the social, cultural, intellectual, and moral standard of the public on the quickest lines possible, and, to do this, the film is the best medium. Taking the example of Russia, we find that country has made very rapid strides in the progress of education and culture under the scientific genius of Mechurin, and the Stalin Five-year plan.

libraries in the districts and the interloaning of such books may be arranged by the District Adult Education Committees.

4. To make the libraries attractive and to create the reading habit, radios,

Joseph Stalin, the Dictator of Russia, said: "We want all our workers and peasants to be cultured and educated, and we shall achieve this in time". The Stalin plan is a plan of victory over elemental forces of nature and a plan of a drive for abundance and literacy. We should emulate this laudable example of Russia, and evolve the best plan for launching and spreading Social Adult Education on a nation-wide scale. Our Planning Commission should give due prominence to this nation-building activity and provide adequate finances and suitable administrative machinery.

### Some Aspects of Social Adult Education

Before I deal with the film and its uses in the spread of Social Adult Education, let me mention here some important aspects of Social Adult Education.

Social Adult Education is a preparation of the adult for adjustment, whereas child education is a preparation for life. A child is plastic and can be moulded to our requirements by the hand of an ideal teacher. An adult cannot be so moulded; he can only be adjusted or fitted into the community or group with carefully planned work and through raising of his social,

pictorial books and illustrated magazines, etc., may be provided in the libraries.

5. A Central Library and an Information Bureau on Adult Education may be established by the South Indian Adult Education Association.

economic and intellectual stature. In other words, the adult has to be transformed, whereas a child has to be reformed.

Social Adult Education is a science; it needs experts in scientific education. The individual or the adult is raw; he is to be rectified, smoothened and steadied before he can be properly adjusted in and to a dynamic society. Forces should be made to act on the individual so as to enable him to overcome his inertia and make him move with accelerated speed along with the forward elements of society. The quality and the quantity of educative force required should be measured in terms of the mass of his ignorance and illiteracy and the standard of his culture, and applied with great care and tact with due regard to his environmental influences.

Social Adult Education is also a field for research. We want research workers to discover, and to invent new things and new methods, in its development and application. The illiterate adult should not be allowed to choke the society to lag, nor the capacitative literate few to lead it. The society or group should be so transformed as to move forward at a measured pace in the path of progress to a desired ideal. Graphically the progress of human values can be likened to a sinusoidal curve. In the rapid march of time human values may rise and fall, but the adult educator should be able to find the timely values and arrive at a mean, according to which the individual could be correctly adjusted. The Government and the public and the workers in the field should so pull together that social values do not go below the datum line.

Social Adult Education is an art and a craft; to deal with it efficiently we need skilled workers and educational technicians. Lay men have no place in it.

Social Adult Education is also a humanity. It embraces the development of human values with reference to the past, the present and the future. *Such a valuable educative and nation-building process cannot be the monopoly of anyone department. It must form a department by itself raised to the position of a Central subject under a separate Ministerial administration.*

Modern science has given us the projector and the soundfilm and the Radio which

we can put to the best use in the spread of Social Adult Education. The Radio is no doubt a good and useful aid, but more important are a good projector and a specially designed and selected sound-film. The educative film differs from the entertainment film in the sense that the former is instructive while the latter recreative. Since the aim of Social Adult Education is the cultural development of the adult through entertainment, a combination of both would be highly useful.

### Features of a good film

Now, what are the features of a good film? A good or successful film is based on several factors in its making. The factors can be divided into two main groups: (a) Technical factors, (b) Creative factors. Photography, sound, developing, printing are examples of technical factors. Story or theme, direction, music, and editing are examples of creative factors. Perfection of technical factors alone or creative factors alone cannot make a good film. Both the main groups of factors should play an equal part and find perfection in the making of a successful film. Among all these the theme or story or subject dealt with, should give life to the film. The co-operation of educationists, producers, directors, and Cine-technicians is essential in producing good education films:

Education films can be classified into six broad groups:—

(1) Demonstrative film. (embodying e. g. Social service, welfare work, health, agriculture and citizenship activities.

(2) Process film:—(In which the processes and the procedure of various industries, manufactures, etc., are included.)

(3) Motivation-film: (In which conduct or making people do what is desirable towards the general good of the society as a whole e.g., Traffic, Safety, Road Sense, Community Manners etc.)

(4) Art film.—(This includes music folk-dances, various arts, shows, etc.)

(5) Instructional films:—(Showing how an automobile or steam engine or an aeroplane works, etc.)

(6) Information film:—(Giving current events, travel, etc.)

In the above six groups only a few examples have been given under each class of film and, we have a host of examples coming under the six Classes.

Again entertainment films can be divided into six groups: (1) Drama, (2) Romantic Comedy, (3) Musical (4) Classic (4) Thriller (6) Action-Drama.

#### Need for proper Selection

In exhibiting films at Community Centres care should be taken to make a selection of both instructive and entertainment films so as to attract the largest audience and get the maximum educational benefit.

The following are the special benefits of exhibiting educational films which serve to: (1) Provide motivation; (2) Extend the range of experience; (3) Aid the poor reader and slow learner; (4) Introduce new materials; (5) Clarify processes and procedures; (6) Increase the amount learned within a specified time; (7) Strengthen retention; (8) Clarify perceptions, concepts, and understanding; (9) Encourage further reading and study; (10) Produce more and better group discussions; (11) Reinforce other methods of learning;

The exhibition of good films also depends on a good projector.

In the ringing words of our Prime Minister, Pandit Jawharlal Nehru, "we must get away from the bullock-cart mentality", in every field of activity contributing to the human welfare. We must employ the most modern methods, and modern devices, and march abreast with other forward nations of the world in educating the teeming millions of this vast country.

#### Factors Conducive to Success

The success of Social Adult Education mainly depends on its content and method. The content must be utilitarian and occupational, and the method, novel and recreative. The overall aim of Social Adult Education is not only the achievement of adult literacy, but also the promotion of the social, economic and cultural standard

of the adult. Unless the content of our literacy drives and Social Adult Education programmes help to raise the productive capacity and the economic status of the individual there can be no inducement on the part of the illiterate adult to become literate. Unless the method is also made novel and recreative in character, there can be no incentive for regular attendance of illiterates at Community Centres. So, it is incumbent on us to so adjust the content and the method of our Adult Education campaigns as to make the illiterate adult realise the need for his getting literate in the same spirit as he would realise the need for his food and clothing. Our Hon'ble Minister Mr. J. L. P. Roche Victoria said, "People could understand and solve many problems of food and clothing and housing and health only if there were literates, and adequately and properly educated" It must be remembered that the real import of education is not mere knowledge but true wisdom.

I have already said that intensive and extensive propaganda is the best method for spreading Social Adult Education since most of our rural population is steeped in ignorance, not to speak of illiteracy; and that the film is the best medium for doing such propaganda. It is through attractive propaganda alone that we can make the Adult Education field ready for sowing seeds of literacy and culture. Since this is a beginning stage there is bound to be criticism of ideals and method by even educated people who are scared away by the very vastness of the problem. But the magnitude of the problem should not deter us if we mean business in right earnest. Did the magnitude of the task of winning freedom scare us? Did we not march on to our desired goal inspite of tremendous obstacles in the way under the dynamic leadership of Mahatma Gandhi? Are there no educationist leaders in India who can plan correctly and "show us the way" as did Mahatma in attaining freedom. The simple answer to these questions is that nothing should stand in the way of a determined people. Sri K. S. Rama swami Sastri, the Honorary Organise

Adult Education said that to-day "we need dynamic leadership in the field of Adult Education. This is the first snag", he said. Thoughtful educationists should come forward and lead and overcome this snag. India is not wanting in eminent educationists who can lead and also command.

#### The Thrills of a Cinema.

At present, nothing is more attractive to both the educated and the uneducated, the town-bred and the village reared adult, than the thrills of a cinema. I have known poor people who would rather forego their evening meal than miss an attractive film-show. We have seen cartloads of people coming from distant villages to witness a glamorous picture. We have seen unmanageable crowds at box offices and 'house fulls' and disappointments. What does it all show? It shows that the cinema or the film holds an attraction which no other entertainment can offer and that part of the thrill is that none of us can know where the film will be leading us next. Strictly speaking, the cinema belongs to the educational sphere since it embraces creative art and technical skill. It is here that science meets with art and combines to give ocular impressions that will wield tremendous influence over its spectators. We can therefore exploit this lure for entertainment and recreation to the best advantage of the illiterate masses, in the spread of education and culture.

To-day we have plenty of good and portable sound projectors in the market for our propaganda purposes. Gaumont, Bell and Howell, R. C. A. and Western Electric can give us some good projectors of smooth running type and of hum-less performance. But we do not have many good educative films specially designed for Adult Education. It is high time that the Central and the Provincial Film Boards took up this urgent question, and produced suitable films specially designed and meant for mass education in its varied aspects.

There is some doubt whether films should be of the standard size or 16 m.m. The latter cannot be enlarged and will serve only a limited audience. The latter is best suited for school purposes; perso-

nally, I would prefer the standard type of equipment and films in educating the public; school-boy equipment and methods may not have much appeal to grown-ups. The standard size equipment is no doubt expensive but the running cost of a tour van is much the same whatever size of projector or film is used. The initial increased outlay in the purchase of equipment is worth making, if we want to add weight and dignity to our propaganda.

#### Suggestions for Improvement.

It will not be out of place here if I make some practical suggestions for the improvement of the present Mobile Units placed in the Adult Education field:—

(1) The five vans placed in the field for propaganda purposes pale into insignificance when the magnitude of propaganda is considered. At least one tour van for each district is essential.

(2) Arrangements should be made to project pictures both from the van as well as outside according to necessity.

(3) An adjustable, portable card board or ply wood enclosure should be provided to screen off the equipment when taken out of the van for projection purposes.

(4) The volt meter supplied should be safely fixed up in the van.

(5) A vibrator pack should be provided for publicity and public address purposes and playing gramophone records as the van moves along.

(6) A discpick-up should be supplied for the gramophone in place of the present sound box.

(7) The horn units should be fixed up on the top of the van on either side.

(8) A bigger beaded screen should be supplied and, it should be capable of being fixed up without shake at film shows.

(9) A spare optic lens of longer throw, say of 70 to 80 feet should be provided for use in large auditoriums and theatrical halls.

(10) A tool box, spares and accessories, and fire protection appliances material pin-plugs, batton-holders, should be provided to deal with any possible emergency.

(11) L. I. Mirror are portable projectors should gradually replace the present sub-standard equipment.

(12) For the van, spare tyres and tubes, patching material a good lifting jack, and a good pump and petrol containers are needed.

(13) Co-ordinated administrative arrangements for the control of crowds at film shows are also necessary.

Now let me deal with the requisites of a good educational film :—

#### **Educational Theme needed.**

First a good film should be based on a really good educational theme. The theme should be carefully selected and should serve the purpose in view. It should have a beginning, a middle and an end. In the prescenario stage, the theme should receive the necessary treatment by a panel of educationists and film directors. The scenario or the shooting script should be prepared according to the length of the film and the subject treated. Sequences should be arranged so that there may be a gentle transition from the end of one scene to the beginning of the next. Continuity devices should be cleverly employed and inserts made wherever necessary. Directional touches or atmosphere can be added to give attraction to the subject dealt with. The picture should be shot carefully and edited properly so as to give a telling effect of the material or subject so treated. Since the educative film should be both entertaining and instructive, the tempo should be adjusted for emphasising any particular point both in the scenario and the editing stage so that the desired effect may leave a thought-provoking and lasting impression on the mind of the audience.

The second important requisite of a good film whether in black and white or colour, is that it should have a touch of reality in its concept, photographic effects and acoustic treatment.

The third and most important requisite of an educative film, whether a natural history or travel or story or motivation film, artistry, technique psychology and craftsmanship should be embodied as much in a non-dramatic subject as in a dramatic subject.

Among the six categories of educative films I have mentioned the information or documentary film is of great importance in the spread of Adult Education, because it brings us into touch with reality. Documentary film is a film of fact as distinct from a fiction or a feature film. The news reel, the teaching-film, the scientific-demonstration, the story-documentary, the film-essay are the different types of documentaries and will be of use in spreading useful information and knowledge.

The film is a dramatised subject in pictures. Film-education is realistic education. All the world is a potential film material. There is nothing which we cannot bring on the screen. Let therefore every one in our audience, be he literate or illiterate, go after the film show with the impression that there is something to learn, something to think about, something to do and your purpose is achieved. Let us not be scared away by snags or snares. Let us march on with stout hearts to our desired goal 'still pursuing' but let us also learn 'to labour and to wait.'

## **Await Early Release:**

**"WOES OF AN ILLITERATE"**

[படியாதவர் படும்பாடு]

## **Liquidation of Mass Illiteracy Needs Psychological Ferment.**

### **Eighth All-India Adult Education Conference Proceedings.**

The eighth session of the All-India Adult Education Conference was held on 25th October 1951 at St. Xavier's College when over a thousand Delegates from all parts of India were present including Dr. Amarnath Jha, Shri A. N. Basu, Sri K. S. Ramaswami Sastri, President, S.I.A.E.A. and Shri Sarvattam Rao.

Earlier Shri B. M. Kapadia, Social Education Officer and Secretary, Bombay City Social Education Committee, welcoming the Delegates stressed the reorientation of Adult Education into Social Education. He said Adult Education was wrongly taken by many to mean mere acquisition of literacy. In its enlarged concept it included besides the imparting of literacy, education of the people for citizenship in a democratic country and thus included instruction in health and hygiene, civics and general knowledge.

Giving details of the progress of Adult Social Education in Bombay City and State, Shri Kapadia stated that the movement got a good start as early as 1939 due to the wide foresight and personal guidance of Shri B. G. Kher, the Chief Minister and Education Minister. With Regional Committees working in Maharashtra, Gujarat and Karnatak and City Committees in Bombay since 1939 and since recently in Ahmedabad, Poona and Sholapur, the Bombay State was in the forefront of the Adult Education movement in the country. Shri Kapadia said that in 1950-51 alone nearly 6,000 Adult Education Centres in compact areas and 2000 in non-compact areas over 125,000 men and women were educated.

Referring to the movement in Bombay City, Shri Kapadia said that it was the biggest experiment in mass education carried on in a compact industrial area in India. The movement which was carried on by the Bombay City Social Education Committee had resulted in educating 250,000 men and women in 12 years. The Committee was conducting 2500 Social Education Centres in Marathi, Gujarati,

Hindi, Urdu and Telugu languages for educating 50,000 adults per year. Still the 12 lakhs of adults remained to be educated in Bombay which called itself the first city in India. Shri Kapadia hoped that the citizens of Bombay would try to make Bombay the first educated city in India.

Dr. Amarnath Jha requesting Shri Champaklal Modi, President, Bombay City Social Education Committee, to inaugurate the Conference said that Shri Modi's personal experience in the field of Social Education in Bombay for the last fifteen years would be helpful to the Conference in its deliberations.

#### **Common Aim and Objective.**

Inaugurating the Conference, Shri Champaklal G. Modi said that Social Education whether known as Adult Education, Mass Education or Fundamental Education had 'common purposes', viz. "The raising of the social, cultural and economic standards of the people by educational means in which Adult Literacy played an important part." With half the population of the world illiterate and ignorant, he said, as was well-realised by the UNESCO, the peace and security of the world would be at stake so long as there existed extremes in standards of education in different countries, because that inequality gave rise to exploitation of the backward countries by the more advanced countries.

#### **Create Psychological Ferment.**

Referring to India, Shri Modi said that though the literacy figures according to the 1951 census were not out, it could safely be assumed that the literacy percentage would be round about 20 per cent, a rise of about 6 per cent, in the last decade. This meant that even in 1951 over three-fourths of the people in India were illiterate. In view of the adoption of a Democratic Constitution based on adult franchise, it would be over-optimistic, the speaker said, to imagine

that democratic institutions could be run with entire success without rapid progress in literacy and Social Education. It was, therefore, right that the Government of India had decided to give priority to Social Education in its scheme of National Reconstruction and development. But if the Government of India were keen on achieving their declared target of raising the literacy percentage to 50 per cent in five years of which two years had already lapsed, it was quite essential and urgent, said Shri Modi, to adopt a different approach to solve the problem. Pointing to the example of Russia where illiteracy of over 10 crores of people was all but wiped out in two decades, Shri Modi emphasised, "if we want to create in India a similar atmosphere where illiteracy comes to be looked upon as a national evil, a psychological ferment has to be started and the mentality of the whole nation has to be transformed."

#### Community Centres

To create such wholesome ferment, according to Shri Modi, it was necessary that there should be India-wide dotting of the villages with Community Centres which would serve as "focal points from which the Social Education movement would go round." The National Planning Commission in its Five Year Plan had also recommended the establishment of Community Centres and he was glad to find that the Second National Seminar held recently at Indore had favoured that idea. But Shri Modi sounded a note of caution against copying the Western pattern of Community Centres. He emphasised that conditions and needs in the Western world are different from those in our own country. We should, therefore, base our Community Centres on the needs of the locality, on our own cultural habits of life and traditions. Education devoid of these cultural links is a negation of Social Education which means negation of democracy.

#### Bombay an Educational Clearing House.

Speaking about Adult Education in Bombay city, Shri Modi pointed out that a large population of its industrial labour came from rural areas, near and distant from Gujarat and Maharashtra, the Uttar Pradesh and Hyderabad. These workers not only got an opportunity of being educated in hundreds of Social Education

Centres conducted by the City Social Education Committee, but also they later on carried the message of Social Education to their native villages and thus cities like Bombay served as a clearing house for Social Education. Shri Modi concluded his address with a fervent hope that the labours of the Conference under the guidance of its President Shri Chetsingh would result "in the quicker achievement of a socially educated India."

#### Shri Chetsingh's Presidential Address

Principal Ranjit M. Chetsingh, in his Presidential Address, referred to the pioneer services of Bombay's Chief Minister, Shri B. G. Kher, Sir Rustum Masani, Prof. P. A. Wadia, Shri Champaklal G. Modi, Prof. Choksi, Shri N. M. Joshi, Mrs. Kulsum Sayani in the cause of Adult Education.

Speaking about the place of Adult Education in the life of people, Shri Chetsingh said that education was not a matter of the earlier years of life and it was pernicious heresy to say so. Life was itself an age-long pilgrimage of learning. In fact people could learn much more in their latter years than in the earlier. Quoting Prof. Earnest Barker, Shri Chetsingh said, "men educate themselves for citizenship by what they do to educate themselves when they have ceased to be educated by others." Hence the educated man continued to be educated every day of his life. Shri Chetsingh suggested that "while struggling to evolve an educational programme for the mass of our population, we should also give some attention to the problem of the education of the so-called educated." He, therefore, emphasised the need of a scheme of "continuation education" like evening classes on a vocational bias, polytechnics, commercial or technical institutes and handicraft centres—all held in the evening with facilities for recreational corporate activity. Not only cities but towns should have these "houses of learning" which would never ignore human and cultural values.

Shri Chetsingh also emphasised the need of organising less formal avenues of mass education in the form of "Forums" where attendance would be voluntary and where active participation by the audience in the discussions would be the main feature. He said such "People's Forums" should have devices like a symposium, a

debate, panel discussion, or a Brains Trust to suit different conditions.

Shri Chetsingh advocated a greater use of the agency of the radio educational conversations. Talks and debates of an educational character on the radio could extend the educational sphere.

Referring to the contributions that audio-visual technique can make to the education of the people, Shri Chetsingh said: "One of the basic defects of all learning in India is the lack of co-ordination between our different faculties and innate powers. Similarly learning by doing has also very little scope in our educational organisation." He, therefore, suggested the use of dramatisation and group motor activity in addition to the slide and the picture.

The two National Seminars at Jabalpur and Indore having considered the problem of the Removal of Illiteracy and of Community Centres, Shri Chetsingh hoped that the next Seminar would deal with the important subject of Parent Education, particularly among the so-called educated classes.

Concluding Shri Chetsingh said, "Let us not imagine any more that ignorance and stupidity is the monopoly of the illiterate, and let us put away that air of superiority with which we tend to approach this whole task of Adult Education. Let us go forward in faith and with zeal which comes of believing in the Right of all Men and Women to have opened to them the door of Opportunity and Light."

#### Resolutions.

The following resolutions were adopted after lively discussions:

1. The Conference notes with satisfaction that some State Governments have taken measures to associate

non-official agencies in their plans for Adult Education work. It urges upon those States who have not yet done so, to lose no time in harnessing non-official enthusiasm and experience in an effective manner in systematic work. Failure to do this is likely to defeat the purpose of the campaigns which are sponsored by official agencies from time to time.

2. This Conference generally approves of the recommendations made by the Second National Seminar held at Indore from October 11th to 20th 1951 on the organisation of Community Centres. The Conference, conscious of the place of Community Centres in the scheme of National Reconstruction, recommends that the Social Education Centres in the country should progressively become real Community Centres equipping the regional community with initiative, with leadership and local organisation for the solution of its problems and infusing real community spirit without distinction of caste, colour or creed.

3. This Conference notes with satisfaction that the broader aspects of Adult Education activity are being appreciated increasingly by a number of State Governments and non-official agencies. The Conference wishes to emphasise the wide and varied nature of Adult Education activity. Education is a life-long process, its aims being to make possible for the individual to develop to the fullest his stature. In addition to literacy and cultural education, adequate attention should be paid to vocational training. The standard of national efficiency and of economic production can only be raised, when the persons working in the farms and factories enjoy the work in which they are engaged and know how to do it more efficiently.

4. This Conference emphasises the importance of providing facilities for Continuation Education for the maturing of talents, both mental and moral, of those millions of our young people who are obliged to be engaged in the struggle for making a living in their early life.

5. The conference recommends the organisation of evening classes for equipping people for various vocations as well as providing training in handicrafts and cottage industries in a definitely educational atmosphere.

6. This Conference recommends to all the State Governments and other administrative units in the country that Adult Education to the different tribes in their jurisdiction should be imparted in the mother tongue of the tribe concerned through the Devnagiri script or in their Regional Script as is done for the Gonds and the Kolasin Hyderabad State.

#### Sri K. S. Ramaswamy Sastri on the aim and scope of Community Centres.

Sri K.S. Ramaswamy Sastri, President, South Indian Adult Education Association, taking part in the discussions at the Eighth All-India Adult Education Conference, made a valuable speech wherein he emphasised that Community Centres in India should not blindly copy Western institutions, but should instead base themselves on indigenous culture. He said: The movement for having a socially and economically

and politically educated people in India, which could fuse together liberty and equality and fraternity and justice—which are the ideals and objectives of the Indian constitution—was gathering momentum in Madras State. You may call it Adult Literacy or Adult Education or Adult Culture or Social Education or Fundamental Education. Probably it would be best to call it Social Adult Education. It has

become urgent and vital because of the grant of adult suffrage under the Indian constitution. But we must rest it on the higher ethical ground that freedom from ignorance is the basic human birth right, and is the real foundation of the four freedoms of the Atlantic Charter. Adult literacy should not be the end of our efforts; it should be only the beginning; but without that beginning nothing whatever by way of national uplift will happen. The common man must be able to discriminate between truth and untruth, the right and the wrong, the lovely and the ugly, the useful and the useless, if he is to realise his self, and if in that process and by that process democracy is to survive. Adult literacy is the root, Adult Education is the flower; and Adult Culture is the fruit. Eventually with the help of the fellowship of the rich and the poor and of the learned and the illiterate and with such external aids as vans, Reading Rooms and libraries and magic lanterns and educative films, we must make each Adult Literacy School a Community Centre.

### Indian Adult Education Association.

The following is a Report of the Working of the Indian Adult Education Association during the period from December 1950 to October 24, 1951 :—

During the period under report the Association concentrated on extending its association with States which had so far remained aloof and improving activities already undertaken. The following 22 organisations have joined the Association:—

1. U. P. Education Department, Allahabad.
2. Education Department, Bhopal.
3. Social Education Department, Orissa, Cuttack.
4. Shri Shivaji Education Society, Amravati.
5. National Christian Council, Nagpur.
6. Education Department, Tripura State, Agartala.
7. Education Department, Ajmer State, Ajmer.
8. Jodhpur Railways, Jodhpur.
9. Samuhya Seva Sangh Occanthurath P. O. Malipuram.
10. Social Education Department, Assam, Gauhati.

Continuing, Sri Sastri said: We must provide facilities for Continuation Education. Leaders must deem it to be a privilege and a pleasure and a duty to take to the adults, and these must freely ask questions at such informal meetings. The adults are sure to ask questions about rationing, prices, cloth scarcity, medical aid, roads, recreation, etcetra. Cheap and good music and Bhajanas and Harikathas should be made available. We must not merely copy Western ideals and methods, but should base our Community Centres on the needs of our rural and urban areas and on our cherished cultural ideals and traditions. The centres should also tell our less fortunate brothers how to get a little more income out of their lands and do their industrial work more efficiently and with more economic benefit to themselves.

"For Rich and Poor are One: They rise or sink together, Dwarfed or god-like, bound or free."

11. Education Department, Himachal Pradesh, Simla.
12. Social Education Department, Jammu-sander Kashmere State, Jammu.
13. Director of Public Instruction, Punjab (I), Simla.
14. Madras City Adult Education Association, Madras.
15. Lokshikshan Vibhag Rajasthan Vishwa Vidyapeeth.
16. Poona City Social Education Committee, Poona.
17. Ahmedabad City Social Education Committee, Ahmedabad.
18. Education Department, Madhya Pradesh, Nagpur.
19. Director of Education, Vindhya Pradesh, Rewa.
20. Director of Adult Education, Methodist Church, Gujerat Conference, Baroda.
21. South Arcot District Adult Education Association, Cuddalore.
22. Satyavati Memorial Trust, Delhi.

This brings the number of affiliated members to 51. Out of these 22 are State Departments of Education.

### Seventh All India Conference.

The Seventh All India Conference of the Association was held in Hyderabad on December 30 and 31 in the Osmania University. Shri Shafiq-ur-Rehman Kidwai, Director of Idera-Talim-o-Taraqqi, Jamia, presided. The Conference was inaugurated by the Hon'ble Shri Phool Chand Gandhi, Minister for Local Government, Hyderabad. The inauguration was attended by a number of eminent educationists including Dr. Amaranatha Jha and Dr. Zakir Hussain. The Conference adopted four resolutions. The first resolution was on the role of voluntary agencies in Adult Education work. The Conference emphasised the place of voluntary agencies in the schemes of Adult Education and recommended liberal support from the State for such agencies. We are happy to say a number of States have already announced their policy in this matter in conformity with the views expressed by the Conference. We hope more States would follow the same policy.

The second resolution was on planning in Adult Education Work. The Conference emphasised the desirability of adopting definite plans and for making budget provisions for a sufficiently long period on a progressive scale. The Conference felt that varying allotments over-looking the necessities of continuation and further progress of the endeavour result in great wastage of national resources both human as well financial. The resolution was circulated to the various States. We hope they will keep in view the wishes of the Association in planning future work in the field of Social Education.

### National Seminar.

The third resolution of the Conference deals with the National Seminar. The Conference considered such Seminars of great value as they help to bring together active national workers from all parts of the country to compare and study techniques followed in various areas for Adult Education work. The conference was of the view that National Seminars should be held every year and that in addition to it, Regional Seminars be also organised.

We are happy to report that it has been possible to held the Second National Seminar in Indore (Madhya Bharat) this year. The subject for the consideration of the Seminar was the *organisation of Community Centres*. The Seminar was held under the Directorship of Dr. Bool Chand, Secretary, Education Department, Madhya Bharat. Mr. A. R. Deshpande acted as Associate Director in place of Prof. A. N. Basu of the Central Institute of Education, Delhi, who was unable to attend. Prof. Humayun Kabir, Joint Secretary, Ministry of Education, Government of India, presided over the inauguration function. The Seminar was inaugurated by the Hon'ble Shri Manohar Singh Metha, Minister for Education, Madhya Bharat. Some distinguished educationists like Mr. K. G. Saiyidain, Joint Secretary, Ministry of Education, Government of India, and Mr. Cope of the United States of America also participated in the Seminar. The main conclusions of the Seminar would be placed before the Conference.

### International Contacts.

Dr. Amranatha Jha, President of the Association, attended the meeting of the Fifth Delegate Assembly of the World Organisation of Teaching Profession held in Malta towards the end of July 1951. Dr. Jha was re-elected to the Executive Committee of the World Organisation. Dr. Jha also visited Italy where he was received in special audience by the Pope. The Rector of the University of Rome held a reception for him, and he was invited to a meeting of the Italian Chamber of Deputies.

Shri. Shafiq-ur-Rehman Kidwai, President of the 7th All-India Conference and a member of the Executive Committee of the Association accepted the request of the Unesco to head an Unesco Fundamental Education Mission to Indo-nesia, in the month of January. Mr. Kidwai also visited the Unesco headquarters at Paris and met among others Dr. Jaime Torres Bodet, Director-General of Unesco. Mr. Kidwai also on his way back from Paris stayed in London and made valuable contacts.

Principal Basu was invited last year by the British Council to observe modern educational trends in England. During his stay in England Prof. Basu made valuable contacts and introduced the Association to similar organisations in the U. K. Three of

our other prominent members have accepted the invitation of Unesco and are working with that organisation. Mr. W. G. Eagleton of Mysore has accepted work in the Education Department at the Unesco headquarters. Mr. S. V. Srinivas Rao is working in the Unesco Pilot Project in Fundamental Education, in Ceylon. Mr. Sajjad Mirza of Hyderabad has also accepted the invitation of Unesco and is soon to take up an assignment.

Mr. K. G. Saiyidain Joint Secretary to the Ministry of Education, Government of India, and Vice-President, Indian Adult Education Association, visited Iraq and other places in the Middle East.

The Association had the privilege of arranging a reception in honour of the Director General of Unesco Dr. Jaime Torres Bodet when he visited Delhi in March, 1951. The first public reception was arranged in the Director General's honour on 22nd March in the Roshanara Club. Among those present were Dr. Amaranatha Jha, Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia Islamia, Pandit Govind Malaviya, Vice-Chancellor Benares University, Dr. Tara Chand, Secretary Ministry of Education, Prof. Humayun Kabir, Joint Educational Advisor to the Government of India, Shri R. M. Chetsing, Dr. S. R. Ranganathan, Dr. Yudhvir Singh, President, Delhi Municipal Committee, Dr. V. K. R. V. Rao, Dean of the Faculty of Social Sciences, University of Delhi, Dr. Ram Behari, Dean of the Faculty of Arts, Dr. R. C. Majumdar, Dean of the Faculty of Science, Sir Shri Ram, R. B. Harish Chander and Bawa Bachitar Singh, President, United Chamber of Commerce.

#### **Publications.**

The Association continued to bring out the *Indian Journal of Adult Education* as well as the *Social Education News Bulletin*. So far three issues of the Journal have been brought out during the current year

and the fourth issue is to be out in the month of December. The Social Education News Bulletin is being regularly brought out every month. From the month of August the Bulletin is being printed instead of being cyclostyled. This was necessitated by its wide popularity and greater demand for its copies. The Association has also brought out a report of the National Seminar held at Jubbalpur last year.

The Director of Adult Education Organisations and Agencies has already been brought out in a draft form. Material is being collected from other agencies and we hope during the next year it would be possible to publish it.

#### **Financial Position.**

The Association this year got a grant of Rs. 10,000 from the Ministry of Education, Government of India. The grant received last year was Rs. 20,000.

The balance on 30th September with the Association was Rs. 5048-11-0 Out of this amount we have incurred expenses of about Rs. 3,000 in connection with the Seminar and the Conference which are being held during this month.

We are happy to report that the Education Department of Hyderabad State has sanctioned a grant-in-aid to the Association of Rs. 200 a month i.e. Rs. 2,400 per year for a period of three years. The Government of Madhya Bharat have also sanctioned a grant of Rs. 2,000 for the current year. A separate financial statement is being presented to the Conference but the need for collections is obvious. It has also been suggested that the membership fees from Governmental organisations be raised suitably and that efforts should be made to enrol more subscribers for the Journal and the Bulletin.

## **The South Indian Adult Education Association and its Work.**

The following account of the origin and growth of the South Indian Adult Education Association, prepared jointly by its Organising Secretary, Sri T. J. R. Gopal, and its Publicity Secretary, Sri S. Airavatham, with the general approval of its President, Sri K. S. Ramaswamy Sastri, and its General Secretary, the Hon'ble Mr. J. L. P. Roche-Victoria (Minister for Food and Fisheries, Madras State) was issued for the information of the Delegates to the Eighth All-India Adult Education Conference, held at Bombay, from 24th to 26th October 1951:—

Inaugurating the First South Indian—Regional—Seminar in Besant Memorial School Gardens, Adyar, Madras, Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, said:

"Education is the vital need of the community, and no progress can be achieved in any direction without this truth being fully realised.

Whatever programme we may have for development of agriculture, communications and industry, that would depend on the quality of the personnel employed.

That is why Western educationists have insisted, and rightly, that there is no country which, as such, is rich or poor; a country is what its men and women have made of it.

It is right and proper that the South Indian Adult Education Association should take the lead in this field of national service. It is one of the oldest organisations in India, which has devoted itself to the spread of mass literacy and education through voluntary and non-official effort."

The South Indian Adult Education Association was formed soon after, and in pursuance of a Resolution adopted at the first South Indian Adult Education Conference held in the University Examination Hall, Madras, in February 1939, which was attended by Dr. Frank C. Laubach, the well-known protagonist of Adult Education, who happened to be visiting India for the first time. Although its aim was great and its objective was, as it continues to be, non-party, non-communal and non-sectarian, the Association could not make much headway in terms of practical work and achievement, firstly because the Government of the day was not interested in regenerating the people and secondly

because our national leaders had to concentrate all their attention on securing Independence, the sovereign remedy for all ills. Moreover, the value of Adult Literacy without which Adult Education has little significance was not adequately realised. Until he was converted by Dr. Laubach to the right view that Adult Literacy is all important and most fundamental reform, which alone could help political liberation and economic betterment, even Mahatma Gandhi thought that the problem of hunger should receive priority treatment.

#### **Dr. Laubach's Role**

Until India became politically free and a people's Government came to be established, the Association was not able to put into action any State-wide constructive plan for the obliteration of adult illiteracy; and all that it could and did do was to organise and hold Annual Conferences with a view to shaping all-State opinion and Regional Conferences in order to kindle local enthusiasm, and to carry out token activities as experimental measures. A Special Conference was held to enable Adult Education workers to meet Dr. Laubach who happened to visit India for the second time. A Night High School for adults in the industrial labour area of Perambur was taken over and developed, so that it is to-day a success which deserves copying in similar areas and with similar environmental advantages. An Adult Literacy Drive was conducted in a group of villages in North Arcot District with encouraging results. A short-term training course was initiated by the Association and about 2000 workers coached up in Adult Literacy techniques and adult psychology

were put into the field, and they have been rendering valuable service.

Adult Education received impetus from Sri T. S. Avinasilingam Chettiar, the first Education Minister of Madras State after Independence was achieved; he created a Section for Adult Education in the Office of the Director of Public Instruction, with an experienced Officer at its helm but working under the guidance of the Director of Public Instruction.

### The Adult Education Week

A new chapter was opened in the evolution of the Adult Education movement when the first South Indian Adult Education Week was organised by and celebrated under the auspices of the Association throughout Madras State with the active co-operation of the Government of Madras, in all their Departments.

The Adult Education Week has become a regular annual feature of the Adult (Social) Education movement, with its keynote of close co-operation between the official and unofficial agencies. The spade work done by the Association is recognised and an effort is being made to give fillip to the Association. The Week is sponsored and organised by the Association and a number of institutions and organisations affiliated to it. Collectors and heads of Departments in the Districts are requested by circulars issued from the Secretariat to see to the success of the Week celebrations as programmed by the Association.

A feature of the Week is collection of funds by sale of flags, donations and hundis, which are pooled into a State fund and distributed by the Association for Adult Education work in the districts. This State fund is sponsored by the Education and Food Ministers, the latter being the General Secretary of the Association.

The First South Indian Adult Education Week celebrated in February 1950 has led to the starting and functioning of Adult Education Centres in the Districts under the management of District Committees. The Second South Indian Adult Education Week has led to the starting and functioning of more and more Adult Education Centres. The Third South Indian Adult Education Week to be celebrated in the coming year 1952 soon after the General Elections based on Adult

franchise, can be expected to record a marvellous advance in Adult Literacy drive.

On 3rd August 1950, the Government of Madras issued an order based on the suggestion of the Director of Public Instruction, Madras, declaring that the work of liquidating illiteracy is, and must be, the concern of the whole administration, in all its Departments, and not merely the duty of the officers of the Education Department alone, and requesting the touring officers of the various Departments in the District to hold meetings at places they visit and give talks on subjects of current interest and supervise the work of Adult Education Centres.

The G.O. contains the seeds of a Revolution which is much more fundamental and far-reaching in its effects than what the political Quit India Revolution wrought in our country in August 1942. It is opening closed minds to the infinity of human capacity: it is therefore at once moral and spiritual.

We witness to-day in South Arcot district a phase of that tremendous intellectual Galvanisation. Under the earnest direction and inspiring guidance of the Collector, Mr. H.S. Paul, twelve Departments and 390 officers, gazetted and otherwise, are working out speedily but silently a comprehensive revolution. He is just carrying out the intentions of the G.O., nothing more and nothing less. The officers are willing to work, and the adults themselves are eager to learn and determined to wash themselves clean of the stigma of illiteracy. The Government of Madras are being advised by the Association to take steps to see that their policy is carried out also in the other districts, which can certainly be done without inconveniencing the officers and without adding to the public expenditure.

### The Value of Seminars

The Adult (Social) Education movement has been deriving much impetus also from the United Nations Educational Scientific and Cultural Organisation (Unesco) the chief object of which is to construct the defences of peace in the minds of men through Social Education.

The first Asian Seminar on Rural Adult Education under the auspices of the Unesco and organised by the Government

of India was held in Mysore in 1949; the first Indian National Seminar was organised by the Indian Adult Education Association, Delhi, and held at Jabalpur in December 1950, in pursuance of the assurance given by free India's first Education Minister, the Hon'ble Maulana Abul Kalam Azad, that the Asian Seminar's Recommendations would be examined and implemented by National and Regional Seminars. The first Regional Seminar was held in South India, Adyar, Madras, under the auspices of the South Indian Adult Education Association with the approval and patronage of the Government of India.

In his Valedictory Address to the Regional Seminar, Sri K. M. Unnithan, I.C.S., Education Secretary to the Government of Madras, clinched the whole issue and said that Adult Literacy must be achieved as quickly as possible and all effort, official and unofficial, should be mainly directed for that purpose. He invited the South Indian Adult Education Association to make concrete proposals. Accordingly the Association has prepared and presented to the Government a complete and comprehensive scheme.

The essential points of the scheme are that propaganda should be entrusted to the un-official agency, to wit, the Association and administrative responsibility shouldered by the Government. The Association would re-organise its District committees and have every Committee function as an autonomous, self-sufficient and self-supporting wing of the central organisation. It would start and run at least one Model Community Centre in every District, which will inspire and direct activity throughout the District, which will organise and maintain Roving Squads spreading the message in every nook and corner, and which will maintain a continuous supply of suitable, trained personnel for propaganda work. The Community Centre method combines all phases of work, both Adult Literacy and Social Education. The Association has been developing a Model Community Centre in the City of Madras, in a colony which has been named Swatanarnagar. It is a colony of a compact class of Municipal employees as well as a compact community speaking one language and with common beliefs, customs, practices and superstitions. We have formed a

Co-operative Society, we are acquiring from the Corporation of Madras 18 grounds of house site, and we propose building houses and making the colony a self-sufficient centre. We have been running a school for adults, and we are conducting a fundamental Statistical survey to collect data and base a scheme thereon.

The Association is alive also to the need for organising regional effort and for creating regional leadership. The Coimbatore and Nilgris Districts constituting a region held a momentous conference of Adult Education workers at Coonoor in May last, which was inaugurated by His Excellency the Governor of Madras. The Conference has been followed up by intensive activity in the Annamalai hills estates and elsewhere. Madurai and Ramanathapuram have combined and constituted an ideal region with a central Adult Education Committee. Madurai promises good work under the leadership of Sri T. K. Rama, its Municipal Chairman. It is a hallowed place, and blessed with earnest workers.

### Plan for Madras City

The City of Madras, as the metropolis of the State, would like to play its part. It has formed an Association and affiliated it to the parent body, the South Indian Adult Education Association. It held a conference on the 6th and 7th of this month, which was inaugurated by the Mayor of Madras, Sri R. Ramanathan Chettiar, in a remarkable speech urging radical measures to wipe out illiteracy. The Conference President, Sri S. Sachidanandam Pillay, a former Deputy Director of Public Instruction, commended the work being done in South Arcot District. A plan of action aiming at the liquidation of Adult Illiteracy in the city within a period of three years prepared by the City Association has been referred to a sub-committee for necessary action. The Association is alive to the growing need for continuation literature, and through its auxiliary, the South Indian Adult Education Co-operative Publishing Society, doing the needful. This is a vast field of work which calls for expert handling. The subject received

due attention at the Regional Seminar, and the Association hopes to be able to play its part effectively. The Association has published 15 books in Tamil, and 10 books in Telugu. It has published charts in all the regional languages. The demand for books and charts is great and growing rapidly. Tens of thousands of copies of Tamil books, especially three books of Sri T. J. R. Gopal, have been sold. The demand for Telugu books written by Sri G. Harisarvothama Rau is also showing a remarkable upward trend.

The Association is conducting its own official monthly English Journal, the "Adult Education Review" which is being run by two veteran journalists Sri Harisarvothama Rau and Sri S. Airavatham. It is conducting its own official monthly Tamil journal, "Muthiyor Kalvi", which is edited by Sri T. J. R. Gopal. It is giving a subsidy to a Telugu monthly journal and a Malayalam monthly journal which are devoted to the Adult Education cause.

### Madurai Adult Education Workers Meet.

Sri T. R. Raghavan, Honorary S.I.A.E.A., Organiser for Madurai District, convened a meeting of Adult Education workers which was held on 16.10.51 in the Collector's Bangalow, Sri N. S. Arunachalam, I.C.S., Collector, Madurai District, presiding. The question of spreading Adult Education in rural areas was discussed threadbare, and a number of conclusions were reached: that courses of training in Adult Education methods be conducted during the summer vacation; that 20 new Adult Education Centres be opened in places selected for the purpose in rural areas; that funds be collected for starting and running the Centres; that for inspection of the Adult Education Centers, Honorary Supervisors be appointed for every Taluk; and that officers of the

The Association embodies the Adult Education Policy enunciated by Maulana Abul Kalam Azad: it stands mainly for non-official and voluntary effort. It also stands for as much of indirect compulsion as is practicable. It has no doubt the public response to indirect compulsion will be enthusiastic, genuine and wide. The Association is receiving a wide measure of co-operation and support from institutions and individuals. The Andhra Desa Library Association has done excellent work, under the leadership of Sri G. Harisarvothama Rau. The All Malabar Adult Education Workers Association is spreading the message among workers, through their Unions and otherwise. Sri S. S. Vasan, Proprietor of the world famous Gemini Studio, has been a tower of strength to our movement. He has got our Seminar scenes filmed and can be depended upon for help in producing the Association's propaganda Tamil picture, "Woes of an Illiterate".

various Departments of Government other than Educational Officers be requested to take interest in Adult Education.

Sri T. K. Rama, Chairman, Municipal Council, Madurai, and Vice-President of the South Indian Adult Education Association, Sri L. T. Muthuraman, President, Madurai City Central Adult Education Committee, Sri P. V. Narayanaswamy Chettiar, District Supply Officer, Sri Seshadri, Lecturer, Madura College, Sri V. R. Ramaswami, Municipal Councillor, Madurai, and Sri P. S. Kandaswamy, teacher, took part in the discussions. The Collector said he would render all possible help. It was decided to hold another meeting at an early date of Adult Education workers from all parts of the District.

## Popularising Non-Cereals : Cafeteria Opened

**Annapoorna**, a non-rice Cafeteria started by the Madras Food Council and the Central Tea Board, was declared open on Saturday, 10th November 1951, in Government House Estate, Mount Road, Madras, by the Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food and Fisheries, and General Secretary, South Indian Adult Education Association.

Her Highness the Maharani of Bhavanagar presided over the function and His Excellency the Governor of Madras was present.

In her speech Her Highness said that in view of the crisis that was facing the people of South India, it was essential that the use of non-cereals should be popularised to supplement their food requirements, and congratulated the Madras State Women's Council, especially Mrs. Rajammal Anantharaman, Mrs. Cherian and Mrs. Clubwala, on their ceaseless efforts to bring the Cafeteria into existence. She also thanked the Central Tea Board and the Army for the co-operation they were extending to the propaganda.

### Mr Roche-Victoria's Speech

Declaring the Cafeteria open the Hon'ble Mr. J. L. P. Roche-Victoria said: Non-cereal food had to be popularised, and the starting of non-cereal cafeterias had become a duty. India's Prime Minister, Pandit Jawaharlal Nehru, had urged change in food habits as a way out of the food crisis. Popularising non-cereal cafeterias was one way of bringing about a change in food habits. In Hyderabad he (the speaker) visited non-cereal canteens and found the preparations there excellent. In Madras people should have a recipe of their own to suit their tastes. After all in the matter of food men had to take whatever was given to them by their women. That was the reason why that in any agency which was meant for changing the food habits of the people women had a very important part to play. The cafeteria he was opening was the first of the kind; it was in the hands of proper persons, and going to be run by people who had business experience.

### Madras State Women's Food Council

The Madras State Women's Food Council is a branch of the All India Women's Food Council, functioning under the auspices of the Guild of Service. The following report of the work of the Madras State Women's Food Council, since its inception, prepared

by Shrimati Rajammal Anantharaman, Acting Honorary Secretary, was supplied to the Working Editor of the 'Adult Education Review' at his request:

The Madras State Women's Food Council was formed under the Presidentship of Her Highness the Maharani of Bhavanagar on 26th August 1950, with Mrs. M. N. Clubwala as Honorary Secretary and Treasurer.

We are happy to state that 15 District Branches of the Guild of Service have also formed branches of the Food Council in their respective Districts and some of them are doing very active work.

The State Government of Madras sanctioned a sum of Rs. 1,000 towards non-recurring expenditure and a sum of Rs. 292-8-0 per month towards recurring expenditure every month.

The State Women's Food Council co-operates with the Food and Agricultural Department of the Madras Government and a Sub-committee consisting of Mrs. M. N. Clubwala, Mrs. Parijatham Naidu and Mrs. Rajammal Anantharaman has been formed to work out details for the running of non-cereal cafeterias.

The Grow More Food Committee of the Guild of Service under the Chairmanship of the Hon. Mr. A. B. Shetty, Minister for Agriculture, does very active work in encouraging vegetable cultivation and this Committee is three years old and now forms the State Branch of the State Women's Food Council.

Our President, Her Highness the Maharani of Bhavanagar, has laid out a very large vegetable garden in Government House Estate, Guindy, and we receive gifts of vegetables regularly twice a week and these are taken to villages outside the city

limits by our members during the weekly visits and sold to the poor at very nominal prices and at times given away free. Demonstrations of non-cereal preparations and also instructions to the villagers in the retention of nutritive values in foods are given by the Nutrition Department of the Women's Christian College. Unicef milk is also distributed to the needy children in these villages. Vegetables are also taken once a week to the poor in slums and they are distributed to them at a very nominal cost and sometimes free.

Constructive work was done by the members of the State Women's Food Council by visiting Chunampet, a village which is 75 miles from Madras, where it was reported that the villagers were suffering for want of drinking water and were unable to get food supplies. The authorities were contacted by the Committee and we are glad to state that their efforts bore fruit and the villagers are now being supplied with drinking water and relief shops have been opened. The Vice-President of the Food Council, Mrs. P.V. Cherian has taken very active part here and it is due to her efforts that we have achieved so much in Chunampet.

Recently a small hostel for poor Harijan children was opened by the Hon'ble Minister for Rural Development, Mr. B. Parameswaran, in Cheyyur village, Madurantakam Taluk. Every possible help is being rendered to the children of the Hostel by way of free Unicef rice, milk powder and free clothing.

Our trips to villages are very much appreciated, but still we find most of the villagers could not afford to have any of these dishes because of the prevailing high prices of non-cereals. The villagers are very responsive and are willing to try the recipes but many are unemployed and almost starving and they find it quite beyond their means and even if food could be prepared at cheap prices many could not buy. Gruel centres and mid-day meal for poor children in Elementary and other District Board Schools in the villages by the State Women's Food Council could be arranged. This would mean doing some

constructive work which will benefit the poor villagers. This free meals would prove to be a great attraction and draw the poor children regularly to school. In the crowded business areas in the harbour and other business areas in the city food packets filling and nutritious at cheap rate in moile vans would be of great help.

Very often when important public meetings were held in the City, the State Women's Food Council did not fail to use the opportunity to run non-cereal cafetaria to popularise non-cereal foods. Leaflets giving methods of preparations of non-cereals foods were distributed free to the public. These leaflets are printed in all the Regional languages. A non-cereal cafetaria was run very successfully for a week during the Madras Park Fair Exhibition and intensive propaganda was carried on. 20,000 leaflets on non-cereal recipes were distributed free to the visiting public at the Exhibition.

A cafetaria was also run recently at the All India Women's Conference held at Bangalore and the Mysore Government were kind enough to give us a grant of Rs. 500 for running the Cafetaria which was much appreciated by the Delegates who attended the same.

Besides these activities a successful Food Exhibition was run by the Madurai Branch of the Women's Food Council. A noteworthy feature of the Exhibition was the popularity of non-cereal dishes: Over 10,000 people attended and the Food Exhibition was a grand success. The Cuddalore Branch of the State Women's Food Council under the active leadership of Mrs. J. A. Paul, President of the Guild of Service, Cuddalore, is doing very active work. They have published a book on recipes which is found most useful and of great value.

#### Annappurna.

With the help of our President, Her Highness the Maharani Saheba of Bhavanagar, we have been successful in obtaining suitable premises on Mount Road which is most centrally situated in the heart of the business area. The Tea Board has agreed to equip the Cafetaria and run the same just as in Delhi and Hyderabad

and the members of the Food Council are very active in getting the place ready and it is to be opened by the end of this month. Mrs. B. Rossow, Chairman of the Cafetaria Committee, and her volunteers are terribly busy with the preparations.

#### Unicef Rice and Milk distribution.

The Unicef authorities were extremely kind and generous and have allotted to us 4,00,000 lbs. of milk powder and 308 tons of rice for distribution to the several branches and affiliated organisations. We are glad to say that milk powder was distributed to more than 90 organisations both in the City and in the Mofussal and rice was distributed to as many as 17 District Branches and 35 affiliated organisations of the Guild of Service and these gifts were welcomed by the beneficiaries especially at this time of food shortage. Mrs. M. E. Clibborn, wife of the first Secretary to the Deputy High Commissioner for U.K. in Madras, who is in charge of the above distribution spared no pains

in seeing to the proper distribution by personally supervising the same.

#### Nutrition Department.

The Food Council works in close co-operation with the Women's Christian College Nutrition Department and Miss. Pearson and Mrs. Phillips are very active and their work in villages is very much appreciated as it is carried out by trained people both in the City and throughout the State of Madras. Their main work consists of (i) Lectures on Food, Nutrition, Preparation of non-cereal food, (2) distribution of leaflets and recipes prepared by the Food Council, (3) Cleanliness and care of children. In short they do their utmost to make the life of the villagers more happy in every possible way.

#### Radio Talk.

Two broadcast in Tamil on "Food Problem and how best Women can help to solve it" and "Women and the Food Problem" were given by Mrs. Rajammal Anantaraman.

## Adult Illiteracy to be Wiped out in About Three Years.

(Continued from page 8)

months ending with the year 1952. The first quarter of 1953 shall begin in every Municipal Division with a set of three Social Education Centres, the second quarter with six more Centres; the third quarter with 9 more Centres; and the fourth quarter with 12 more Centres. Thus by the end of the year 1953 every Municipal Division shall have a minimum of 30 Social Education Centres. There shall be no restriction of the number of Centres and no stereotyped regulation of time-table. Each Municipal Division is entitled to develop Adult Literacy effort and Social Education endeavour within its sphere in its own way and at its own speed; if it has enthusiasm and resources enough, it can start with even 30 Social Education Centres in the very first quarter of the year 1953.

#### Constitution and Rules.

After the Madras City Social Education Association has been constitutionally and democratically formed, the Working Com-

mittee shall frame a Constitution and Rules thereunder for conduct of business and get the same approved and adopted by at least four-fifths of the General Body of 5000 minimum membership.

The quorum for every meeting held to elect members of Committees shall be four-fifths of the membership.

The President of the Central Committee shall have certain Special Responsibilities and Special Powers, and he shall be the supreme authority for the whole City. Similarly, the President of every Circle Committee and the President of every Division Committee shall have, within his jurisdiction, Special Responsibilities and Special Powers. The Division Committees shall meet at least once in every week; the Circle Committees, at least once in every fortnight; the General Committee, at least once in every month; and the General Body at least once in every quarter of a year.

## News and Notes.

### Villupuram Taluk Adult Education Committee.

The Hon'ble Mr. J.L.P. Roche-Victoria, General Secretary, the South Indian Adult Education Association, presiding, Kumari Hemamalini, to the accompaniment of Padams sung by her sister Kumari Padmini, B.A., Hons, gave a grand performance of Bharatha Nattiyam and Abinayam at Villupuram on Sunday, 30th Sept., 1951, in aid of the Villupuram Taluk Adult Education Committee. Kumari Hemamalini and Kumari Padmini are the daughters of the late C. Vijayaraghavan, I.C.S. They are not professionals. They give performances out of sheer devotion to the art and often in aid of good and great and public causes. The Adult Education cause is getting much support from them. In July last they gave a performance at Kakinada in aid of the South Indian Adult Education Association, which yielded a good collection of Rs. 16,000 from the district (East Godavari) as a whole. The collection for the Villupuram performance, which was mainly confined to the Taluk, was Rs. 8000. The moneys collected in both instances are meant to further Adult Education effort. Those who patronised the performance got good entertainment in return.

At the close of the performance at Villupuram, the Hon'ble Mr. J. L. P. Roche-Victoria congratulated the sisters on the reputation they had achieved through merit and on their devotion to public welfare.

The Villupuram Taluk Adult Education Committee was constituted under the guidance of Mr. H. S. Paul, Collector of South Arcot, for the purpose of celebrating the first South Indian Adult Education Week from the 3rd to the 7th Feb. 1950. Six Adult Schools came into being in the Taluk soon after the Week, in the beginning of 1950; the number of Adult Schools rose to 15 in the middle of the year 1950; and 38 Adult Schools were working towards the close of the year. At present, there are as many as 78 Adult Education Centres

and 23 Harijan Welfare (Labour) Schools. There are four Adult Education Centres exclusively for women functioning at Valavanur, Venkatesapuram, Bhimanaicken Tope and Santhanagopalapuram.

The Villupuram Taluk Adult Education Committee, an excellent team, consists of Sri A. Venkatesan, I. A. S., Sub-Collector, Tindivanam, (President), Sri S. Rangaswamy, B.A., Tahsildar, Villupuram (Secretary), Sri R. Gnanam, B. A., Rationing Officer, Villupuram, Sri D. S. Pathar, Honorary Railway First Class Magistrate, Villupuram, Sri M. R. Doraiswami Ayyar, President, Bench Court, Villupuram, Sri M. Shanmugham, Chairman, Municipal Council, Villupuram, Sri Gurumurthy, Municipal Commissioner, Villupuram, Sri P. Lakshminarayana Reddiar, Municipal Councillor, Villupuram, Sri G. Ganesan, Municipal Councillor, Villupuram, Srimati Krishnaveni Ammal, Municipal Councillor, Villupuram, Sri R. Ramamoorthy Chetty, the Headmaster of Villupuram Municipal High School, Headmistress of District Board Girls High School, Villupuram, Headmaster, Government Training School, Villupuram, Deputy Inspector of Schools, Villupuram, Deputy Inspector of Schools, Valavanur, and Sri P.S. Lakshmanaswamy of Gandhi Patasala, Villupuram (Treasurer).

### Tindivanam Taluk Adult Education Fund.

Kumari Hemamalini (pupil of Vazhuvoor B. Ramiah Pillai) gave a Bharata Nattiyam and Abhinayam performance, to the accompaniment of Padams sung by her sister, Hema Padmini, B.A., Hons, on 4-11-'51 in Sri Krishna Picture Palace Ltd., Tindivanam, in aid of The Tindivanam Taluk Adult Education Fund, Sri R. K. Tandon I. F. S., Consul General of India in the French Settlements in India, Pondicherry, presiding.

The Sri Krishna Picture Palace was pregnant with eager people who had come to enjoy the pleasure inexplicable of the Bharata Nattiyam and Abinayam team.

They had come in such large numbers firstly because the sisters are the daughters of the late Mr. C. Vijayaraghavan, I. C. S., who had spent a part of his official career in Tindivanam, and secondly because by her exquisite performance at Villupuram on 30-9-'51, in aid of the Villupuram Taluk Adult Education Committee, Kumari Hemamalini had won the appreciation of many a lover and student of the great art.



Kumari Hemamalini

Sri A. Venkatesan, Sub-Collector, Tindivanam, with the co-operation of the District Officials and leading non-officials, had made pucca arrangements. Among those present, specially invited for the occasion, were Sri K. S. Ramaswamy Sastri, Sri T. J. R. Gopal and Sri S. Airavatham, President, Organising Secretary and Publicity Secretary, respectively, of the South Indian Adult Education Association, and Mrs. R. K. Tandon who enjoyed the performance thoroughly. Kumari Hemamalini was at her best: she was all beauty and charm, loveable like a flower, and she succeeded in keeping the audience spellbound, whether or not the meaning of the art as exhibited by her was appreciated by one and all of the audience.

Addressing the vast gathering Sri K. S. Ramaswami Sastri said that Bharata Nattiyam was an ancient Hindu art expressive of most subtle and sublime emotions; and, if rightly understood and properly cultivated and presented, was capable of elevating the devotee. Kumari Hemamalini was considered by those who were competent to judge as one who had attained an appreciable level of proficiency. He has no doubt she would be blessed with great achievement. She had done well to serve the cause of Adult Education than which no cause was more fundamental, more ennobling and more far-reaching in its results. The value of Adult Education had come to be recognised even by those who had been lukewarm and sceptical, especially with reference to the context of Adult Franchise. It had become the avowed purpose of the State to encourage voluntary non-official Adult Education effort. The Government of Madras had given great fillip to the cause by declaring in a G.O. that liquidation of illiteracy must be the concern of the entire administration in all its departments and not merely the duty of the officers of the Education Department alone. South Arcot District had carried out the intentions of the G.O. fully: as many as 735 Adult Literacy Centres were functioning regularly under the control and direction of the District Committee. The South Indian Adult Education Association had reason to feel proud of what was being done in South Arcot, which was the offshoot of the Adult Education Week initiated by the Association. The Week was the cause of the State-wide awakening, and the spade work done by the Association had supplied the background to the momentous G.O. The Collector President of the South Arcot District Adult Education Committee had done well to ask and encourage every Taluk to stand on its own legs in the matter of securing public support for the Adult Literacy Drive through aid performances of Bharata Nattiyam and music. Sri A. Venkatesan, Sub-Collector, Tindivanam, and the officials and the non-officials who were co-operating with him to mobilise public support for the great cause of wiping out mass illiteracy, deserved congratulation for their excellent work.

which was being crowned with success. It was indeed the good fortune of the Tindivanam Taluk Adult Education Committee that it had secured an eminent man like Sri R.K. Tandon to preside on the occasion.

#### Sri R. K. Tandon's Speech.

Sri R.K. Tandon, addressing the gathering in English, said he was happy to be among those who were devoting themselves to the great cause of Adult Education which was nothing but preparing the people for full citizenship responsibility. The problem of mass illiteracy was acute and complicated and vast, and it could be solved only with the co-operation of the teeming multitude of illiterate adults, the State of course playing its part. The movement for solving the problem had therefore to be necessarily prompted and sustained by voluntary non-official effort. Every Social Service endeavour, even in advanced countries like Britain, was initiated, organised and conducted mainly by the people, receiving State support on a commensurate scale. He (the speaker) was gratified to learn that South Arcot District was making great headway in Adult Education effort, setting an excellent example to the other Districts in Madras State and, indeed, giving a lead to the whole of India. The people of South Arcot cherished the memory of Mr. C. Vijayaraghavan with gratitude and gave his daughters an affectionate welcome. The Bharata Nattiyam performance by Kumari Hemamalini was indeed worthy of the cause in aid of which it was given. He wished a great career to the sisters and success to the Tindivanam Taluk Adult Education Committee.

In compliance with the happy suggestion made by the Hon'ble Mr. J. L. P. Roche-Victoria, the Villipuram Taluk Adult Education Committee, in aid of which Kumari Hemamalini had already given a performance, had got made two gold medals and these were presented to the sisters amidst deafening acclamation by Srimati Krishna Venkatesan, the spouse of the popular Sub-Collector, Tindivanam, Sri A. Venkatesan.

#### The Hon'ble Mr. J.L.P. Roche-Victoria's Visit to Jakkarpalayam.

On 20th September 1951, the Hon'ble Mr. J.L.P. Roche-Victoria, General Secretary

of the South Indian Adult Education Association, paid a visit to the Adult Education Centre at Jakkarpalayam, 13 miles from Pollachi. The teacher, Sri K. Ramaswamy, gave an account of the work done at the Centre. The Hon'ble Mr. J. L. P. Roche-Victoria tested the reading and writing capacity of the learners and was satisfied with their progress; he also liked the local way of dancing known as Oyil Kummi performed with appropriate music words to drive home the need and use of literacy in present day India.

Also a public meeting was held, Mr. A.J. Maridoss, Vice Chairman of Pollachi Municipal Council, and Vice President of the Pollachi Taluk Adult Education Committee, presiding. Sri P. S. Subbian, Secretary of the Committee, paid a tribute to the Minister's keen and abiding interest in Adult Education. Addresses were presented to the Minister by Sri Narayanaswamy Naidu on behalf of the Panchayat Board, by an adult learner on behalf of the Adult School, by Dr. Chidambaram, and Dr. K. T. Thomas on behalf of the Sri Ramakrishna Deepam Homeopathic Hospital established in the village.

The Minister replied to the various points mentioned in the addresses; he expressed great satisfaction at the excellent work done in the Adult Education Centre and the awakening it had created in the rural area. He mentioned among other things the value of, and the work undertaken by, the Adult Education Seminars and the need for both men and women in the village to avail themselves of Centres of this kind opened with the help of Government grant. The Community Centres of this kind should be places shedding knowledge and enlightenment to villages in the neighbourhood. The Minister also promised, in appreciation of the good work done in the Centres, to pay from the South Indian Adult Education funds half grant for the purchases of a Radio set to be installed in the school. With the other half grant available from the Government, he said, the Centre might equip itself with a Radio very soon.

Then Sri S. Rajan, Deputy Inspector of Schools, Coimbatore Range, and Sri I. Paul Jesudasan, Deputy Inspector of Schools, Pollachi Range, spoke outlining the Adult Education work carried on in several

Centres and how in this Centre there was soon to be a class opened for women also.

With concluding remarks by the President and vote of thanks by Sri P. S. Subbian, the meeting terminated.

The Minister was profusely garlanded by the villagers and other Associations in the course of the meeting. The public meeting was followed by the Minister and other distinguished visitors sitting for a photograph and being entertained to tea in his residence by Sri P. Narayanaswamy Naidu, President, Panchayat Board.

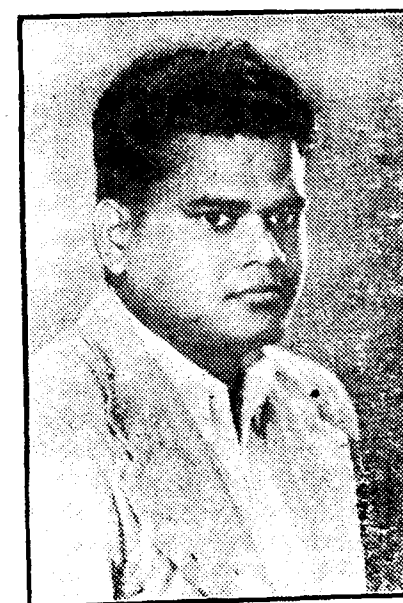
On their way back to Pollachi, the Minister was kind enough to pay a visit to the Homeopathy Hospital constructed recently at the entrance to the village and replied suitably to the representation made to him on behalf of the Hospital Staff by Dr. K. T. Thomas. A message of congratulation for the excellent work done in the Adult School in the village was received from Sri V.T. Titus, M.A., District Educational Officer, Madras. The Hon'ble Minister, in the course of his tour in the Plantation Area of the Anaimalai Hills, paid a visit to the Adult Education Centre at Lower Paralai and Chinchona on 21-9-'51 and was pleased with the Adult Education effort being made in the remote areas of the Hills.

The Hon'ble Minister returned from Valparai on 22-9-'51 and immediately afterwards visited the Municipal XI Ward Adult Literacy School for Women. He was garlanded on arrival by Sri R. Jagadisan, B.A., B.L., Municipal Commissioner and welcomed by Sri P. S. Subbian, Secretary, Taluk Adult Education Committee.

The Hon'ble Minister then examined the reading and writing of women attending Schools. The learners also recited in the presence of the Minister songs that they had learnt in the School. Here also the Minister was so pleased with the progress made by women learners that he promised half grant from the South Indian Adult Education Association towards the purchase of a Radio Set for the School.

With a vote of thanks by Sri I. Paul Jesudasan, Deputy Inspector of Schools, the visit came to a close. In this visit, he was accompanied by Sri P. R. Kandasamy Gounder, M.L.A., and various other leading officials and non-officials of the town.

The Hon'ble Minister then proceeded to visit the II Ward Municipal Adult School catering largely to the needs of Harijans and Municipal menials living close by. He was garlanded on arrival by Sri A. J. S. Mariadoss, the Vice Chairman of the Municipality and welcomed by Sri P. S. Subbian, Secretary, Adult Education



Sri Raja Rau, S. F. A. E. A. Honorary District Organiser for East Godavari, who contributed to the collection success of the performance of Bharata Nattiyam and Abhinayam by Kumari Hemamalini, to the accompaniment of Padams by her sister Hema Padmini, at Kakinada on 15-7-1951 in aid of the South Indian Adult Education Association, whereat the Hon'ble Mr. J.L.P. Roche-Victoria presided.

The Minister tried to assess the progress of the scholars in this school also and commended the effort of the Municipality in having opened so many Adult Schools in the Town. With a vote of thanks to the Minister by Srimathi Thangam Anantharaman, Municipal Councillor, the meeting terminated.

There was a Tea Party held at Pollachi Travellers Bungalow to the Hon'ble Minister Mr. J.L.P. Roche-Victoria by the Pollachi Taluk Adult Education Committee. Sri P. S. Subbian, Secretary, the

Pollachi Taluk Adult Education Committee, welcomed the Minister and spoke outlining the Adult Education work being done in this Taluk by the Committees. The Hon'ble Minister appreciated the work done by the Adult Education Committee and gave suitable reply to the proposals made by them. The Minister was garlanded by Sri A. S. Mariadoss, Vice Chairman of the Pollachi Municipal Council. Sri P. R. Kandasami Gounder M. L. A. also spoke about Adult Education. Many officials and non officials of the town were present at the Tea Party. With a vote of thanks proposed by Sri P. S. Subbian, Secretary, the Tea Party terminated.

#### \* Sri G. H. Rau's work \*

The following is a summary report of the work done by Sri G. Harisarvothama Rau, Hon. Organiser, Adult Education, Andhra-Desa during October, 1951 :—

Sri G. Harisarvothama Rau attended the Madras City Adult Education Conference held in Rajaji Hall on the 6th and 7th of October 1951 and rendered valuable assistance in its conduct. He looked into the affairs of the Swatantranagar Community Centre on the 9th. He left on the 13th and attended the National Seminar on the Organisation of Community Centres at Indore between the 15th and 20th. From there he proceeded to Bombay and attended the Eighth All India Educational and Adult Education Conferences between the 22nd and 26th. He was the representative of the South Indian Adult Education Association both at the Seminar and the Educational Conferences. He returned to Madras on the 28th and left again for Guntur on the 30th to visit the Government Training School for Adult Education teachers on the 31st and subsequent days. At the All India Adult Educational Conference he was elected to the Committee to prepare (1) the Teachers Charter and (2) the Children's Charter.

#### \* Centres in Travancore-Cochin State \*

We understand that the Travancore-Cochin State has sanctioned 30 Adult Education Centres for the current year. It appears arrangements were made to train 50 men to man the Centres; and 40 were actually trained. Provision has not been made even for these 40 though funds are available from the sanctioned allotment.

#### Adult Education Centres in Madras State.

The readers of this journal already know that about five months ago the Secretary to the Government of Madras in the Education Department issued a questionnaire to all the Local Bodies in the province. From information collected as a result thereof it is now ascertained that (1) the number of Adult Education Centres in existence before the questionnaire was issued was as follows: District Boards 54, Municipalities, the Corporation of Madras and the Mettur Township 150, Panchayat 2, Private management 967, making a total of 1170, and that (2) the number opened or being opened after the questionnaire was issued is as follows: District Boards 688, Municipalities and Mettur Township 214, Panchayat 494, making a total of 1396. This does not include private schools in Panchayat areas. Therefore the grand total as at present known is 2569.

#### \* Madras City Literacy Drive \*

A meeting of the Sub-committee constituted in October at the first Madras City Adult Education Conference was held in Mahajana Sabha Hall, Mount Road, Madras, at 2 p.m., on Sunday, 18th November 1951, Sri S. Sachidanandam Pillai presiding, to discuss and to decide the aims and objectives of the Plan of Action prepared by the Madras City Adult Education Association for wiping out adult illiteracy from the City of Madras as quickly as possible.

Various aspects of the problem mentioned in the City Plan were referred to and analysed threadbare and it was resolved to form an ad hoc General Committee consisting of representatives of Municipal Divisions at the rate of one each.

A Working Committee consisting of 21 members was formed from the General Committee.

The following office-bearers and members were elected:

**President** :—Sri S. Sachidanandam Pillai.

**Vice-Presidents** :—Sri K. S. Ramaswami Sastri and Sri G. Harisarvothama Rau.

**General Secretary** :—Sri A. Thiruganansambantham.

**Publicity Secretary** :—Sri S. Airavatham.

**Joint-Secretaries** :—Sri T. Neelakantan, Sri P. S. Krishnaswami, Sri V. Veeraragavan, Sri K. Hanumantha Rao, Miss R. Rajaratnam.

**Treasurer** :—Sri N. R. Narasingaperumal,

Messrs: T. J. R. Gopal, Pandit V. Natesan, A. Meenakshisundaram Pillai, A. M. Satya, P. S. Venkataraman; T. S. Nataraja Pillai, Sri V. M. Venugopal; Mrs. R. Radha, Miss Sakuntala Bharathi and Miss. N. Susila as Members.

The meeting terminated, with vote of thanks proposed by Sri A. Thiruganansambantham.

#### \* Rural Adult Education Teachers' Training Centre, Tangatoor. \*

A special Training Camp for educated rural people desirous of working Adult Education Schemes was conducted at Tangatoor, Banganapalle Taluk, Kurnool District, between the 7th & 30th November 1951; by Sri G. Harisarvotham Rau, M.A., Honorary Organiser, Adult Education Andhradesa, assisted by Sri K. Subba Rao, Junior Deputy Inspector of Schools, Koilkuntla Range kindly deputed by the Director of Public Instruction, Madras, to render help and Sri N. Srikantam, Editor, *Vayojana Vidya*. Tangatoor is a place nine miles away from Banganapalle without either Post Office or bus service. The people of the place, however, have worked for some time an Adult Education Centre without assistance or advice from outside. Sri Gali Subba Reddy and Sri B. Narayana Reddi, both youths of the place, have been responsible for a great deal of enthusiasm in the locality, so

much so that, when the Training Camp was thought of people have flocked to it voluntarily. Fifty four candidates from seventeen villages have been taken for training and have received certificates of attendance. Of these only ten are Elementary School teachers and all the rest are local cultivators. Tangatoor itself has contributed twenty to the number and it has started a second Adult Education Centre in the Harijana Wada. The training consisted of most of the items of Government Training Syllabus including Adult Psychology, means of propaganda and methods of administration and organization. The interest aroused was so keen that some of the trainees cycled or walked long distances up to about 10 miles every day to attend the course. It is hoped that through this awakening intensive work will be put in for Social Education. A Taluk Association has been formed with Sri Kamala Nagi Reddy Garu as President and definite duties have been assigned to it, so that day to day activities may be developed and watched. Within the short period of one week the trainees have not only prepared their own charts and learnt propaganda songs and verses but also they have Gota Burra Katha (Ballad story) prepared and have learned to stage it. The trainees have had exercise in conducting meetings and carrying on discussion. Sri G. Harisarvotham Rau, M.A., assisted the existing Adult Education Centre for the second time and opened a new school in the Harijana wada.

#### Request to Subscribers.

With this issue, November 1951, the *Adult Education Review* commences the third year of its career.

I am desired, on behalf of the South Indian Adult Education Association, to thank the Government of Madras, the Director of Public Instruction, Madras, and the various District Educational Officers, Divisional Inspectors of Schools and Deputy Inspectors of Schools and Inspectresses of Girls' Schools, Headmasters and Headmistresses of Government High Schools, Training Schools and Basic Schools, and the general public for the co-operation they have extended in the matter of running the *Adult Education Review*, and to request them to renew and continue their co-operation.

In the coming days when the Adult Literacy Drive contemplated by the State is likely to take shape and the un-official agency may come to be recognised for propaganda purposes, the *Adult Education Review*, as the official monthly journal of the South Indian Adult Education Association, will have to play a vital part in developing and publicising the Adult Education effort, and has to be equipped and strengthened for the purpose, with adequate sinews.

**T. J. R. Gopal,**  
Organising Secretary, S.I.A.E.A. &  
Publisher, 'Adult Education Review.'

# "RAMARAJYA"

A new Political English weekly journal to be edited  
by Sri S. Airavatham

Sri S. Airavatham and Sri S. Sundaresan, L.P.T., declared themselves before the Chief Presidency Magistrate, Madras, on Wednesday, 14th November 1951, as Publisher and Printer respectively of *Ramarajya*, a general mainly political English weekly journal.

*Ramarajya* will be edited by Sri S. Airavatham, a veteran journalist of vast and varied experience of all-India range, published from No. 6 West Tank Square Street, Nungambakkam, Madras 6, and printed at the Central Co-operative Printing Works, 1/17, Mount Road, Madras 2.

Sri Airavatham is recognised as an accomplished writer by eminent authorities. According to the Right Hon'ble V. S. Srinivasa Sastri, Sri Airavatham has "a marvellous power of interesting the reader", and according to Dr. Bhagawandas, Sri Airavatham has "an excellent command of the English language and much power of description".

Sri Airavatham's writings had been quoted and commented upon in British newspapers and periodicals and won words of appreciation and admiration from Sir P.S. Sivaswami Aiyar, Justice Seshagiri Aiyar, Justice Jackson, C.V. Krishnaswamy Aiyar, Sriman S. Srinivasa Aiyangar, S. Kasturiranga Aiyangar, A. Rangaswamy Aiyangar, S. Satyamurti, Dr. G.S. Arundale, Sir C. P. Ramaswamy Aiyar, Justice Chandrasekhara Aiyar, Sri V. Bhashyam Aiyangar, retired High Court Judge, Sri M. Bhaktavatsalam, Sri C. Perumal-swamy Kaddiar, Sri K.S. Ramaswamy Sastri, Sri G. Harisarvathama Rau, Vavilla Venkateswara Sastrulu, Sri T. Prakasam, Sri Sami Venkatachalam Chetti, V.J. Patel, Sir Chimanlal Setalvad, M.A. Jinnah, N. C. Kelkar, Sri M.R. Jayakar, Dr. S. Kitchlew, Dr. Satyapal, Pandit Madan Mohan Malaviya, C.Y. Chintamani and Sri Prakasa.

*Ramarajya*, which will commence publication in a few weeks, will be non-communal and non-sectarian in its outlook and policy, and work for the ideals and objectives summed up in the title. Adult Education, Economic Justice, State Socialism, and Safeguarding Sanctity of Family life, in particular.

## The Hon'ble Mr. J.L.P. Roche-Victoria's Message

The following Message from the Hon'ble Mr. J.L.P. Roche-Victoria, Minister for Food and Fisheries, Madras State, and General Secretary, South Indian Adult Education Association, speaks for itself:—

"Mr S. Airavatham, who has been rendering valuable service to the South Indian Adult Education Association as its Publicity Secretary and as the Working Editor of its official monthly English Journal, the 'Adult Education Review,' is a journalist of all-India experience covering a period of over three decades.

Mr. Airavatham is acknowledged by eminent authorities as an accomplished writer and as an original and sound thinker. He is singularly free from prejudices and predilections; non-party, non-communal and non-sectarian in his outlook.

Mr. Airavatham is therefore an ideal journalist and a dependable chronicler and interpreter of current events. There is in his writings a refreshing tone of idealism, which accounts for the striking individuality and vigour of his style.

Mr. Airavatham is starting a new English weekly, *Ramarajya*. I wish him all success in his new venture.

For Particulars, please write to:—

Sri S. AIRAVATHAM, No. 6, West Tank Square,  
Nungambakkam, Madras 6.

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## Adult Education Review

Vol. III] DECEMBER, 1951. No. 2.

### Democracy will not function Efficiently unless and until Adult Illiteracy is removed

Now that the first General Elections under our self-made "model" Republican Constitution, on the basis of Adult Franchise, are being conducted, are confronted with the appalling volume of adult illiteracy, which they had neglected so long.

Illiterate voters have to be taught by party candidates and their agents how to choose the symbol they want, since symbols have taken the place of names of parties. If literate, the voter will choose his candidate unaided.

The result is, there is, so to say, a wave of general resolve that by the time the second General Elections come to be held adult illiteracy should be wiped out. Candidates now realise that Democracy will not function effectively unless and until adult illiteracy is liquidated.

If they win, will they organise a country-wide campaign for Adult Literacy? This is the supreme question of the hour; and it is for our future legislators to answer, if they would be true to their motherland.

S. A.

**SIAEA**  
EACH ONE TEACH ONE

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

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# ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. III

DECEMBER, 1951.

No. 2

## EDITORIAL

### Give the Citizen Hope

We often hear the complaint, in the Adult Education world, that the Adult in India is apathetic to his own improvement. Some very good friends of the Adult Education movement—to wit, certain enthusiastic High School teachers—state emphatically that they are eager and prepared to teach adults provided *they come*. Other regularly trained Adult Education teachers start Centres. They somehow gather together numbers of the illiterate on the first day and after a time come and say the adults have ceased to take interest and therefore the Centre cannot run. There are many reasons for this apparently hopeless situation. We do not desire to go into them all in this article. Provided the teacher is persistent, provided the social touch is given to the Centre with song, verse, play and entertainment and provided we are able to create enthusiasm in the local educated youth to carry on the nation-building activity of Adult Education, there is no reason why any Adult Education Centre should close down. There are many areas in which splendid work is being done in these respects. Ex-

perience gained in the movement tells us that ere long we shall be in a position to make Adult Education fairly the mass movement that it must be.

But, one factor in the situation should be fully realised. The poor man in the street who forms the bulk of the illiterate ninety per cent of our population is pressed by long habit and custom to grovel in the dung hill of his doom. He has not been taught to cheer up in the hope of a bright morrow through enlightened exertion. He is very deeply entrenched in his belief that he cannot raise himself in his status step by step even from where he is, even from the hell of want and social degradation. He is unable to realise that he is the master of the circumstances in which he is placed and by exertion he can rise above them. To him the noble God that should spur him on to action has been replaced by the dead weight of fate. He believes in his being made by the Creator to suffer the ills he suffers and therefore he should suffer them. This suppression of individuality will ultimately rebound against society

in a manner most dangerous to peaceful life. The bare minimum of physical want, when unfulfilled must end in wild action. Unsocial elements can easily take advantage of the helplessness of the mass and reap benefit out of the chaotic mental state of the people. It is therefore essential that the Adult Educationist should put hope into the adult and drag him out of the mire of slothful dependence on some distant good or evil power to shape his destiny without his effort. This is the biggest task before the educationist and if he forgets it he forgets his whole job. It is here that he can well frame the rural mind to habits of community life by providing the attractive educative atmosphere which ennobles

the individual while it enriches his capacity to do and live. It is in this spirit of moulding the individual into a proper social unit that the Literacy and Adult Education Campaign should be conducted. We desire to warn our Adult Education workers that their business is not to sit in a class and teach the three R's for what it is worth. As we have so often said, literacy of the Adult is literacy to make him fit to take his place as an effective unit in the social structure through enlightened effort for his own improvement. Let all Governments beware and help to give the villager, their own master, hope and cheer through providing for gainful effort which is the central idea in all Adult Education.

### Interest the Educated Village Folk.

The Village Teacher by himself may not carry the load of Rural Adult Education. Not only that. The Madras State Government Scheme of Adult Education through training and aiding the Adult School teacher can never perform the miracle of obliterating illiteracy or educating the Adult sufficiently within a measurable distance of time. As at present envisaged, we shall have at the end of March 1952 in the whole State not more than 3010 Adult Education Centres. Each of these is expected to prepare 100 literates per year at the highest. At present the turnover per Centre does not appear to exceed 20 per year. Even granting we can expect the fullest results we shall not have more than 3 lakhs of literates turned out annually. We know the illiterates in our State exceed three crores. Therefore it does not stand to reason that the Government Scheme can go a long

way, though it is absolutely essential as an organised minimum. It should therefore be the duty of the Adult Educationist as well as the Government to take all measures to interest the educated villager to do his best in his own village in celebration with his compeers. A mere Committee set up in the village to help the Elementary School master who runs the Adult Centre will never Suffice. The villager should get the enthusiasm to run the scheme himself. Therefore he should get some training in Adult Education as well as in other matters vitally in interesting him in his village work. We therefore welcome the new scheme that Sri G. Harisarvthama Rau, Honorary Organiser for Adult Education for Andhradesa, has begun to work of interesting the Rural Educated folk by giving them training for about a week both in Adult Education and specific subjects

### GREETINGS TO READERS

We wish you all, dear Readers, a happy and prosperous New Year.

The year that is passing, 1951, witnessed most strenuous propaganda for Adult Education, the Week, the Seminar, and the Coonoor, Madurai and Madras City Adult Education Conferences.

The New Year, 1952, the first under our Republican Constitution, promises even more fruitful activity. May the torch-bearers of Adult Literacy and Social Education have good time and encouraging results attending their effort!

Editor, "Adult Education Review."

of their choice like Panchayats, Co-operation, cottage industries, Agriculture or the like. He tells us that on a rough estimate 15 periods of 45 minutes are given to Adult Education, 15 periods to the special subject, and 15 periods to General knowledge inclusive of elementary knowledge of

such of those subjects as do not form the special subject. He expects full co-operation from the Department of Education, other Development Departments, Collectors of Districts and all others interested in Rural Welfare. We do hope it will be given unstintingly.

### A Survey of Education in Australia.

The history of the development of a modern school system in what was one of the 19th Century's "under-developed regions" is told in "Compulsory Education in Australia," a study just published by the United Nations Educational Scientific and Cultural Organization in Paris.

This study, compiled by leading educators on the initiative of the Australian National Commission for Unesco, is part of a series designed to present various solutions—which have proven successful—to the problem of providing schools for all.

Australia's approach is of particular interest to many educators who, today, are faced with the same problem of setting up a smooth-running school system in areas isolated by distance or poor communications from a central authority.

The study traces Australian education back to the days when the idealistic chairman of the South Australian Company announced that "I consider it a duty before even a tent be set up in the new province, to provide for education."

But, too often, history did not march that way. It was the schools which remained in tents with low standards of teaching while hard-working settlers concentrated on what

appeared to them to be more immediate problems.

Out of this, however, has grown a unique system of education in which each of the six Australian States is responsible for the schools in its area. There is no centralization such as in France. On the other hand, there is more State control than in the United States where school problems are often in the hands of local boards.

The advantages and disadvantages of the Australian system or frankly evaluated in this study. Its authors point out that the state system has proven advantageous to children in "rural areas" (Australians are used to distances—their state laws provide that a child of ten years, for example, must attend school if his classroom is not more than a three-mile walk from his home, or two miles if he is under ten.) At the same time, the authors state, more local participation in school affairs might ease school financing problems, and they approve of a growing trend along these lines.

The study ends with a clear warning against "direct copying of method from one country to another." "Australia's solutions, the author states, 'are more likely to be of use as guides and suggestions—both negative and positive—to any country with roughly the same economic and social background which has a firm belief in making education universal and compulsory.'"

## S.I.A.E.A. Executive Committee Meets.

A meeting of the Executive Committee of the South Indian Adult Education Association was held at 6 p.m. on Sunday, the 9th December 1951, in the premises of the Association, 2-21 First Line Bench, Madras-1, with the President, Sri K. S. Ramaswami Sastri, in the Chair. Besides the President the following members were present: Sri G. Harisarvathama Rau, Vice-President, Sri T. J. R. Gopal, Organising Secretary, Sri S. Airavatham, Publicity Secretary, Sri P. S. Krishnaswami, Director, Arundale Adult Education Centre, Adyar, Madras, M. L. C. Richard, Municipal Commissioner, Vellore, Sri T. Neelakantan, Secretary, Asoka Society, 160, Thambu Chetty Street, G T., Madras, Srimati R. Radha, Lecturer, Queen Mary's College, Madras, Sri P. Nagabhushanam, Regional Secretary of the S. I. A. E. A. for Andhra Desa, Sri P. Veeraragavan, and Sri V. Sundararama Dutt.

The minutes of the last meeting of the Committee held on Sunday, the 7th October 1951 in Rajaji Hall, Mount Road, Madras, read by the Office Magager, were approved and adopted by the Committee.

The Organising Secretary read out a report of the activities of the Association for the period of three months ending with 30th November 1951. The report stated:

In September, the film produced by the Gemini Studio of some of the scenes of the first South Indian (Regional) Seminar on Adult Education organised by and held under the auspices of the South Indian Adult Education Association with the approval and patronage of the Government of India, in April 1951 in Damodar Gardens, Adyar, was ready for release. A trial show was given in the Preview Theatre, Gemini Studio. Sri S. S. Vasan, Proprietor, Gemini Studio, received the Hon'ble Mr. J. L. P. Roche, Victoria, and suggested a few improvements. Sri A. G. Vilvaroy, the Organising Secretary and the Publicity Secretary were also present at the trial show. A Reception Committee was formed for the First Madras City Adult Education Conference, and a propaganda meeting held in Sannathi Street, Mylapore, which was addressed by the Hon'ble Mr. J. L. P. Roche, Victoria, Sri K. S. Ramaswami Sastri, Mr. Titus, D.E.O., Madras, Sri S. S. Avadhaniar, Sri Kudanthai Balu and others. Three meetings were held in Swatantra Nagar, Krishnapet, Madras, and the benefits of a Co-operative Site Society were explained.

The Organising Secretary took part in the meeting held in Tanjore to form a Tanjore

Taluk Adult Education Workers Association.

In October, under the auspices of the Madras City Adult Education Association, which is affiliate 1 to the S. I. A. E. A., the first Madras City Adult Education Conference was held, Sri S. Satchidanandam Pillai, presiding. The Conference referred to a Sub-committee the Plan of Action prepared by the City Association to wipe out adult illiteracy within three years.

Sri G. Harisarvathama Rau and Mr. L. C. Richard attended the Second National Seminar at Indore as Association Delegates, and Sri P. Nagabhushanam represented the Association at the Madras State Conference of Social work held at Vijayawada. Sri K. S. Ramaswami Sastri, Sri G. Harisarvathama Rau, Sri T. J. R. Gopal and Mr. L. C. Richard participated in the All India Adult Education Conference held at Bombay. The Organising Secretary met Lady Thackersy, Mr. Reuben Ani and others and enlisted their support for the Adult Education cause. Mr. Ani was pleased to send Rs. 100 towards the 'Adult Education Review.'

The General Body meeting of the South Indian Adult Education Co-operative Publishing Society was held, and a new Board of Directors elected.

At the instance of the General Secretary, the Rotary Club was good enough to place its premises at the disposal of the Association for organising a Community Centre.

In November, the Organising Secretary participated in the All Malabar Adult Education Workers Conference held at Kozhikode; and he opened an Adult Education Centre for Men at Meppayil.

The Committee authorised the Organising Secretary to fix the venue of the Eighth South Indian Adult Education Conference in consultation with the Regional Secretary for Kerala and the All Malabar Adult Education Workers Association, and tentatively fixed some day in the latter half of May or the first half of June and resolved to request Mr. Pylee, present Minister for Education, Travancore-Cochin, to preside. The Committee resolved to celebrate the Third South Indian Adult Education Week in the first week of September 1952 and to organise short-term training courses for teachers who would run Adult Education Centres started by the Railway and such other Departments and formed a Sub Committee to draw up a scheme.

## Future of India depends on her adult men and women

### Sri Damodara Menon's Address to A.M.A.E.W. Conference.

Addressing the All Malabar Adult Education Workers' Third Annual Conference held at Kozhikode on 18th November 1951, Sri K. A. Damodara Menon, Member of Parliament and a former Editor of *Mathurbhumi* Malayalam Daily New-paper, said that the problems of poverty and disease could be solved only if the people were enabled, through education, to help themselves and fulfil citizenship responsibility.

Sri Damodara Menon, emphasising the importance of literacy, said that it was a means to the end of Social Education.

At 10 a.m. on Sunday, the 18th November 1951, the old Malabar District Adult Education Council met in Town Hall, Kozhikode, the venue of the All Malabar Adult Education Workers' Third Annual Conference, Sri E. Raman Menon, B.A., L.T., former Educational Officer of the Malabar District Board, and President of the All Malabar Adult Education Workers' Association, presiding. The following persons were elected as the office-bearers and Executive Committee members for the year 1951-52:

Sri E. Raman Menon, President;  
Sri K. Kutti Krishnan Nair, Vice President;  
Sri M. Krishnakutty Nair, General

Secretary;  
Srimati Manikutty Amma and Sri R. Balakrishnan Nair, Joint Secretaries;  
Sri N. A. Krishnan Nair, Sri Appa Nambiar, Sri M. Kutti Krishnan Nair, Sri E. A. Narayanan, Sri C. K. Gopalan Nair, Sri V. P. Balan, Sri K. S. Narayanaswami, Srimati E. Madhavi and Sri R. Narayanan Nambiar, Members.

The Subjects Committee of the All Malabar Adult Education Workers' Third Annual Conference met at 11 a.m. in Town Hall, Sri E. Raman Menon presiding, discussed and approved the Resolutions drafted by the Reception Committee for adoption by the Conference. The Resolutions were discussed and finalised by a Delegates' Session which met at 4 p.m., Sri E. Raman Menon presiding.

Sri K. A. Damodara Menon, Member of Parliament and a former Editor of *Mathurbhumi*, a Malayalam daily newspaper, presiding, the plenary session of the Conference began at 5 p.m.

Welcoming the Delegates and others to the Conference, Sri E. Raman Menon said that the All Malabar Adult Education Workers Association was conducting a Community Centre under

its direct management, and the Association members were running 138 Adult Education Centres in various parts of the district. The Association was concentrating on literacy and functioning as a non-political organisation so that it might bring together persons of all shades of political opinion for essaying the common task of spreading Social Education, and it would certainly continue to maintain its non-party character.

Sri Raman Menon extended cordial welcome to friends who had come from all parts of Malabar and other places, particularly to Sri K. A. Damodara Menon, Sri J. J. R. Gopal, Sri K. P. Krishnan Nair, Sri Perumal, Adult Education Officer, Tamil Nad and West Coast, Sri V. Parakutty and the D. E. O. Central Malabar.

Concluding Sri Raman Menon requested Sri K. P. Krishnan Nair, B.A., retired Collector, to inaugurate the Conference.

Sri K. P. Krishnan Nair, inaugurating the Conference, thanked the organisers for the opportunity given to him to associate himself with such a great movement. The healthy evolution of Democracy and its fruitful functioning in India, as elsewhere, he said, depended mainly on the people themselves, their sense of responsibility, truthfulness and non-violence. He would have the Association run classes for training the masses for co-operative action and to inculcate into them a sense of honesty, without which literacy effort could not yield the desired fruit of social progress and social welfare. He was happy to find the Association members doing excellent service and congratulated them on their earnestness of purpose and public spirit. He explained how people in England behaved and conducted themselves and how they had made their Democracy a model.

### Presidential Address.

In his Presidential Address Sri K. A. Damodara Menon, M.P., said: The need for Adult Literacy and Adult Education, especially after the country had become politically independent, was too obvious to need stressing. The aim of Adult Education was to make the people good citizens. Adult Education could not make headway without Adult Literacy which was the supreme need of the hour, although it was only the means to an end. India was facing many problems, poverty, ignorance and ill-health. Ignorance was the root cause of all ills all over the world, more especially in India, the greatest obstacle to national progress. If ignorance was done away with, the way to improvement in the conditions of life would be clear, and progress would be steady and unimpeded.

Continuing Sri Damodara Menon said: No reform movement, much more so a fundamental objective like Adult Education, would make headway unless the people themselves were prepared to play their part: They should strive to stand on their own legs and carry on, as far as possible, unaided by the State; they should cultivate and develop a sense of self-confidence and self-help and a spirit of service. If they desired to solve all their problems and get over all their difficulties, they should take to Adult Education wholeheartedly. They should have at least one Adult Education Centre in every village, which should serve also as a centre of Social Service. Through such a centre not only Adult Education should be spread but also cottage industries should be encouraged.

A good feature about the Adult Education movement was that it was not any party's monopoly: it concerned all the people and required their best effort; it was non-political and non-sectarian. During the fight for freedom people of all communities and classes evinced a spirit of selfless service and sacrifice. Such an unselfish spirit appeared to be waning since political independence was achieved. It behoved the leaders of the people to rise to the occasion and revive the old crusading zeal. The All Malabar Adult Education Workers Association which was doing its best to harness the people to a great effort deserved praise and encouragement.

Messages received from His Excellency the Governor of Madras, the Hon'ble Sri C. Kesavan, Chief Minister of Travancore-Cochin State, the Hon'ble Sri K. Madhava

Menon, Minister for Education and Law, Madras State, Sri K. Kelappan and Sri K. S. Ramaswami Sastri, President, South Indian Adult Education Association, wishing the Conference success, were read out.

Sri Perumal, Adult Education Officer, Tamil Nad and West Coast, Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, and Miss Parakutty addressed the Conference on various aspects of Adult Education effort and from various points of view.

There was a procession from the Adult Literacy Centre, Malaparamba. After the Kaikotti kali of the Achutan Girls High School, Chalapuram Adult Literacy Centre for Women, and Kolkali of Hallai Model Adult Centre some-mono act of Lotus Circle, Kozhikode, and Bharta Nattiyam of Sri Ramachandran the function came to an end with a vote of thanks and national anthem.

### Resolutions.

The following Resolutions were adopted at the plenary session of the Conference, as finalised by the Delegates session:—

1. This Conference is of opinion that Adult Education is psychologically different from other phases and types of education and hence calls for the exclusive attention of, and direction by, a separate agency with discretionary and almost autonomous powers under the direct control of the Government of Madras; and it urges on the Government of Madras to effect the necessary changes in the aforesaid direction, pending legislation for giving a statutory basis and scope for the Adult Education movement.
2. This Conference requests the Government of Madras to take steps to see that their aim stated in their G. O. No. 2150 dated 3-8-'50, that the liquidation of illiteracy must be the concern of the whole administration in all its nation-building Departments and not the duty of the officers of the Education Department alone, is carried out in letter and spirit in all the Districts of Madras State, particularly in Malabar, as is being done in South Arcot District.
3. This Conference requests the All Malabar Adult Education Workers Association to extend an invitation to the South Indian Adult Education Association to organise and hold its annual South Indian Adult Education Conference and the second Regional Seminar on Adult Education in Malabar District.

## Facilities for Education of Adult Population in Jails

### Sri G. Harisarvothama Rau's Questionnaire

The following full text of the questionnaire framed by Sri G. Harisarvothama Rau, Honorary Organiser, Adult Education, Andhra Desa, has been widely circulated by the Inspector-General of Prisons, Madras:—

I have long desired, as you may probably know that the education of the adult population in the jails should be placed on very much better footing than it was as I knew it while we were under the British rule. I do not know what improvements have taken place since. I shall be thankful if you will be so good as to furnish information on the following points?

1. What is the time devoted to the education of the adult everyday.
2. Is the whole adult population of the jail provided with educative facilities or is there any restriction of.

(a) term of imprisonment (b) Age (c) Sex

4. This Conference records its deepest sorrow that the Government have not issued petromax lights to Adult Education Centres in Malabar, in spite of the orders already passed by the Government to that effect, and so requests the Government to carry out the orders passed, immediately.

5. This Conference requests the Government to give a grant to the All Malabar Adult Education Workers Association to enable it to appoint and maintain an Adult Education Organiser who will work under its instructions.

6. This Conference requests the South Indian Adult Education Association to give a grant to the All Malabar Adult Education Workers' Association to enable it to resume publication of *Saksharatha Pricharakan* in Malayalam.

7. This Conference is of opinion that Adult Education teaching and contingency allowances granted by the Government to teachers, trained and untrained, working in Adult Education Centres are insufficient,

8. Is it the usual Elementary School type of education that is imparted ranging upto the Fifth or the Eighth Standard?

4. Are the adults permitted to appear for examination in (i) General Education like the VIII standard or (ii) Vocational Examination in carpentry and the like?

5. What are the qualifications of teachers employed? What is their pay? Do they get any allowance? How many holidays are they given during the year? Is their work in the jails purely educational or are they called upon to do others jobs? How many hours of work do they put in?

6. Are there Libraries and Reading Rooms in the jails available to the Convicts? Is there a separate Librarian employed? Is he generally a trained man? Are convicts allowed daily papers? What facilities are provided to them for reading such papers?

7. Do conditions in regard to the points I have raised differ from jail to jail? If so, will you

and requests the Government to increase the teaching allowance to Rs. 20 in the case of the trained and Rs. 15 in the case of the untrained teachers and the contingency allowance to Rs. 10 to both trained and untrained.

8. This conference requests the Government of Madras to give the stationery allowance to which the workers are entitled when they leave the Training Centres after completing their course.

9. This Conference brings to the notice of the Government of Madras the impropriety of the officers in giving permission and recognition and aid to the Women adult Education Centres, and requests the Government to issue necessary instructions to the officers concerned for prompt execution of the matters.

10. This Conference is of opinion that the different scales of contingency allowance now paid cannot be justified and requests that equal amounts of contingency be paid to both trained and untrained Adult Education Workers.

kindly make available to me information about such differences?

#### Conditions in Vellore Jail for Women

In the course of his reply to the foregoing questionnaire, the Superintendent, Presidency Jail for Women, Vellore, says:

1. The time devoted to the education of the adults in the jail is 5 hours a day.
2. Prisoners sentenced to one year and above, and who are aged 30 years and below are given educational facilities.
3. There are I to V standards.
4. They are not permitted to appear for Examinations.
5. The teachers employed here are Higher Grade teachers. There are two teachers employed in this Jail, one for Tamil Section and the other for the Telugu Section. They are given the same scale of pay given to the Higher grade teachers in the Educational Department. They are given special pay of Rs. 5. In addition to the dearness allowance they are given house rent allowance of Rs. 7. On Sundays and Jail holidays, they have no work. In a year they get 15 days Casual leave and earned leave as other public Government Servants. Their work is purely educational and they are not called upon to do any other job. They work for 5 hours a day.
6. There is a Library for convicts in this jail. No Librarian is employed in this jail. The senior most teacher is in charge of the library. Convicts are allowed 'Dhinasari' and 'Andhra Prabha'. They are made to read the papers in the Class Room daily.
7. Nothing to say.

#### Conditions in Bellary Central Jail

The Superintendent, Bellary Central Jail, says.

The time devoted to the education of the adult population in the jail is: Every day 7-30 to 10-30 a.m. and 1-30 to 4-30 p.m. The

classes are restricted to prisoners whose term of imprisonment exceeds two years. The education imparted is compulsory in the case of those who are below, and optional in the case of those who are above, 30 years of age. The adult population in this jail consists of males. Only the usual Elementary School type of education is imparted, ranging up to the Fifth standard. Periodical examinations are held by the Superintendent with the help of the teachers, and inspection is made by the District Educational Officer, Bellary, occasionally. Two Higher Elementary Grade teachers are employed and paid a basic salary of Rs. 35, a dearness allowance of Rs. 19 and a house rent allowance of Rs. 5 per mensem. Every Sunday is observed as a holiday in addition to other jail holidays. There is a library in charge of the Interview Residential Deputy Jailor, and there is also a Reading Room. Convicts are allowed to read daily newspapers made available in the Reading Room which they can visit during their leisure hours.

#### Conditions in Central Jail Coimbatore

The Superintendent, Central Jail, Coimbatore, gives the following information:

The hours of this Jail schools are 8 to 11 a.m. and 1-30 to 4-30 p.m. Education is imparted only to convicts whose term of imprisonment exceeds two years and four months and whose ages range from 18 to 30. This is mainly a Jail for males, and so education is given to male convicts only. Only the usual Elementary School type of education is given. No examinations are held. There are two Higher Grade Elementary teachers employed. Their scale of pay is Rs. 30-1-50, and they are given a special pay of Rs. 5 as Grant Allowance. All Sundays and Jail holidays are holidays for the jail schools. There is a library but no Reading Room.

## Community Centre—Its Programme

By D. L. ANAND RAO

It is upon the adults of today that the success or failure of the post-independent India depends. It is the present generation that has ushered in national freedom and it is upto it to make it worth while for the present and future generations.

This task cannot be left to children or even to those who are on the threshold of manhood and womanhood, for it means the perpetuation of the present volcanic conditions, with what results, who may tell? Everyone of us today, should put his shoulder to solve this basic problem, otherwise the India that we dreamed of, and fought for, may recede far away or may not even materialize. It is imperative that every one of us must play a constructive and creative part in the solving of our problems.

#### Creative and Constructive Citizenship.

How is this "creative and constructive citizenship" to be created throughout the length and breadth of this land? To any keen and unprejudiced observer of the present socio-economic structure obtaining in the country, it would be evident that Adult Education is the only way. May be, it will not, by itself, solve any deep-rooted economic and political problem of the day, but without it as the basis, no long range programme for the uplift of the masses, in any sphere of national life, is likely to bear fruit. The common man is the source of national strength or weakness. He is the objective of all national planning and Adult Education seeks to deal directly with the common man as he is, with all his limitations and in the environment he lives and works which, in India, is the village.

India, more than any other nation in the East, is straining every nerve to put through far reaching schemes of economic and social reforms. But, as the Tennessee Valley Authority discovered, the success of these measures is dependent upon educational measures which must go hand in hand, each supporting the other. Means must be found whereby the people as a community can understand and appreciate the forces that are devised and released to affect and change their lives so radically. Most of the agrarian reforms passed in the various parts of the country have not succeeded in the measure or with the speed expected of them, because the people for whom these reforms were meant could not understand their significance. The result was that they could not demand from the authorities or assist the authorities in the implementation of the reforms. The old unsatisfactory state of economic conditions, therefore, continued and so was the old dis-

content. The primary condition for the success of any wide-spread social or agrarian legislation is that the beneficiaries thereof should clearly understand it and work the measures. The conditions could be fulfilled by well planned Adult Education and by the establishment of an adequate organisation for this purpose.

#### Community Centres and Adult Education.

To achieve all that is expected of Adult Education it should be considered and worked out in its wider aspect. It should not be treated merely as a means to teach the three R's to the adult. An Adult Education Centre should not be looked upon as a school for the grown ups in the village. If it is to play a dynamic and creative role in national regeneration, an Adult Education Centre should be conceived and operated as a Centre for Community Service, i.e., as an institution calculated to promote both individual and social development. To quote a well-known authority, it must focus "the actual and potential cultural resources of the local community, making the members actively interested in their own improvements and providing an environment and atmosphere in which that interest can be joyfully translated into co-operative and growing activity." It should keep in touch with the day to day problems of the villagers and seek to find solutions for them. For this purpose it should pool together the local knowledge, initiative and endeavour and bring to the pool the light and guidance of the great National Planning Centres. It should act as a vital link between the main maker of all national plans, namely, the Government and the vast population spread over thousands of miles in thousands of little known villages for whom these plans are meant.

### Advantages of Community Centres.

As an effective instrument of Adult Education, the Community Centre has the following advantages:—

- (a) Stationed permanently in the midst of the community, it seeks to serve, it is best calculated to study and understand local conditions and the problems that touch their life deeply, and pool together all the available local resources in men and money to solve them.
- (b) It alone can pay attention to the individual in the community and help him not only to rise to his full personality but also integrate the individual with society.
- (c) It alone can facilitate a continuous and progressive Social Education so as to ensure a substantial benefit to the individual and the community. In the eloquent words of Sir Richard Livingstone, "Education cannot be completed by 18 or 21, and by failing to provide adequate facilities for its continuance, we deny in practice what we affirm in words, that it is a life-long process. One of the chief problems of the day is to make it life-long. Opportunities for systematic adult study are needed on a wide scale, and these must not be limited to lectures or classes given in any hall or schoolroom that happens to be available. They must have a 'local habitation', a focus in the Latin sense of the word, a hearth where the fire remains continually lit, and where education can be more than isolated individual study and becomes a life shared with others."

### Activities of Community Centres.

The ultimate aim of Adult Education in its larger concept, can be summarised in two words viz., "better life" and the first requisite, to create in the people an ardent desire for the same. All aspects of life are to be inter-related to achieve the above objectives, and must be tackled, as far as possible, at the same time. But one cannot disregard the limitations with regard to men and material resources. It is no use launching upon a wide programme of work seeking to do too many things at the same time. Adult Education workers should, therefore, concentrate on a few objectives at a time and see that they are achieved according to a planned programme. They would thereby be laying firm foundation for further progress.

The programme of work of a Community Centre can broadly be dealt with under the following heads:

- (a) Health and hygiene;
- (b) Worthy home-membership;
- (c) Learning and thinking;
- (d) Vocational and economic effectiveness;
- (e) Citizenship and international goodwill;
- (f) The wise use of leisure; and
- (g) Character.

Certain lines of work relating to each of these items are suggested below:

#### (a) Health and hygiene.

- (i) Developing an appreciation of health as a foundation of individual happiness and national strength and well-being;
- (ii) Training the adults in health and hygiene and imparting to them a knowledge of food and nutrition;
- (iii) Periodical health examination and correction of defects;
- (iv) Impressing on the minds of the members of Community Centres the advantages of clean and comfortable buildings and playing fields, including good light, abundant ventilation and wholesome water;
- (v) Wholesome recreation in and out of doors to ensure the wise use of leisure;
- (vi) Studying the facts of public hygiene and public sanitation and disseminating the knowledge relating to the disposal of garbage, sewage, street-cleaning, water supply, etc.;
- (vii) Teaching them about the causes and control of infectious diseases.

#### (b) Worthy Home Membership.

- (i) Impressing upon the adults that the home is one of the finest things in life and helping them understand the mutual obligations of members of a home and how a proper discharge of the same would conduce to a happy and prosperous time;
- (ii) Giving training in reading, music, conversation and other recreations that enrich home-life;
- (iii) Teaching the women members of the Centres how to keep their homes clean and beautiful, to cook new tasty and healthy dishes which are at the same time within their means, sew, darn, repair home equipment, decorate homes and even balance family budgets;

- (iv) Maintaining among the members of the Centre an atmosphere of happy co-operation which lies at the foundation of all successful human relations;
- (v) Bringing the Centres and homes into closer co-operation with each other by making the Centre and its grounds an example of cleanliness, good order and beauty, worthy to be copied in the best of homes.

#### (c) Learning and thinking.

- (i) Conducting literacy and post-literacy classes with the help of competent and well-trained teachers and instructors;
- (ii) Maintaining a curriculum which can keep alive individual interest by correlating it to the felt needs of the public;
- (iii) Making the atmosphere of Community Centres such as will enable its members to acquire a genuine love for learning and cultivate the habit of reading and independent thinking by conducting libraries, news clubs and discussion groups;
- (iv) Organising at the Community Centres activities that arouse interest in art and culture and mould their tastes, viz., dramas, pageants, group chanting, celebration of national festivals like Independence Day, Gandhi Jayanti etc., and traditional festivals on more purposive lines and group games;
- (v) Seeking to develop the initiative and organising capacity of the adults by arranging for individual and group contests in respect of recreational and cultural activities such as games, sports and dramas etc., as well as problems of insanitation, farming methods, cottage industries.

#### (d) Vocational efficiency.

- (i) Developing sound working attitudes and habits within the Centre, viz., joy in work, appreciation of the dignity of labour, the service ideal etc.;
- (ii) Helping each member of the Centre to understand and develop individual talents, according to his or her aptitudes and interests; aiding the members to explore vocational opportunities and to fit into those for which each is best suited;

- (iii) Insisting on search for better ways of doing things and the adoption and application of improved methods of production;
- (iv) Cultivating qualities of integrity, perseverance, methodic work which are essential to the highest success in any occupation;
- (v) Training the members of the Centres in suitable new handicrafts and cottage industries which would be helpful to them and whose products could be marketed if produced in surplus;
- (vi) Helping them to form multi-purpose Co-operative Societies to deal with the procurement of materials needed for their occupations and for the disposal of their products;
- (vii) Helping members of the Centres according to their interests and requirements to obtain basic knowledge of better methods of farming, animal husbandry, dairy manship, bee-keeping, poultry-keeping, etc., as well as cottage industries such as carpentry, spinning and weaving, pottery, etc.

#### (e) Citizenship.

- (i) Imparting knowledge of fundamental principles of Indian Democracy, its legislative, executive and judicial set up, and the rights and duties of citizenship;
- (ii) Developing an appreciation of and loyalty to the principles that underlie democratic Governments and an intelligent and sincere spirit of social service.
- (iii) Drawing the attention of adults to the current economic, social and political problems and the various solutions that are proposed and helping them to understand in a spirit of fairness, justice and goodwill which should govern their approach to all controversial problems;
- (iv) By organising community service squads for the maintenance of peace and order in disturbed times, service in times of famine, floods, fire and pestilences and maintenance of roads, sanitation, tanks, irrigation canals, etc.;
- (v) Making a Centre a little democracy in whose activities all have an interest and share;

- (vi) Encouraging the members to form Panchayats to administer their Village and Co-operative Societies to improve its economic position and co-operation with Government in the formation and functioning of all self-governing institutions;
  - (vii) So arousing the interest of adults in the history and record of human progress that they continue reading, observation and reflection even after leaving adult Centres.
- (f) *Wise use of leisure.*
- (i) Making Community Centres wholesome, useful providing experience in a pleasant social life through its activities such as the observance of feasts and festivals along more purposive line, the celebration of important national and international days, etc.
  - (ii) Teaching the use of books and libraries and developing wholesome reading interests closely related to the great objectives of education and life;
  - (iii) Developing an appreciation of, and participation in music and skill in singing, dancing and drama and also in sports and games suited to them;
  - (iv) Giving adults an opportunity to develop hobbies in various creative fields, e.g., gardening, mechanics, applied arts, fine arts, architecture, village planning, etc.
- (g) *Character.*
- (i) Building into the lives of adults the best ideals of health, home, learning, citizenship, vocation and leisure;

- (ii) Surrounding adults with teachers and community leaders who are genuine, cultured, earnest and happy;
- (iii) Bringing the members of the Centres together and teaching them to work together in friendly co-operation;
- (iv) Training the members to make an intelligent collection and correct use of the data;
- (v) Helping each member of the Centre to develop standards of physical and mental fitness.

#### A Personal Factor.

Any scheme, however well conceived and ably planned, depends ultimately on the type of personnel entrusted to execute it. This applies with special force in the case of all schemes of social service intended for the uplift of the masses. In such cases, the human element attains primary importance. The objective is not to achieve the material results by organising material forces. It is to quicken into life and purposive activity, men who are sunk deep in ignorance and poverty and live devoid of any enthusiasm for life. It is only men that can make men. The first requisite, therefore, for workers in the field of Adult Education is FAITH - faith in the latent capacities of the masses, faith in the ideal of service to them and faith in Adult Education as an effective means. In the course of their work, more often than not, they will find themselves against a steel wall of dead habit, indifference, prejudice, etc.; sometimes they will find that the work of weeks and months crumble before their very eyes by passion or dissension. On such occasions it is only this FAITH of theirs that could be their standby to continue their efforts.

#### Guntur Hindu College Social Service League.

The inaugural function of the Social Service League of the Hindu College, Guntur was held on 5-12-1951. Welcoming the guests Sri M. Upendra Sarma, M.A., Head of the Department of Oriental Languages, said the Social Service League had a great aim and good work to do; it had the honour of being addressed last year by Sri K. S. Ramaswami Sastri, President of the South Indian Adult Education Association, and it acted up to the advice given to it by Sri G. Harisaravothama Rau, M.A., Honorary Organiser, Adult Education, Andhra Desa. Student members of the League, Sri Sarma added,

attended the Training Camp organised by the Government in Guntur.

Sri R. H. D. Prasada Rau, Headmaster Government Training School, Guntur, presided over the function. Sri R. Virabhadra Rau, Personal Assistant to the District Educational Officer, and Sri V. Subba Rau, Principal of the Hindu College, Guntur, also spoke on the occasion.

Certificates to 66 trainees were given away by Sri A. Lakshminarayana Rau, Secretary, Hindu College Council.

## Delhi Seminar on Social Education

A Seminar on Social Education was held in Delhi from 19th July to 4th August, 1951, under the auspices of the Social Education Department, Delhi Municipal Committee. It was inaugurated by Dr. Yudhvir Singh, President, Delhi Municipal Committee. The Seminar was attended by all the field workers working with the Department.

Mr. Meher Nanavatty, the Director of Social Education Department, explaining the purpose of the Seminar, said that the purpose of the Seminar was to take stock of what the Department had been doing for the last two years, what methods it had been utilising to achieve its objectives and how far it had succeeded or failed in its efforts. To discuss these and other allied problems, to share experiences and to come to certain definite conclusions as to the concept of Social Education, its philosophy, its purpose and its functions; to learn the technique of utilising various tools like literacy work, survey, wall-news-sheet, reading room, library, talks, discussions, film-shows, exhibitions, debates, lectures, study-circles, games, crafts, folk songs and folk dances etc. in fulfilling the objective of Social Education and to set right the methods of administration and supervision was in nut shell the purpose of the Seminar. Pointing out the importance of creative use of leisure time, Mr. Nanavatty emphasised the desirability of achieving the objectives of Social Education as a by-product of creative leisure time activity round normal community life.

Speaking on the philosophy of Social Education, Mr. Nanavatty said that Social Education being dynamic in concept should deal with the day to day problems of life. It should meet the ever-growing and ever-changing requirements of life. The use of the word 'Social' implied 'human relationship' relationship between man and man, man and society, man and the nation and man and the world.

Dr. Yudhvir Singh, in his inaugural address, welcomed the idea of self evaluation as a purpose for holding the Seminar. Quoting Dr. J. T. Bodet, he said, "to educate is to liberate." Therefore the field workers should try to help the citizens to liberate themselves from ignorance of all kinds. He emphasised the importance of hard and conscientious service to fulfil

the purpose of Social Education and thereby justifying the use of the public money spent in organising and running the Department of Social Education under the auspices of the Delhi Municipal Committee.

#### The Programme of the Seminar.

The programme of the Seminar was divided into five major topics:

1. Philosophy and objectives of Social Education;
2. Organization of groups;
3. Participation of adults;
4. Type of activities;
5. Problems of administration: Supervision, Record keeping, accounts etc.

Group discussion method was utilized in carrying out the programme of the Seminar. One of the field workers initiated the discussion on a specific subject and invited the opinions of other workers. A discussion leader guided the deliberations and helped the workers present arrive at points of common agreement.

#### Philosophy and Objectives.

It was emphasised that Social Education must have a philosophy of its own. It deals with man in relation to himself, his city and his world at large. Therefore it is essential that he understands his place in the city and relates his activity in its service. At the same time he should be able to find opportunities for his own creativeness and happiness. Thus it was realized that only a happy man could make the city happy. The Philosophy is based on the belief that given the proper atmosphere man is capable of developing himself into a useful member of the society. This does not mean that he should try to suppress his individuality in the sacrifice for the larger group but rather to model his personality in such a way that the good of the individual becomes the good of the society as a whole. This will only be possible if the worker in

the field recognises the individuality of each citizen, respects this individuality and helps him in developing his personality. The development has to be geared round the daily life and its problems. The method to be utilized should be indirect rather than direct. The technique of developing indirect leadership is one of the most important requisites of Social Education. In view of the struggle for existence that the individual citizen faces, it is only possible to utilize his spare time in achieving the above mentioned objectives. Efforts must therefore be made to supply opportunities for creative activities during leisure hours. Such opportunities may help an individual citizen to develop efficiently in his work life as well as in the life of the family. The opportunities should be geared round the interest and the capacity of the participants in a specific locality. It is with this realization that the efforts are being made to develop Community Centres to achieve the objective of Social Education.

#### Organization of Groups.

Following points were discussed on the subject of method of organising groups in achieving the objectives of Social Education:

1. Method of group-formation;
2. Group as a developing unit;
3. Relation of the worker with the group;
4. Relation of the group with the neighbourhood;
5. Role of the worker;
6. Formation of specific committee like Social Education committee of representatives of each group to plan the programme of Social Education centre.

The following is the summary of the discussions on the subject:—

To carry out the objective it was realized that the field worker should try to form small groups of participants according to interest and ability. The advantages of carrying out the activities through small groups are:—

1. gives opportunities to individual participant;
2. develops specific interest;
3. develops better social relationship, and
4. develops social values.

It is through these small groups that the individual citizens could be introduced

to the democratic methods in achieving the social objectives. The formation of small groups also helps them in developing a sense of togetherness—a sense of belonging to a community. It encourages the spirit of co-operation. The role of a leader in helping the participants to develop small groups round common interest was described as follows:—

1. To encourage the local people's participation on voluntary basis;
2. To encourage leadership from the local people;
3. To avoid controlling the activities of the groups and thereby becoming a centre of attention for all the times;
4. To stimulate self-determination of programme by the participants;
5. To emphasise the importance of functional leadership i.e., ability in the leader to perform a specific function most efficiently.

In short the field worker working with small groups is an enabler, co-ordinator and a helper. He should know the locality intimately. He should understand the social and economic forces that prevail in that community and also understand the specific needs of the individual participants, of the community and of the neighbourhood.

#### Problems of Participation

In view of the fact that the participants at the Social Education Centres are mainly adults, it was felt necessary to know the fundamentals of Adult Psychology and Social Psychology to understand their individual and social needs. Discussion was geared to the understanding of the process of growth: Infancy, pre-school age, adolescence, youth, adult-hood and old age.

Adult-hood, from 20 to 60 years, is a period of maximum physical, intellectual and emotional development. Adult is called upon to assume heaviest responsibilities of his life, shouldering of the financial responsibility of the family, maintenance of a house-hold, education of his children, responsibility towards his neighbours and to his community, marital life etc. etc. In return he needs respect and recognition. He is to be helped towards lightening his burden. Hence the programme for the adult should be so arranged as to meet his emotional, social and economic requirements.

#### Influence of Society on individual.

The following issues were discussed;

1. Society as a complex of organized associations and institutions in a community;
2. Origin of society;
3. Evolution of society;
4. Family as a unit of society;
5. Man as a unit of family;
6. Origin of folk-ways and mores;
7. Influence of folk-ways and man;
8. Origin of prejudices and their influence on society;
9. Importance of the process of socialization.

It was concluded that the field-workers to be effective must study the social values and try to arrange the programme of the centre to suit the requirements of the participants. It was felt that further study in sociology and working of social institutions was necessary for the field-workers to know the habits and customs of the participants.

#### Activities as Tools.

Various tools in carrying out the programme according to the above mentioned objectives were discussed in detail. The meaning of the tool was explained as ways and means employed in carrying out a specific programme. Under these headings the Seminar discussed literacy, survey, wall-news-sheet, debates, discussions, study-circles, reading room and library, film shows, folk songs and folk dances, dramas, kathas, bhajans, music concerts, poetic conferences, mushairas, radio programmes, games, outings, crafts, exhibitions, social service, sanitation drives, celebrations of festivals, priti-bhojan etc. etc. From the perusal of this list it will be apparent that the Seminar dealt generally with all the phases of human life that gives opportunities to the citizens to express their creativeness in order to derive happiness.

**Literacy:** Difficulties of an adult literacy teacher were mentioned as follows:

1. Very irregular attendance;
2. Lack of preparation at home;
3. Very slow learning process;
4. Inadequate co-ordination of various faculties of hearing, sight, speech etc.
5. Lack of suitable books.

With regard to the literacy class it was decided that it should form one of the parts of the Social Education centres. The S.E.

Centre in a locality should be the nucleus in developing various literacy classes in the area. Other methods of propaganda like film shows, meetings, talks, dramas, community singing, use of library etc. should be utilized in initiating a literacy class in a geographical area. As the ignorance in the people is deep-seated, it requires organised efforts to stimulate in them the urge for learning. Efforts must be made to create in them the interest in the various Social Education activities which indirectly should result in creating in them the urge for acquiring knowledge. The follow-up should be maintained through post-literacy work and participation of the educands in the various activities in the Community Centres.

**Survey:** The following points were considered;

1. Definition and scope of survey;
2. Purpose of survey at Social Education centres;
3. Method of survey;
4. Questionnaire-method;
5. Method of interviewing;
6. Confidential nature of information;
7. Time allotted to survey work.

The method of survey is used to develop contact with the families in the locality to know their social and economic standard of life, to determine the number of illiterates and literates, adults and children etc. etc. Thus survey gives a true picture of the community residing in a specific locality. For maintaining an efficient survey record, the worker has to create a living contact with the people residing in the locality so as to give the exact details required. The confidential nature of the information thus collected was emphasised. The field worker has to utilize his observations gathered through this survey work in developing the programmes of the Social Education centre.

#### Wall-News-Sheet:

The points discussed were;

1. Purpose of wall-news sheet;
2. Method of presentation;
3. Preparation of wall-news-sheet;
4. Selection of news items;
5. Language to be used;
6. Preparation of talk by the worker;
7. Stimulation of discussion among participants.

Another powerful tool in carrying out the programme of Social Education is the

well-news-sheet. It is in fact a community paper that deals with the news of the locality, of the city and of the world. It was realized that the worker should avoid presenting his views in the form of news. This requires a well developed and matured personality in our field work. The wall news-sheet is daily discussed at a central place in the locality. The effort is to stimulate discussion among the citizens of the locality round current topics.

**Talks, Debates, Discussions and Study Circles:** These were tools utilized for stimulating the interest round a specific subject and to give them the opportunity to express their opinion. The field worker should avoid monopolising the presentation of the ideas. His job is to stimulate clear thinking in the citizens of his area, to encourage not only the overt leadership but also a shy and a timid citizen often withdrawing in a corner.

**Dramas, Music Concerts etc.**

The idea behind organising dramas, music concerts, poetic conferences, kathas and bhajans, folk songs and folk dances is to give opportunities to all the citizens in the area to express their creativeness according to their own ability. Efforts must be made to avoid the monopolising of these activities by few dominant participants. It is through these media that the life in the community could be made happier and healthier.

**Out-door Activities such as Games, Outings, etc. etc.**

Points presented were:

1. Importance of out-door activities in an industrial civilisation to re-copitulate the lost energy during working hours;
2. Supplying the opportunities to adults to express their energy through games and out-door lives;
3. Importance of out-door life for physical well-being;
4. Development of sportsmanship;
5. Organisation of games and outings;
6. Role of a worker.

It was realised that upto now games and outings were not considered as a necessary item of programmes of Social Education. It was felt necessary that efforts must be made to introduce the programmes of out door games and organise outings for the participants at the Social Education centres. Following points were presented in justification of the inclusion of games.

All participants of all ages could derive happiness through games and outings. It helps to develop physical fitness and also a spirit of fellowship and mutual tolerance. It gives opportunities to the individuals to develop ability to work under a leader and to follow the rules of the games. It develops in them a desire to work together in achieving a goal. In short it develops good-will among the participants.

It was suggested that each Social Education centre should have a sub-centre of physical education. Efforts must be made to encourage the youths and young adults to form various groups round games of their liking. The field workers should also be given necessary training in organising games and providing necessary facilities.

Outing was considered necessary to supply opportunities to participants to spend their time in natural surroundings away from the filthy atmosphere of the industrial city. The field worker should try to create a free atmosphere to participants through games, songs etc. He should try to see that every member gets the opportunity to participate in every activity.

**Crafts:**

The following points were presented:

1. Origin of crafts;
2. Advantage of crafts;
3. Types of crafts;
4. The problems of working out a suitable syllabus;
5. Crafts as a means of Social Education.

It was decided that the craft should be related to the very life of the people. Instead of turning the ladies centre into a crafts class, efforts must be made to stimulate the interests of lady participants round various crafts and arts helpful in daily life. Opportunities should also be created for arts and crafts for the male members of the centre.

**Exhibitions:**

Points discussed were:

1. Definition of exhibition;
2. Types of exhibition;
3. Exhibition as a tool in Social Education;
4. Planning of an exhibition and the method of preserving the charts.

It was suggested that the exhibition should be used more as an indirect method of education through photos, paintings etc. expressing a particular thought rather than writing instructions or explanations

directly on the chart. Groups of members interested in painting could be developed to assist in organisation of exhibitions at individual centres. The exhibition should also be developed round crafts and handicrafts prevalent in the locality.

**Social Services:** With regard to the social services it was realized that the field worker, although he helps the citizens to find ways to solve their problems of life, cannot give direct assistance. He, in fact, is a source of information for securing required services in various fields. He should keep himself always aware of the various social work agencies in the city and the type of the service they are rendering to the people, and direct the citizens accordingly. In case he gets involved in solving the quarrels or the problems of the citizens, he is likely to do more harm than good in the long run.

While discussing the problem of children coming with their mothers attending the Social Education centres, it was realized that it is desirable to open the doors of the Social Education centres to all the members of the community including children. If the Community Centre is the objective of Social Education, it should provide the services for children, youths and adults.

**Administration and Limitations:**

The following points were discussed:

1. Administration under Municipal organization;
2. Philosophy of administration;
3. Supervision and control;
4. Importance of in-service training;
5. Job classification and avoiding of overlapping possibilities;
6. Importance of public relations;
7. Method of publicity.

It was realized that the agencies doing Social Education should develop their own administration on the basis of the philosophy of social service. A clear cut policy of methods utilised in the Department needs to be re-organized in conformity with the philosophy of Social Education. The Seminar also realized the importance of in-service training for the staff and the need for the recognition of the services of the personnel by supplying the participation in training activities in other agencies. The Department should also have its own section for Publicity and Public Relation.

### Achievements of the Seminar

The Seminar gave ample opportunities to the workers to express their opinion on various subjects relating to Social Education. It helped them to clarify their basic concept of Social Education. They began to see Social Education as a process in human relationship. It was also emphasised that the workers should also try to help the individual participants to develop their own personality in the service of the family, the neighbourhood and the community. In view of the fact that Social Education aims at bettering the social order, it was emphasised that the doors of the Social Education centres should be kept open for participants of all ages including children, youths and adults. The Seminar gave the field workers also opportunity for developing closer relationship between administrative and field-workers. It resulted in giving a new stimulation to field-workers in terms of programme and methods of organization.

### Kakinada College Student Volunteers Trained.

Under the auspices of the P. R. College Social Service League, Kakinada, the shortened course in adult teaching for College Student Volunteers, which was organised during the last week of November, concluded on 2-12-1951. More than one hundred students of the College in-

cluding some Girl students received the training certificates from the Vice-President, Sri Yendamuri Venkata Ramana, M.A. Social Education and Adult Literacy work in Kakinada and its neighbouring villages by the trained students will commence from the 3rd week of December.

## Mobile Unit Propaganda.

During the month of May 1951, the Adult Education Mobile Unit, Coimbatore, visited Valapad when the Morappur Teachers' Conference and allied Exhibition were held there. Two films were shown. Then it moved to Tiruvegarur where the Social Service League of the Victoria College, Palghat, had camped, and started an Adult Education Centre. There was a decent propaganda show, and Sri Madhava Menon, Lecturer, Victoria College, Palghat, in charge of the Camp, addressed the gathering. Two trips to the Social Service League camp organised by the Peelamedu P.S.G. College students at Krishnanarayanapuram in Coimbatore and one trip to Vellakinar where the local Arts College students had camped were undertaken. At the latter place, Sri Rajanayagam, Secretary of the Coimbatore District Adult Education Committee, addressed the gathering. Again a trip to Palghat was undertaken and two films were shown, one at Lakshminarayana-puram and the other at Kalpathi. Talks were also given at these places by the Deputy Inspector of Schools in charge of the Mobile Unit.

The Adult (Social) Education Mobile Unit, Madras, spent some time in the city of Madras and did more intensive work in North Arcot District during the month of July 1951, visiting 13 Adult Literacy Centres and giving 18 film shows to rural folk. Films supplied by the office of the Director of Public Instruction, Madras, and the United States Information Services were exhibited to rural folk at Shandies, fairs and festivals and to adults in Literacy Clubs.

Presiding over a public meeting held at Walajapet on 8-7-1951 at the time of the Draupadi Amman festival, the Chairman of the Walajapet Municipality told the people how they should equip themselves and build up their own social welfare.

Addressing a public meeting on 6-7-1951 at Peravalore Agaram, Sri G. Harisarvottama Rau, Honorary Organiser, Adult Education, Andhradesa, explained the whole scheme of Adult Education and emphasised the need for literacy in a democratic country. Addressing the

Toduntanagar Literary Society on 7-7-1951 he appealed to the officials to serve the rural folk by starting and running literacy centres for their benefit.

Presiding over a public meeting held at Polur on 13-7-1951, Sri Natesa Aiyar, retired Headmaster, Board High School, Polur, appealed to the local Panchayat Board to revive the defunct Adult Literacy centre at Aranthithynagar at an early date.

A public meeting was held at Ambur on 20-7-1951 and addressed by the Headmaster of the local Hindu High School and Mrs J. Ramaswamy B.A.L.T., Deputy Inspector of Schools, Vellore West.

Rao Sahib C. Doraisamiiah, addressing a public meeting at Saidapet (Vellore) on 23-7-1951, spoke about the need for a model literacy centre.

Presiding over a function at Perumugai cheri on 25-7-1951, Mr. Sugavanam, District Collector, expressed appreciation of the activities of the local Literacy Club, and said that adult illiterates should not feel that they were inferior people. Sri M. Ramachandra Reddiar, President, District Board, North Arcot, was present on the occasion.

Teachers' Association meetings were addressed at Chetpat on 14-7-1951 and at Ariyur near Vellore on 23-7-1951. At the latter place, the American Arcot Mission Bishop of Madras presided, and the work done by Missionary bodies was duly praised, and an appeal was made for fostering a spirit of brotherhood through adult literacy work.

The following is the official report of the work done by the Adult Education Mobile Unit Madurai, during the month of August 1951:—

The post of the Deputy Inspector, Propaganda, was vacant from 1-8-51 to 21-8-51 and the new Propaganda Deputy Inspector took charge on 22-8-51. The operator was also on leave from 4-8-51 to 16-8-51. The inspection of the equipment by the Electrical Engineer was also done on 21-8-51. Hence the van could not be taken out before 22-8-51. The Mobile Unit proceeded for propaganda work on 24-8-51 to Sankarankoil East and effective propaganda work was done in as many as 8 main villages in

the rural welfare area. Several people from hamlets of the 8 main villages attended the propaganda meeting and film shows. The following villages in the rural welfare area were visited with the Deputy Inspector, Sankarankoil East. In each village there was a record crowd.

|         |    |                   |
|---------|----|-------------------|
| 24-8-51 | .. | Sevalkulam.       |
| 25-8-51 | .. | Kalligulam.       |
| 26-8-51 | .. | Chidambarapuram.  |
| 27-8-51 | .. | Paravadali South. |
| 28-8-51 | .. | Paraipatti.       |
| 29-8-51 | .. | Tiruvengadam.     |
|         |    | Kalingapatti.     |
| 30-8-51 | .. | Kuruvkulam.       |

The Village Munsiffs, Presidents of Panchayat Boards and, Congress Committees very much co-operated in villages in making propaganda work a success. In the village Panavadali (a very backward village in which murders and dacoities are of common day occurrence) thanks to the co-operation of the Village Munsiff, the field man of the Agriculture Department, the meeting was a grand success. A teacher who has undergone training in Adult Literacy methods spoke. At Paraipatti (a backward area), the meeting was well attended. At Tiruvengadam, President, Congress Committee and village Munsiff were very helpful in making the meeting and film show successful to the school children and villagers. At Kalingapatti with the active co-operation of the Village Munsiff, President, Panchayat Board, teachers and prominent people of the village, there was a good gathering and response was effective. At Kuruvikulam, the D. E. Officer, Tirunelveli East, presided over the meeting at the High School and mass meeting. The Rural Welfare Officer, Kuruvikulam, the Headmaster, Basic Training School, and Headmaster, Board High School also participated in the deliberations.

The Deputy Inspector of Schools in charge of Propaganda. Adult Education Mobile Unit, Anantapur, met a large number of officers of the various Departments of Government at Cuddapah on 10-6-1951, and discussed with them matters relating to the spread of adult literacy in the area. A film was shown and a public meeting held at the Coronation Club, Udayagiri, on 13-6-1951, and addressed by Messrs B. Yegnanarayana, B. A. Ed., Headmaster, Board High School, Udayagiri, I, V. S.

Prakasa Rau, M. A. B. Ed., Headmaster, Government Training School for Adult School Teachers, Udayagiri, B. Ramsubbiah B.A. B.T. Assistant of the Training School, and Seshiah B.A., B.T. Deputy Inspector of Schools, Jammalamadagu.

Films were shown and speeches made at the Adult Literacy Centres at Nandipad and Papampalli on 13-6-1951 emphasising how India needed Adult Education if she was to become a great democracy.

Adult Literacy Centres were visited and meetings addressed in Nandavaram Chunchulur and Kampasamudram. At the last mentioned place, Sri G. Harisarvottama Rau, Honorary Organiser, Adult Education, Andhradesa, joined the Unit on 16-6-1951 and addressed a meeting.

On 17-6-1951, the Mobile Unit returned to Udayagiri where the valedictory function of the third batch of trainees (Cuddaph District) of the Government Training School for Adult School teachers was arranged. Sri P. Sundararajan B.A. L.T., District Educational Officer, Nellore, presiding, Sri G. Harisarvottama Rau, M.A., Honorary Organiser, addressed the trainees and the public present. After the function a film show and a public lecture were given in the premises, for the benefit of the trainees particularly. The Propaganda Deputy Inspector and the District Educational Officer and the Honorary Organiser again addressed the gathering suitably. The teachers and the adult pupils of the 8 Adult Literacy Centres in the town were also present by special arrangement.

On 18-6-1951, from 9 to 10-30 a.m., a demonstration of the working of the various parts of the machinery, viz., the generator, the projector, the amplifier with its speakers, the mike and the Radio was arranged in the Training School lecture hall, when the District Educational Officer and the Honorary Organiser also were present and took part in the proceedings. This is a special feature of this month's work, designed to familiarise Adult Education workers with the modern equipment for propaganda, which they often see, but do not enough understand to handle as they should, to play their part as efficient workers, in the cause of Social (Adult) Education.

Centres at Narravada, Varikuntapad, and Kokhuvaripalle were visited by the Unit.

Sri G. Harisarvothama Rau, the Honorary Organiser and Sri P. Sundararajan, District Educational Officer accompanying it. Besides the Deputy Inspector (Propaganda), Sri G. Harisarvothama Rau Sri P. Sundararajan, addressed the large gathering at the film shows given in the above places, to good effect. At Kakouvaripalle, Sri. D. Narasimham, Member, District Board, Nellore, participated in the programme and addressed the gathering. The Honorary Organiser visited Adult Literacy Centres wherever possible, and the Deputy Inspector, Propaganda, also took part.

Centres in the following places were visited, films shown and speeches made: Pamur, Raviguntapalli, Kanigiri, Pokur near Kandukur, Ulavapad Kavali and Jaladanki Brahmanakaka Vinjamur (Udayagiri Taluk), Sakunapalle, Pullayapallee, Thimmanaidupet, Badvel, Mydukur.

A special feature of the work turned out this month (June 1951) has been the co-operation of the Honorary Organiser for Adult Education, Andhra Desa, with the Unit. He followed the Unit closely from 16-6-51 to 1-7-51 and took the opportunity of addressing all the gatherings which were particularly large on account of his presence and splendidly impressed by his chastened eloquence, and his established reputation and accepted leadership.

The District Educational Officer, Nellore, Sri P. Sundararajan, also followed the Unit from 17-6-51 to 21-6-51 (inclusive) and assisted it, by addressing the gatherings, impressing them by his earnestness and sincerity in the cause of Adult Education. The problem of the poverty of the adult population was often raised by members of the public who keenly heard the harangues of the Honorary Organiser and his entourage and this was evidence enough of the deep interest aroused and effect produced on the illiterate public who formed the majority of the audience and for whom the entire propaganda was intended.

The Honorary Organiser not only suitably answered the objections, but also pointed out that though people could not and did not see it, an intimate relationship existed between the poverty and other woes of the illiterate and their illiteracy and ignorance. Unless they became literate and educated they could not play their role in democracy efficiently.

The Adult (Social) Education Mobile Unit) Anantapur, did good work in the month of August 1951. New films received from the office of the Director of Public Instruction, Madras, and the United States Information Services were shown on 14-8-51 and 1-8-51 in Anantapur.

Films were shown and public meetings held and interesting speeches made at Nargala, Malvavantham, Tadimarri, Nidyalu and Nvamadada, between 19-8-51 and 22-8-51. The need for starting and running more and more of Literacy Centres was urged. The local people were requested to co-operate with teachers and others engaged in Adult Education work by availing themselves of lessons imparted of general knowledge subjects like History, Economics and Politics.

Hindupur Taluk, which is a Rural Development area, was toured intensively from 23rd to 28th August 1951. Films were shown and speeches made at Depakshi, Kanchisamudram, Sirivaram, Kodigana-balli and Paragi.

From 28th to 31st August 1951 Chitnaduku, Amarapuram, Kallumarri Rallahalli and Madakasira were covered. At Rallahalli and Education Festival was got up by the Attendance Officer of the Range (Sri A. Venkateswara Rao) and the items presented included Games, Music, Fancy Dress C bbi and Bhajana by children and adults of the villages around. The Rural Development staff and other local leaders such as Sri R. K. Nageswara Rao, member of the Standing Committee for Education, District Board, Anantapur, Sri C. Ananda Krishna Rao, Secretary, Taluk Congress Committee, Madakasira and Sri M. Narayana Reddi, Gramasevake, Melavni, and other Gramasevake and influential members of the public, co-operated with much zeal and addressed the gatherings over the mike along with the Propaganda Deputy Inspector. The High School teachers took part in the discussions at the teachers Association meetings and promised full support to the endeavour in future by doing propaganda and participating in the teaching of the cultural subjects at the Adult Clubs.

## News and Notes.

### Tamil Nad Organiser's work from July to November 1951.

Sri K. S. Ramaswami Sastri, Honorary Organiser, Adult Education Tamil Nad, visited various Adult Education Centres in Salem, North Arcot, Chingleput, Tanjore, Madurai, Trichinopoly, South Arcot, North Arcot, Tinnevely and Ramnad Districts. He visited the Mayanur Adult Education Training Centre and the Rural Colleges at Arcot, Peelamedu and Tanjore. He addressed a public meeting at Vellore on the need for Adult Education. He presided over the Adult Education Conference at Madurai and participated in the Madras City Adult Education Conference. He contacted Adult Education Committees in many centres.

A special correspondent writes:—

Sri K. S. Ramaswami Sastri, President of South Indian Adult Education Association, visited Villupuram on 31-10-51. He attended the monthly meeting of Villupuram Taluk Adult Education Committee held in the Taluk Office, presided over by Sri A. Venkatesan, I.A.S. Sub-Collector. Sri S. Rangaswami Ayyengar, Tahsildar and Secretary of the Taluk Committee, welcomed Sri K. S. Ramaswami Sastri and introduced him to the members present. He read a report on the working of Adult Schools in the Taluk. Sri K. S. Ramaswami Sastri gave useful suggestions and exhorted the members of the Committee to see to the efficient working of the Adult Education Centres. Sri P. Lakshmanaswami, Treasurer of the Taluk Committee, proposed a vote of thanks.

On the very same day at 8 p.m. Sri K. S. Ramaswami Sastri declared open a new Adult

Education Centre in the premises of the Board Elementary School at Kandamangalam. The Sub Collector presided over the function. Major Sri Shanmugham, Assistant Collector of Customs, delivered an inspiring and thought-provoking lecture on the importance of Adult Education. Several leading non-official gentlemen spoke. Sri Natesa Pillai, Teacher in charge of the Adult School, proposed a vote of thanks.

Sri K. S. Ramaswami Sastri visited Villupuram also on 29-11-51. He was received by S. Rangasami Ayyengar, Tahsildar and Secretary of the Taluk Adult Education Committee. He visited the Municipal High School where he was received by Sri Jagannathan, B.A., L.T., Headmaster. During that night, between 7 and 9 he visited the following Adult Schools functioning within the Municipal area of Villupuram. He was taken round by the Tahsildar and two Senior Deputy Inspectors of Schools, Villupuram.

1. Adult Centre in Municipal High School.
2. Adult Centre in Railway Institute.
3. Adult Centre for Men, Beemanaiken thope.
4. Adult Centre for Women, Beemanaiker thope.
5. Adult Centre in Poonthottam.
6. Adult Centre in West Chetti Street.

Sri K. S. Ramaswami Sastri visited the pupils in these schools, gave a talk on the importance of Adult Education in each Centre and found all the schools working satisfactorily.

As special features of the month's work, the following may be mentioned:—The Development Firkas of Anantapur District viz., Hindupur and Madakasira, were ploughed up with the full co-operation of the Development Officer and his staff. The visit of the Unit synchronized with that of the Deputy Director of Rural Development, Andhra Desa, in regard to these places in the above development areas. Non-official and official co-operation was good allround. The Citizenship Training Camp at Hindupur was also visited.

The Adult Education Mobile Unit, Kakinada, participated in the Sarvodaya Exhibition at Gopannapalem on 7th and 8th

October 1951 and rendered much useful service for the success of the Sarvodaya Exhibition by broadcasting the Message of Sarvodaya Exhibition and the Social Education Propaganda in the Development Firkas by visiting 12 villages around the Exhibition centre. Forty gramophone records were relayed and 20 films on Social Education exhibited at the Sarvodaya meetings. The Deputy Inspector, Sri K. Nagendredu, B.A., B.Ed., in charge of the Mobile Unit, delivered 12 lectures on Social Education in the villages around Gopannapalem.

### South Arcot Collector Distributes Literacy Certificates.

An excellent function was held in the Board High School, Kathumannarkoil at 3 p.m. on 25-10-1951, when Mr. H. S. Paul, B.A., Collector of South Arcot, distributed Literacy Certificates to a good number of adults.

The function commenced with music by the local Bagavathar Sri R. Krishnamurti Aiyar and party. Sri C. Ponniah Pillai, B.A., Deputy Tahsildar, Kathumannarkoil, who presided over the function, in his introductory speech, traced the history of the Adult Education movement and said that the Adult Education objective had assumed due importance under the present national Government. He added it was gratifying that under the direction and guidance of the Collector, Mr. H. S. Paul South Arcot District was playing a leading part in the Adult Education movement.

Sri P. V. Venkatavaradhan, M.A.L.T., Headmaster, Board High School, Kathumannarkoil, and Sri Rajagopal Naidu, Executive Officer, Panchayat Board, Kathumannarkoil, addressed the gathering. They said that those who had been enfranchised owed it to themselves to become literates and acquire the capacity for self-education. The present national Government were doing their best to wipe out adult illiteracy, but the main effort must come from the people themselves.

Mr. H. S. Paul, the Collector, then distributed the Literacy Certificates to as many as 51 adults who had come out successful in the examination held for the purpose. There are 91 Adult Schools functioning in the Taluk, out of which 16 Schools are working in Kathumannarkoil Firka alone. Out of the 465 who had sat for the Adult Literacy Tests in the whole Taluk, 343 came out successful, the figures for Kathumannarkoil firka being respectively 88 and 76.

Sri K. R. Ranganathan, B.A., (Hons.) Revenue Inspector, Kathumannarkoil Firka, proposed a vote of thanks. Sweets and flowers were distributed and a group photo was taken.

### All India Social Education Day.

The All India Social Education Day was celebrated in Bombay city on Thursday, 1st

November, 1951, by the Bombay City Social Education Committee. Prabhat Pheries were taken out by the workers of the Committee. Nearly one thousand people took active part in all the Prabhat Pheries which were later addressed by the officers of the Committee.

Flag salutations were held in the Labour areas, when the importance of Social Education was explained to the people. Speeches were made by Sri Champaklal C. Modi, President of the Bombay City Social Education Committee, Sri B. M. Kapadia, Social Education Officer, and Sri K. B. Kasotia, Deputy Social Education Officer.

Presiding over one of the dozen public meetings held in various parts of the city, Sri S. K. Patil, the Mayor of Bombay, said that the illiteracy and ignorance amongst the masses were so vast that they became a great handicap to the future progress of the nation. To remove this handicap, there was no other remedy except Social Education, which would benefit not only the present generation, but the future generation also.

Two meetings were specially held for women. Dr. Miss Prabhavati Gupta and Mrs. K. Dandekar gave talks on Social Education and health and hygiene.

Cleanliness work was carried out between 7-30 and 8 a.m. at Deltale Road, B. D. D. Chawl No. 8. The teachers, adults, supervisors, and Chawl Committee members took part in the programme.

Discussion groups were held in the classes of the Committee in which the subject of discussion was Social Education and all the persons present expressed their views with an open mind.

Another prominent feature of the programme was a talk given by the Hon'ble Sri B. G. Kher, Chief Minister, Government of Bombay, arranged by the All India Radio, Bombay. He spoke on Social Education, appealing for greater co-operation of the people and specially of the students to further the Social Education movement in the country.

The total collections made during the day were Rs. 463-4-0. The students of schools and colleges could not co-operate as the institutions were closed for the Diwali vacation.

