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ADULT EDUCATION REVIEW

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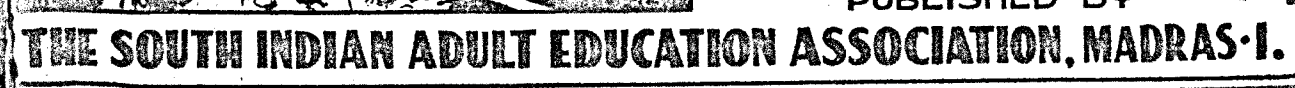
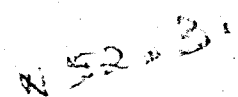
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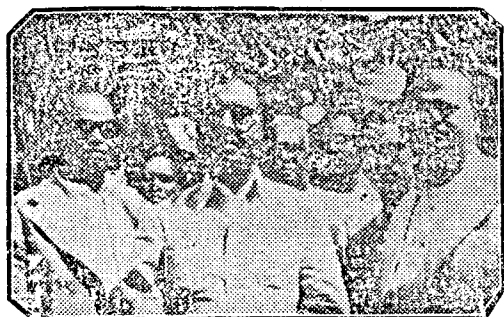
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A large number of friends acclaimed the Hon'ble Mr. J.L.P. Roche-Victoria, General Secretary, South Indian Adult Education Association, and Minister for Food and Fisheries, on his election to the Madras State Legislative Assembly. He is seen amidst smiling faces. To his left is the Chairman, Tuticorin Municipal Council.

"RAMARAJYA"

A non-party, non-communal and non-sectarian English Political Weekly Journal edited by Sri S. Airavatham commenced publication on 14th January 1952; it will be published every Thursday.

Sri K. S. Ramaswami Sastri, President, South Indian Adult Education Association, in a message, says: As Publicity Secretary of the Association, Mr. Airavatham has been rendering invaluable assistance to me as the President and to the Hon'ble Mr. J.L.P. Roche-Victoria as the General Secretary. Eminent leaders like the Right Hon'ble V.S. Srinivasa Sastri, Dr. Bhagwan Das and Sir C. P. Ramaswamy Aiyar have testified to Mr. Airavatham's ability, experience, learning and rare power of expression. I am of the same opinion. I am sure his *Ramarajya* will be a telling and timely achievement and a valuable contribution in shaping responsible current opinion. . . . I wish Mr. Airavatham wide public support for his timely and patriotic effort."

The Hon'ble Mr. J. L. P. Roche-Victoria, in the course of a message wishing *Ramarajya* every success, writes: Mr. Airavatham is acknowledged by many eminent authorities as an accomplished writer and as an original and sound thinker. He is singularly free from prejudices and predilections; he is non-party, non-communal and non-sectarian in his outlook. He is therefore an ideal journalist, a dependable, chronicler and interpreter of current events. There is, in Mr. Airavatham's writings, a refreshing tone of idealism which accounts for the striking individuality and vigour of his style."

For Particulars please apply to—

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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

JANUARY, 1952

No. 3

EDITORIAL

Adult Education Centres and Local Bodies

Our readers are aware that in June and July of last year the Secretary for Education to the Government of Madras sent round a circular asking for certain details about Adult Education Centres from all Local Bodies in the State. At that time there were on the whole 1173 Centres of which 967 were private managed and only 206 were managed by Local Bodies. Another 1396 Centres were expected to come into existence after the issue of that Circular under the management of Local Bodies. By about the end of November 1951 just about 132 Schools out of the 1396 promised had been opened under such managements. Number of Centres that had been approved by the Local Body but pending reference to the D. E. O. or the P. D. B. etc. was 450. Number before the Local Body for approval was 22. Number merely suggested was 797. The months of December and January were months of Election activity. Not even peons of Deputy Inspectors were free to carry on their normal functions. It must be expected therefore that before the end of January 1952 not many beyond the 1300 and odd at the end of Novem-

ber 1951 would have opened. The strength sanctioned to the end of March 1952 is 3010. It will be seen from the figures given that out of 1710 that had to be opened during the year, 1364 were expected to be opened by Local Bodies and only 446 were left to be filled in by private managements. We certainly see advantages in Local Bodies becoming managements of Adult Institutions. Apart from the efficacy or otherwise of the Local Bodies in administrative matters, they can certainly add to the facilities a Centre possesses, if they so choose. They may forthwith give the Centre a bright light which is the first essential. They may contribute for the buying of radio set now promised by the Department at half cost. They may influence attendance for the better if individual members of the Local Body pick up interest. They may, in fact, add to the emoluments of the teachers and keep them in enthusiasm. We are afraid, however, that it will be too much to expect Local Bodies in the State to start 1364 Centres within the coming two months. There are really certain difficulties that must delay matters.

Take for instance the Village Panchayat Boards that are expected to start about 500 Centres. Most of these Panchayats have no schools of their own. Teachers trained in Adult Education are all either aided school teachers or District Board servants. So a reference to the District Board or aided management becomes necessary. A reference to the D. E. O. is necessary, because the Government have asked them to consult these authorities. Their own Boards have to meet and pass resolutions. They have to go in search of teachers also. Municipalities are equally subject to all this except probably with regard to teachers who may be their own servants. Beyond and above these there is the question of availability of trained teachers. For instance it is all very well for the President, District Board, Godavari, to promise to start 100 Centres but will be able to find, even if he can get his own office-machinery to move quick, 100 trained teachers in his area all at once. Similarly with regard to the District Board of Vizagapatam which has suggested to start 80 Centres. The position in Vizag in regard to trained teachers is much, worse. It is all very well to calculate on paper that this Local Body does so much and the other so much but in practice much cannot be done to reach the goal. We are afraid that, because these Local Bodies have loomed large in the eye

The Cry of Illiterate Voter

The main Elections of 1952 based on Adult Franchise have now taken place. We have no political party. Ours is the party of illiterates. We ask, what have you done with us? How have you treated us? Have we been treated like men or women? No. We have been treated like the

of the authorities, even allocation of Centres to the Districts has not been done and permission to Adult trained teachers has been denied or too long delayed by the District Educational Officers. We are informed that in some cases they have been told that the D.E.O's have no allotted number in their possession and that they should go to their District Boards and interest the authorities in employing them for Adult Education. We have absolutely no objection to Local Bodies being encouraged to manage Adult institutions but to back on them for prompt work at this stage, when power-politics is in a melting pot is to expect the impossible and even if done by them may take up the question seriously the other difficulties we have indicated retard the pace. We have therefore, no hesitation in suggesting that urgent orders should issue asking District Educational Officers to give permission quickly and freely to all trained teachers who apply that application to the District Board by the teacher for permission to open a school should be treated as a formal affair and that orders should no further be delayed, in regard to extending time for the employment of untrained teachers in Adult Education Centres on condition that the teacher concerned gives an undertaking that he will go up for training when first selected.

children - children two or three years of age - not even as children at School. You prepared for us doll houses. You called them polling booths. You placed there boxes. You put on them pictures like a yoke of oxen, a hut, a camel, you gave a paper or papers into our hands—gay colored or drab

Literacy and Library Movement

Sri T.J.R. Gopal, Organising Secretary, South Indian Adult Education Association, Madras-1, writes:—

I crave the hospitality of your space for a few observations of mine on the Tamil Nad Library Conference held recently in Rajaji Hall, Madras, whereat I represented the South Indian Adult Education Association and moved a resolution urging amendment of the Madras Library Act so as to include Adult Education within its scope.

The Conference was indeed momentous and satisfied a long and keenly felt urge, to wit, that Tamil Nad should not lag behind Andhra Desa and Kerala in a fundamental movement like Library develop-

ment. Nor was it held too soon. It represented a rich variety of interests and viewpoints, although not in equitable proportion. The book trade was predominant. Protagonists of Adult Education could not make themselves felt; they were in a hopeless minority.

Some of the well-known personalities of Tamil Nad took part in the proceedings, and made weighty speeches. But the crux of the problem was missed. The Library movement cannot make headway where the level of adult literacy is very low. The first and foremost task is therefore to mobilise and concentrate all available resources for promoting fundamental adult literacy.

and asked us to choose of out these objects. In places you had the same picture twice over. We were confused, we were dazed by the array of boxes. We did not, most of us, know what to do. We had really in some areas never seen a camel in our lives. We had not like school-children years of coaching to name a camel from a picture without actually seeing it in life. What happened? We put the paper in the slit or over the box that somehow drew our attention. You tell us we should be satisfied that we have exercised our sovereign right. Is this proper? Is this fair? Though you treated us like babies or rather like herds of goats and sheep for a a circus show, we have commonsense in greater abundance than you. We have shown our displeasure in a marked measure. Our hungry stomachs have led us where? We do not know. Beware, however, of the coming day—the next election. Do not try to ride on our freedom by blind-folding our eyes and driving harsh on our illiterate brains. Remember you are driving yourselves and the country into a ditch. Let us arise, awake! Before

the next elections are on, take care you treat us like grown up men and women. Let the lakhs of educated men who have worked at the polling booths, and have witnessed the woes of illiteracy, the thousands of candidates who have gained or lost elections and the millions of educated workers who have had the job of coaching us to vote for a tree, or a hut or some such inanimate picture, realise the great insult they have offered to us and the harm they have done themselves and the country. Let them expiate themselves by taking a vow this day that they shall make us fit in five years, before the next elections take place, to take our noble part as the rulers of our own destiny. Let India rise to the heights of a self-respecting nation by not playing at elections but by straight voting for the men of its choice by name properly read and understood not by this dolls play of ignorant worship of mere symbols. Let the war against illiteracy be fought to a finish within this period. Let every man and woman in this country stand up and act, act from this moment, without doubt or rest.

Mr. V. Bhashyam Aiyangar touched the core of the problem when he said that now that we are independent we should make every effort to erase illiteracy. Mr. R. Krishnamurthy, Editor, *Kalki*, complained that the Government had done practically nothing with the money collected under the Library Act. What could the Government do, if there are no literates to avail themselves of libraries? It would be wrong for the Government to start more and more libraries when there is no demand. The people for whom libraries are and ought to be meant are not likely to be benefitted; only the book trade will have a good time of it.

Mr. Krishnamurthy made one more complaint, that the demand for the excellent publications brought out by the Association that had been started recently for developing Tamil, was not encouraging. To be popular, the publications should be practical in approach, simple in diction, and not prolix performances. They are meant to educate the adult and not frighten him with the author's depth and width of learning. As the Hon'ble Sri M. Bhaktavatsalam did well to emphasise, books should be priced moderately. Imparting of education, and not profit-making, should be the aim and objective of the publishers. He also did well to own that Government should take the necessary measures to spread literacy among the people.

I have organised a Co-operative Publishing Society for preparing and providing Adult Education Literature in this Province, which is the first of its kind in India. So far we have brought out 15 Tamil books, 12 Telugu books on various subjects, charts in Tamil, Telugu and Malayalam languages and many of these books and charts have sold to the tune of ten thousand copies in each without any publicity and canvassing. The profits earned by the Co-operative Society is nominal because we sell most of the books only at a little more of the actual cost price. Such a Society should be encouraged by the Government and the public because it helps the common man and the village library.

Mr. K. Balasubramania Aiyar moved a resolution drawing attention to the fact that the enormous amount spent on Primary and Adult Education was not yielding

good results by reason of the fact that a large proportion of those receiving education relapsed into illiteracy for want of facilities to continue their education. It is an error of fact to say that any money worth mentioning has been spent on Adult Education. Indeed, it is a pity, even the urgency of the need for Adult Education has not yet been realised.

What is worse, there are persons in high position who think and say that Adult Education can and must wait. These eminent persons either have no faith in Democracy or they do not understand its implications, although it must be clear even to the meanest understanding that Democracy cannot function effectively and fruitfully where the demos are in a state of chronic illiteracy and ignorance.

If Elementary Education is not making headway in spite of the fact that crores of rupees are being spent on it and an army of officials is maintained for the purpose, it is because the parents being illiterate and ignorant and not knowing the value of education do not care to send their children to schools regularly even though the education offered is free and other temptations like mid-day meal and milk supply are offered.

The relapse into illiteracy is mainly due to paucity of Adult Education, and cannot be remedied unless and until complete fundamental Adult Literacy is achieved. The library may prevent the relapse into illiteracy not to the extent that our friend expects because the library is useful only to those who have an insatiable reading habit and quest for knowledge. The thirst for reading should be created first, and that can be done only by promoting fundamental adult literacy. To think of starting libraries without first erasing adult illiteracy is tantamount to putting the cart before the horse.

The right course is to integrate the Adult Literacy and the Library movements. These are really complementary and inter-dependent. The one without the other is bound to be weak. The Library Act should be amended in a suitable manner with a view to promoting Adult Literacy. Money collected under the Library Act may be very properly spent on promoting Adult Literacy.

The purpose and Organisation of Community Centres

National Seminar Recommendations

Mr L. C. Richard, Municipal Commissioner, Vellore, and a member of the Executive Committee of the South Indian Adult Education Association, who has to his credit considerable experience of Adult Education work, gathered while at Cuddalore functioning as a Joint Secretary of the South Arcot District Adult Education Committee, was deputed by the Association as one of the Delegates to participate in the National Seminar on organisation of Community Centres held at Indore from 11th to 20th October 1951. He writes :

I was sent as a Delegate of the South Indian Adult Education Association to attend the National Seminar on the Organisation of Community Centres, convened by the Indian Adult Education Association Delhi, at Indore, Madhya Bharat State. Daly College, Indore, was the venue, and Delegates from all over India, including East Punjab, West Bengal and Jammu and Kashmir, had come to participate. The Conference was inaugurated by the Hon'ble Shri Manohar Singh Mehta, Minister of Education, Madhya Bharat State. Dr Humayun Kabir presided over the deliberations on the opening day. The subject of the Seminar was divided into the following, and discussion was initiated by the persons noted :

1. Concept of Adult Education and the place of community organisation and Community Centres. Shri M. Nanawatty.
2. Definition of a "community" and the "Community Centre" as an agency for Adult Education—Shri Gopalan.
3. Objectives and functions of Community Centres—Shri Barkat Ali.
4. Organisation of Community Centres—Shri Pathik and Shri Raghavan.
5. Problem of participation—Shrimati Nanavatty and Shri Vashishtha.
6. Types of activities for Community Centres—Shri Kapadia, Shri Muthappa, Shri Bajinath Singh and Shrimathi Nanawatty.
7. Finance and administration of Community Centres—Shri Chathurvedi and Shri L.C. Richard.
8. Role of Agencies, States, etc.—Shri Srinivasa Rao and Shri L.C. Richard.

The Deputy Directors of Education of the various States presided over each day's sittings and also two of the distinguished non-officials, Mr. G. P. Bryce, Principal of the Indore Christian College, and Mr. B. M. Kapadia, Director of Social Education, Bombay City. I was privileged to read the papers on finance and on the role of agencies and was also elected to the Steering Committee.

The following institutions and places of interest were visited by the Delegates :

1. The Madhya Bharat Proudh Shiksha Maha Samiti Adult Education Centre at Indore.
2. Dewas Training College.
3. Sheesh Mahal and Pipilia Tank.
4. Social Education Centres conducted under the direction of Rev. G.P. Bryce, Indore.
5. Adult Education Centre, Shepra.
6. Shram Shibir (Labour Centre) organised by the local Labour Organisation—Indore.

Every evening educational shots were shown in the Discussion Hall.

Report and Recommendations

Consent of Adult Education evolved at Jabalpur Seminar in relation to the Organisation of Community Centres :

1. The concept of Social Education evolved at the Jabalpur Seminar came up for consideration in relation to the organization of Community Centres. It was the recommendation of the Jabalpur Seminar that the scope of Adult Education was wide and varied, and that the broader concept of Adult Education, as education for enlightenment and citizenship, i.e. Social

Education, was more suited for democracy. It was also said that though literacy was an integral part of the programme of social Education, organization of literacy classes alone was not sufficient.

2. The conclusion arrived at in this Seminar was, that a Community Centre could be best developed on the basis of the broad concept of Social Education as envisaged above. It was also said that Social Education should be developed on the basis of the everyday needs of the Community. In the technique of teaching, emphasis should be on informal methods.

What is Community?

3. Some difficulty will be experienced in interpreting the term "Community" as hitherto it had been used in the narrow sense of a religious or a caste group. While speaking of Community Centres, the word "Community" has reference to the people who live in a neighbourhood, and who have common needs and interests.

The Community Approach?

4. The personality of an individual can be developed best in the environment development of the community. A programme of Adult Education directed towards the community would, therefore, be all the more advantageous. The Seminar, therefore, recommends that programmes of Adult Education should be for the improvement of the community as a whole.

What is a Community Centre?

5. There cannot be a uniform type of Community Centres, and it will differ according to the requirements of the locality. The rural, the urban and the industrial Community Centres would be of different types. A Community Centre is a place where people living as neighbours can come together on equal footing to participate in social, recreative and educational activities, and to organise services for their welfare.

Any agency which serves the welfare needs of the community and provides common meeting place can, therefore, be styled as a Community Centre.

Community Centre as agency for Adult Education work:

6. The Community Centre will indeed be the most suitable agency for Social

Education as it can provide activities necessary for making the Social Education programme realistic and attractive. While the existence of a Community Centre is not an indispensable pre-requisite of a Social Education programme, which can be carried without it, the effort from the outset should be to develop the Social Education Centre into a Community Centre.

(Sessions III and IV)

Objectives and functions of Community Centres:

7. The objectives should be—

- (i) to foster a sense a community through the service of the social, cultural and economic needs of a neighbourhood or a locality;
- (ii) to inculcate a sense of national unity and good citizenship and to build up a live democratic community in which every member takes active interest and plays an effective role;
- (iii) to stimulate interest in and to provide facilities for the proper, wise and enjoyable use of leisure;
- (iv) to arouse the spirit of self-help.

Functions:

8. A Community Centre should provide a common meeting place in which people belonging to different castes, creeds and political opinions can gather for realisation of the objectives indicated above.

9. The functions of a Community Centre will include eradication of illiteracy; promotion of Social Education, furtherance of the general knowledge of the community, development of local leadership, organisation of corporate life and, co-operative activities and carrying out projects for improvement of health, hygiene, sanitation and housing conditions.

(Sessions V and VI)

Organisation of Community Centres:

10. While considering the methods of organization and promotion of Community Centres, it will have to be kept in mind that beginnings will have to be made almost from nothing. The idea of developing a centre round the felt needs of the community rather than imposing a ready made pattern particularly in the rural areas will, therefore, be the right approach. The best method of beginning the Community Centres, will therefore be to start it under the auspices of the Social Education scheme

and through the Social Education agencies in the particular area.

11. The provision of suitable premises for Community Centres will be a problem in almost all areas. Though a Community Centre can function in the early stages in whatever place available, the aim should be to provide suitable premises which should have sufficient accommodation for carrying on all the varied activities of the Centre.

12. There is a strong section which feels that a Community Centre cannot be organized unless a *fully trained leader* is available. It was, therefore, expressed that training for leadership should come first. The other section felt that this may not be practicable and that leadership should gradually develop. Thus training may come at a suitable stage for equipping the leader with the knowledge and ability for better organisation of the Community Centres.

13. A Community Centre will need the various types of equipment necessary for organising its different activities e.g. radio sets for community listening, circulating library sets and simple materials like charts, maps, lanterns, posters, books, musical instruments, etc. A beginning can be made with whatever materials available and these can be supplemented gradually as the resources of the Centres grow.

Participation:

14. The problems of encouraging participation of the community in the centre will not generally arise if it is developed from the felt needs of the community. In many cases it will be necessary for workers to make the community actively conscious of its needs, and to build on that basis. If at a later stage the interest of the members flags, participation will have to be encouraged by various methods like individual approach, house to house approach and approach to the natural groups in the area which the Community Centre tries to serve.

(Session VII)

The types of activities to be organised at Community Centres:

15. It is neither possible nor desirable to try to make out an exhaustive list of the particular activities which can be called activities of the Community Centre. The important point is not the particular activity itself but the motive from which it is undertaken.

16. All activities which spring from the felt need of the community are, therefore, proper activities of a Community Centre, and they may be as wide and as varied, as the life of the community itself.

17. The board classification of activities will, therefore, be activities designed for proper and enjoyable use of leisure, and welfare activities, including appropriate items in the constructive programme, undertaken for the good of the community. The following list which is neither exhaustive nor arranged in order of priority may serve as guide:

- (1) Physical activities such as sports, games, mass drills.
- (2) Recreational activities such as Bhajans, folk songs, folk dances, dramas.
- (3) Educational activities such as Social Education Classes, libraries, Reading and Writing Clubs, preparation of wall newspapers and charts, discussion groups, study circles, Debating Clubs.
- (4) Organisation of welfare services: These will include Child and Maternity welfare, youth welfare, family welfare and the like. Health services for the village such as attendance on and the care of the sick, provision of amenities for the proper nursing of the sick, medicine chest, first aid, etc.
- (5) An information service which should include collection and dissemination of information about anything and everything in which the community feels interested; and demonstration of the better methods in agriculture and other vocations of the community.
- (6) Exhibitions with a view to provide an opportunity for the members of the community to show their skill, and to give ideas of what other people are doing in the field.
- (7) Social activities like community dinners, picnics and excursions.
- (8) Profitable economic and industrial leisure time activities.
- (9) Co-operative undertakings.

(Session VIII)

Finance and Administration of Community Centres:

18. While considering the administrative set up of a Community Centre the

principles of shared administration, democracy participation, functionalism and co-ordination came up for discussion. The consensus of opinion was that the administration should be of the democratic type; and its pattern may vary. Urban Community Centre may require a Board of executives and other functionaries; while a rural centre may have only that machinery which it can afford to have on elective basis.

19. In considering the question of staff the necessity of a full time paid warden was brought out by a section of the Seminar, but the other section felt that it may not be within the scope of the financial resources of many Community Centres. That being so, they will have to carry on their work with the help of voluntary staff or part-time paid workers. Here the possibility of Government supplying some of the staff for the management of the Community Centre was examined, and it was thought that Government should be able to provide organisers of Community Centres for the unit of a Taluq or Tehsil, or for the district. The machinery of Social Education could with advantage be utilised for carrying on the duties similar to that of a warden till the Community Centre elects and provides voluntary staff or appoints its own full time or part time workers.

Ownership:

20. The question of ownership of the property i. e. the premises and the equipment is an important question in administration. Though theoretically the property would vest in the community itself, it would be better if some statutory provision was made for the vesting of the property, either in a body corporate, or the Gram Panchayat or the State. This provision is necessary for securing the primary aim of making the resources of the Community Centre available to the community for furthering the objectives of the Community Centre.

Budget, Accounts, Records and Public relations:

21. Though the standard may vary from Centre to Centre, there must be a sound system of keeping accounts of public funds. In order to give the members training in running institutions, it will be necessary to insist on budgeting and keeping records in some form or the other. The Community Centre should

also form a small committee for maintaining relations, not only with the members of the community, but with people in different areas.

Finance:

22. While it is recognised that as much financial burden as the community can bear should be put on it, liberal State aid for initial provision of buildings and equipment and grants-in-aid to the extent of half, on the recognised and proved needs of the Community Centres should be available.

23. All possible resources, such as donations, community contributions, grants from Local Bodies, social service agencies, industrial concerns, and income from entertainments were examined in detail and the limitations of some of these were considered. A section of the Seminar was of the opinion that there was need for membership subscription however small it be, while the other section thought that there should be no subscription but voluntary contribution. The consensus of opinion however was that all these resources may be tapped to the extent possible, and without detriment to the objectives of the Community Centre.

(Session IX)

Role of Private and Public Agencies:

24. The field of work being vast and there being a dearth of agencies, every institution which can be helpful in organising and promoting Community Centres will have enough opportunities for playing its role. As the Community Centres are to develop round a programme of Social Education, the State Department of Social Education or the voluntary organisation in charge of implementing the scheme of Social Education shall be the most patent agency in the organisation and promotion of Community Centres. The Gram Panchayats and the local authorities like District Council can also take up the work of establishing Community Centres, if provision for such activity finds place in the statement of their obligatory or optional duties. The provision for enabling the Gram Panchayats and the local authorities to take up the work as obligatory or optional duty may be worthy of consideration where it does not exist.

25. Private agencies have a vital role to play in the organisation of Community

(Continued on page 79)

Education does not end with School Course

Role of Community Centres

The proceedings of the All India Adult Education Conference held in Bombay on 25th and 26th October 1951 have been briefly reported and published in a previous issue of the *Adult Education Review*.

Below are published the full texts of the Welcome Speech by Shri B. M. Kapadia, Social Education Officer and Secretary, Bombay City Social Education Committee, the Inaugural Speech by Shri Champaklal G. Modi, President, Bombay City Social Education Committee, and the Presidential Address by Principal Ranjit M. Chetsingh.

Shri B. M. Kapadia says that the "chief aim of Adult Education is to make men and women better citizens all-round." Shri Champaklal G. Modi emphasises the role that Community Centres can play in spreading Adult Social Education. Principal Ranjit M. Chetsingh points out the absurdity of the notion that education stops with the School or the College course, and says that in the continuous process that Education is Adult Social education is the definite trend.

Welcome Address by Sri B. M. Kapadia.

Welcoming the delegates Shri B. M. Kapadia said: I deem it a happy privilege and a pleasure to welcome you here on behalf of the Indian Adult Education Association and the Social Education Workers of Bombay to this the Eighth All India Adult Education Conference. Bombay has been the venue of the All India Educational Conferences for the third time, but it is for the first time that the All India Adult Education Conference is meeting in this city today. Bombay has been not only the industrial metropolis of India, but is also the educational metropolis and it is but fitting that along with the Educational Conference this Conference is also holding its sessions this year in the city of Bombay which proudly calls herself *Urbs Prima in Indis*.

Scope of Adult Education

Today when we talk of Adult Education we must remember that we are not thinking merely of the eradication of illiteracy. Too long has the word Adult Education been misused in reference to mere literacy and hence many feel aggrieved that money and great efforts are being wasted on the 3 R's. No doubt in a country like India where the percentage of literacy is as low as 10 to 15 per cent, literacy plays an im-

portant part. But it is not the end. Many outside the actual field of Adult Education are still holding on to this notion of literacy being the only aim of Adult Education. But even as Mahatma Gandhi who first emphasised the great need of educating our masses, the chief aim of Adult Education is to make men and women better citizens all-round. It is this concept of Adult Education that is being emphasised now and hence the change of the nomenclature of Adult Education to Social Education is very significant and quite important, and I hope that this Conference may hence forth be called as Social Education Conference instead of Adult Education Conference. This orientation has changed the whole outlook of Adult Education and the approach to it. Social Education is the education of the whole man, the better man in all aspects of life, mind and heart. The end is to make a man a better man, a man who does not fight for his rights only, but is capable of understanding and undertaking his responsibilities, not towards merely a small group to which he belongs, i.e. the family, the caste or community, the village or town, or even the bigger groups like the regions, say Bombay, Bengal or Madras, etc. He should however be able to understand his rights, duties and responsibilities as a citizen of a Democratic State. Adult Education thus reoriented into Social Education has now become a real movement

of mass education on which the future development and greatness of the Democratic Republic of India depends.

Organization of Adult Education

Having defined the aim and scope of Adult Education, we have to consider how that aim is to be achieved. The Five Year Plan has suggested the organisation of Community Centres for Social Education. The 2nd National Seminar at Indore has very elaborately discussed the different aspects of Community Centres and I hope the results of these discussions will be in our hands very shortly. Leaving aside therefore the fuller consideration of the method and technique. I have to emphasise the need of strong well-knit organisation for fulfilling the purpose. Education has been considered as a State responsibility, but the educationists who can visualise the vastness of the problem in a country like India can easily realise the impossibility of the task being carried out successfully by the Government alone. In the organisation, therefore, we have to seek the co-operation of the Municipal or local bodies, industries, the public health and Co-operation bodies, Rural Reconstruction Departments and others, specially the students and the masses for whom the education is meant.

Work in Bombay State

I am happy to say that the Bombay Government has set up such organisations in the different regions of the State and specially in the city of Bombay. In the State of Bombay, three Regional Committees for Maharashtra, Gujarat and Karnatak are set up with officials and non-officials as members who can command the respect and co-operation of all in the regions. Work is being carried on intensively in compact rural areas and also extensively in non-compact areas. During the year 1950-51 alone, there were as many as 9595 Adult Education Centres in compact rural areas and 2017 in non-compact rural areas. Over 96,000 men and 18,000 women have been educated through these centres. The State has been fortunate in having the Hon'ble Shri B. G. Kher, our Chief Minister, as Education Minister. He is, as you know, an eminent educational thinker, and takes keen and personal interest in matters educational. It is also

noteworthy that it was the Bombay State alone which created an Educational Adviser's office which had the privilege of having Dr. K. G. Saiyidain as the Educational Adviser. With such men at the helm, education in the State has been put on a firmer and sounder basis. In the city itself a great experiment in a compact industrial area is being carried on. It would not, therefore, be out of place if I give a bird's eye-view of the work of the Bombay City Social Education Committee which deserves a special mention as it can almost claim to be the pioneer agency in Social Education on an organised basis.

Work in Bombay City

The Bombay City Social Education Committee was first appointed in 1939 by the Congress Ministry. The Adult Education movement since then owes its growth and development to the inspiring guidance and untiring efforts of our leaders like the Hon'ble Shri B. G. Kher, the founder President, His Excellency Shri Mangaldas Pakvasa and the Hon'ble Shri Gulzarilal Nanda who had been guiding the Committee successfully as Presidents. Shri S. K. Patil, the Mayor of Greater Bombay, has been associated with the Committee as a member since its inception and the Committee has always helped with his dynamic personality. The Committee had adopted a Ten Year Plan in 1946 for educating the seven lakhs of adult illiterates of the city within 10 years. "The New Approach" planned in 1948 by a Special Committee of which Shri Champaklal G. Modi—our guest here to-day—was the Chairman, gave full details of the organisation and supervision of the movement in Bombay. The Committee has during a period of 12 years enrolled in its classes about four lakhs of illiterates of whom 250,000 including 50,000 women, have passed the test. At present it organises about 2,500 Adult Education Centres for about 60,000 adults every year. Bombay is a multi-lingual city and hence, after a lot of spade-work, has published its own text books and follow-up literature in four different languages for the adult speaking Hindi, Marathi, Gujarati, and Urdu. It has a well-planned Social Education syllabus to be completed in 12 months in two stages of 4 and 8 months, which would result in making an illiterate adult literate

and also fairly well informed about the fundamentals of right living.

The cultural side of Social Education is attended through cultural programmes and through the medium of educational and recreational films exhibited with the help of the Committee's two Social Education vans. The Committee has divided the city into eight zones each being under an Assistant Social Education Officer, has now a personnel consisting 10 officers, 40 Supervisors and nearly 800 Social Education teachers, each Supervisor being in charge of 20 classes and each A. S. E. O. being in charge of five Supervisors i.e. 100 classes. 50 percent of its expenditure is borne by the Government of Bombay, Rs. 75,000 are received as grant from the Bombay Municipality and the rest is made up of public contributions—which are partly obtained during the Social Education Week celebrations.

From this very brief account, it would be seen that the Social Education movement is going ahead in the city. Of course there are difficulties and hurdles—mainly of the lack of trained Social Education workers and of finances. However, we are trying to meet these hurdles as best as we can.

Chawls—as Community Centres.

We specially seek the co-operation of the backward people themselves through the medium of what we call Chawl Committees—and the response is more than encouraging. These committees not only help in the organisation and working of the classes, but they also take up such work as cultural programmes, looking after the cleanliness and sanitation of the chawls, and other co-operative efforts. The result is that the chawls themselves become Community Centres for developing right community life.

Mills and Factories.

As you are aware, Bombay is a city of mills, factories and workshops. The majority of our illiterate people, both men and women, are working in these industrial plants. Through our scheme of employers' classes in mills and factories, we have approached the managements to undertake Social Education work under the Committee's guidance, and I am glad to state that the response is very encouraging, with

nearly a hundred classes now being conducted within the mill premises.

We are also trying to enlist the co-operation of college and school students by forming Social Service Units in colleges and schools. We do hope that the students of Bombay will come forward to do this national work in larger numbers.

Ladies and Gentlemen, we in Bombay are aware of the difficulties that face us in fulfilling our vast task. We have done a lot of spade work and yet we know that much more remains to be done. There are in a population of 30,00,000 in Greater Bombay still 12 lakhs adults to be educated. We look forward, with a hope, to the day when Bombay will be a fully educated city.

As in Bombay, as a result of continued efforts of States and Central Governments and voluntary organisations, the movement has gathered greater momentum all over the country within the last few years. The number of persons who pass out of the portals of Social Education Centres is increasing year by year and it is certain that if we the workers in the field of Social Education carry on the movement in a spirit of *Social Service*, the movement has the brightest future. It is we who must make Social Education a dynamic movement for the uplift of the masses. I do hope our joint deliberations here in the Conference will lead us quicker to the achievement of that goal, so that India can stand at no distant date on a level with the more advanced nations of the world.

Friends, I again offer you a very cordial welcome and hope that the deliberations in Bombay will result in the right lead for the organization of sound Community Centres for Social Education.

Inaugural Address by Sri Champaklal G. Modi

Inaugurating the Conference, Shri Champaklal G. Modi said: Friends, I feel greatly honoured by your inviting me to inaugurate this the Eighth All India Adult Education Conference. The honour done to me is really the honour done to the Bombay City Social Education Committee of which I happen to be the President. I consider it a happy privilege to meet and address you this morning at this Conference, which is representative of India's leading workers in the field of Adult

Education, and of other phases of education in general. Your deliberations will cover the very important field of Adult Social Education. It would, therefore, not be inopportune for me if I place before you a few ideas which have struck me in the course of my work in the Adult Education movement.

World Progress in Adult Education

Adult Education is a world-wide movement and its urgency and importance are now not a matter of any doubt. The movement goes by various names in different parts of the world, e.g. Mass Education in China, Adult Education in England, Out-of-school or Community Education in parts of Europe and America, Popular Education in Romance language areas and Social Education in India. Since recently the term Fundamental Education has also come into vogue,—being used by the Unesco,—embracing in its connotation, education of children along with that of adults. Perhaps Basic Education of Mahatma Gandhi is not far removed from Fundamental Education except in its technique. All these terms, however, are almost synonymous and convey a common purpose, viz., the raising of the social, cultural and economic standards of the people by educational means, in which adult literacy plays an important part. All over the world, a war is being waged to eradicate illiteracy and to educate the masses in the fundamentals of right living. Even in the middle of this twentieth century, there are over a hundred crores of people who are illiterate and ignorant. In countries of Western Europe, the U.S.A., Japan, Australia, and New Zealand, as a result of compulsory Primary Education along with Adult Education, the percentage of illiteracy has almost reached a vanishing point, but there are other countries such as Brazil, Mexico and most of the countries of Africa and Asia, where the percentage of illiteracy is abnormally high. India is unfortunately one of these latter countries. The Unesco has realised that this condition is a great source of international insecurity. The peace of the world will be at stake so long as there are extremes in standards of education in different countries as this inequality gives rise to exploitation of the backward countries by the more advanced ones. The UNO has, therefore, a responsibility

to fulfil—that of levelling up of education in the backward areas if international security and peace are to be preserved.

Progress in India

In India which has Democracy as its basic principle in its Constitution, an intelligent interest in its affairs by the adult population is most essential. A child, if he becomes literate at the age of 10 years, has to wait for another 11 years till he is able to take active part in the affairs of the State. But an illiterate adult immediately steps in to contribute his quota to the Government of the country and the life of the community in which he lives. I cannot, therefore, imagine the great danger that we are shortly going to have based on Adult Franchise. Therefore the urgency of the Adult Education movement is more in our country where according to the census of 1941, about 85% of the population are illiterate and ignorant. Although the literacy figures of 1951 census are not yet published, it can be assumed that the percentage of literacy for the whole of India will not be more than 22%. During the last decade, there is, thus, a slight upward trend in the percentage due to non-official and official efforts in different States where a number of agencies are working with this end in view. But this progress of education is slow and at the present rate it will take a few more decades to make every man and woman literate.

Therefore, the question before us as Adult Educationists is, "Shall we remain satisfied with this snail's progress in our Adult Education movement? Can we not find ways and means to accelerate its tempo?" It is well nigh two years since the Government of India accepted the goal of achieving 50% literacy in India within five years. Although two years have elapsed, this decision has not resulted in any appreciable progress. The question, therefore, arises: Have we made the right approach? In Soviet Russia, to quote a single instance illiteracy has been all but wiped out during the course of only two decades. If we want to create 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

The best method for creating such a wholesome ferment, is according to me

India-wide dotting the villages with Community Centres each suited to the local conditions. These Community Centres will serve as focal points from which the Social Education movement will radiate all around. It is, therefore, a happy augury that the Planning Commission has recently suggested the starting of Community Centres in the country as one of the chief constructive items for the economic, cultural and social uplift of the masses. I am happy to note that the All India Adult Education Association held very recently a special Seminar at Indore to discuss the problem of the organisation of Community Centres in relation to Social Education. The centres shall provide opportunities for studies and intellectual discussions, for co-operative work and developing the team spirit and for recreational activities. However, I would caution here that we need not copy the Western pattern. Conditions and needs in the Western world are different from those in our own country. We should base our Community Centres on the needs of the locality, on our own cultural habits of life and traditions. Education divorced of these cultural links is a negation of Social Education, which means negation of Democracy. Another point to which I draw your attention is that for the success of the Community Centre, is required the presence of a highly cultivated personality in the group whose influence is arresting. Without these conditions being fulfilled, Community Centres may lead to dissipation rather than to education.

The Community Centre will be the main spring of various activities touching the life of the community whom it wants to serve. I may make it clear here that community is not communal. The term 'Community' embraces the whole community living in a particular locality, without any distinction of religion or caste. For such a Centre, a number of activities can be suggested, namely, literacy classes, discussion groups, debates, study circles, information bureaux, vocational and agricultural training, exhibitions, Co-operative Societies, arts and crafts, dramas, musical concerts including bhajans, powadas, Kathas, sanitation and health services and employment bureaux. In fact this project of Social Education will be linked up with the progress of rural and urban development. The various constructive activities under the auspices of the Kasturba Gandhi Fund and

Mahatma Gandhi Memorial Fund may be co-ordinated in the scheme. The Centre will thus be a nucleus for the integrated growth of Social Education in the rural and urban areas as envisaged in the Five Year Plan of the Planning Commission of India. It will then fulfil the enlarged scope of Adult Education into Social Education for developing the total personality of an individual, ready to fulfil his responsibilities as much as his desire to enjoy his rights.

Further Education.

I may just refer to another aspect of Adult Education which is prevailing in advanced countries and which is lost sight of in India. Adult Education should provide facilities for further education according to the needs, to adolescents and adults who are compelled by economic or other circumstances to enter employment before completing the school or college course; because the requirements of our political independence make it necessary for every citizen to acquire a deeper and wider knowledge of public problems. Though there are a number of night and morning schools in urban areas—in Bombay there are 50 such Night High Schools and numerous other vocational institutions—the same facilities are not available in the rural areas. The Community Centres will fill in this gap.

Rural and Urban Areas.

This is a general tendency to differentiate between Adult Education in Rural and Urban areas. I do not think it is proper to divide Adult Education into two water-tight compartments—Adult Education in rural areas and Adult Education in urban areas. Nor is it proper to emphasise the importance of one over the other. If the fundamental principles of Adult Education are accepted as the same for both, rural and urban populations, the difference lies only in the bias-towards agriculture in the rural and towards industry in the urban areas. Otherwise, the technique and methods of Adult teaching are the same for both, and the need of educating the rural along with the urban population is equally great. One aspect of the Adult Education movement in cities like Bombay, Delhi, Madras or Calcutta is often forgotten. It is from these more educated cities and towns that Adult Education permeates and spreads in the

rural areas. This is specially the case in a multi-lingual city like Bombay, where thousands of illiterate workers come every year in search of work. They come from Maharashtra, Madhya Pradesh, Uttar Pradesh, Hyderabad and other distant places. They do not stay here permanently, but in the new atmosphere of the city, their inner urge of being educated is roused, and it finds fulfilment in their studying in the Social Education classes. It is in essence the rural population which is being educated in the compact urban area. Again when they return educated to their far off villages, they spread the message of Social Education amongst the rural areas too. Thus a city like Bombay serves as a clearing house for Social Education and thereby helps to solve the rural problem of Social Education. My appeal, therefore, to educationists is to give equal importance to both the urban and rural problems as affecting Social Education.

Voluntary Efforts.

Social Education is organised in India partly by non-official voluntary organisations and partly by Government Departments. With voluntary agencies as well as Government Departments, finance has been a great troubling factor. While primary education certainly deserves fuller encouragement from Government, Social Education for reasons already mentioned above, should receive an equally encouraging treatment, as Primary Education and Adult Education are the two corollaries of the same problem, viz., Fundamental Education. But Social Education movement is a mass movement and hence in its very nature it must be associated with voluntary efforts. Moreover, it is a new movement without any precedents. It must not be official-ridden. Guidance and help from Government is quite desirable and necessary. But at the same time too much interference would discourage the initiative of the voluntary bodies.

Co-operation of students.

The scope of Social Education is so vast that there is room for a number of voluntary agencies which can take up the work of Social Education. I may mention one such

agency viz. the student-world and educational institutions. The co-operation of the student-world has not yet been worked out on a planned and extended basis. As a result this useful energy has not been harnessed in the cause of Social Education. Students can be initiated to Social Service through Social Education during their own training. The University Education Committee in 1949 has well recommended the utilization of students for Social Service through various activities. The recent report of the Bombay University Reorganisation Committee under the Chairmanship of the Vice-Chancellor, the Hon'ble Shri Justice Bhagwati has suggested the granting of a certificate to University students for such service. Students and teachers from the city can go during specially the larger vacations to the villages and establish Social Education camps, as has been done in Madhya Pradesh and other States. It would add to their usefulness and evoke greater response if these batches of students are accompanied by Social Education caravans. Thus the educational institutions with their students shall become the nuclei for such service. As proposed by the Bombay City Social Education Committee every College and Secondary School can set up a Social Service unit for itself. It must be mentioned that the students must receive special training in the beginning before they go out for such work. If the lakhs of students in Colleges all over India would undertake the work of Adult Education in a spirit of service to the nation, they would help to educate the masses at a faster rate. There are a number of other problems—a trained personnel for such work, the right type of literature, text books and follow-up reading matter and libraries. As field workers in Adult Education we have been tackling these problems in our own way, and I need not dilate upon them.

Friends, with these few remarks, I have great pleasure in declaring the Eighth All India Adult Education Conference open. On your shoulders as adult educators rests the responsibility of educating the adults of India—the persons who need education most. May your deliberations in this Conference lead ultimately to the quicker achievement of our goal of a socially educated India.

Principal Ranjit M. Chetsingh's Presidential Address

The following is the full text of Principal Ranjit M. Chetsingh's Presidential Address :—

Ladies and Gentlemen,

I am very conscious of the honour which you have done to me in asking me to preside over this session of your Conference. But for the insistence of some of my friends, in whose sincerity of purpose and devotion to the cause of Adult Education I have great faith, I would have declined this position. I am sure, however, that with your indulgence and co-operation and with the hard work that some of these friends have put into the preparations for this Conference we can spend a profitable two days in this city of Bombay. It gives me particular pleasure to be here with you in Bombay City—one of the few cities which began to give early evidence of their awareness that Adult Education has real claims on the time, talent and resources of a city and of its privileged citizens. It would be invidious to single out any one person and to leave out others. But one cannot help thinking of the exceptional interest of Bombay's Chief Minister, Shri B. G. Kher, of the early vision of Sir Rustom Masani, of the steady service of such faithful people as Prof. P. A. Wadia, Prof. Choksi, Shri N. M. Joshi, Mrs. Kulsum Sayani and Shri Champaklal Modi. They and a host of others from this city alone could tell us a great deal from their experience which would help us in thinking of ways and means of tackling some of the difficult problems which face us.

Social Education

It is a matter for thankfulness that the country thinks now in terms not merely of Adult Literacy but of Social Education. If this represents a measure,—as I think in some ways, it does,—of our progress in the appreciation and consciousness of the human values of Adult Education it is a matter for satisfaction. I fear, however, that the narrower conceptions of Adult Education and the claptrap connected with the so-called campaigns, some of which proved a snare and delusion, still tends to persist and we have yet a long way to go before we,—our administrators and those who guide and mould public policies and

we as a people,—come to believe in the true significance of Adult Education.

The Place of Adult Education in the Life of a People

I do not propose to inflict on you a very long address. I will not take time, therefore, to discuss at length the content and the wider philosophy of Adult Education. I must share with you, however a few considerations which we either do not allow to arise in our basic thinking and in our planning or which we tend to neglect and ignore. Yet they are considerations which we cannot afford to ignore except at grave peril to the future of our social and political development as a people. Here is one.

"Finished my Education"

A hard dying but pernicious heresy seems to underline our thinking about education. It is that education is a matter of the earlier years of life. How often do we hear such remarks as "I finished my education in 1945" (or whatever year it was); "Mr. A. completed his education seven years ago!" What people have in mind is that they ceased to be whole-time students in a given institution at a given time." But life is meant to be little but an agelong pilgrimage of learning. As we grow, our capacities of understanding and discernment become sharper and more comprehensive. Begtrup has pointed out in writing of Denmark :

"Experience proves that the same amount of information which it takes the half-grown youth,—dozing on the school forms—three to five years to learn, can be acquired by adults, who are keen on learning and who have done practical work, in the space of three to five months."

This is not surprising, of course, for we all agree that a person with some familiarity with a subject turns to it with greater interest than a person who has no knowledge of it; and further that a study of *theory and practice together* gives us lasting knowledge. Prof. Ernest Barker has forcefully reminded us that "Men educate themselves for citizenship by what they do to educate themselves when they have ceased to be educated by others." And this is only one side of an important but alas neglected educational truth. There are some studies which can benefit us only in

maturer, or shall I say the maturing, years of life. Several years ago I read what Aristotle and Newman have taught us about the study of certain subjects being suited to the later stages of life. But then I did not apprehend their import so fully as I do to-day when in my own life-journey I have begun to look forward to the half century year-post. I agree more fully with Prof. Ernest Barker to-day than I had the capacity to do when, several years ago, I read the following: "Before you can really study the theory of good and evil in ethics, you must have felt their tussle in your own conscience: You must have realised in your own life the existence of moral problems." Similarly, before you can really study the theory of right and wrong in politics, you must have undergone some sort of political experience: You must have felt what it is like to be confronted with some sort of political issue; you must have wrestled yourself in some way, with the problems of conduct and organization which arise in human societies.

The Citizen's Choice.

*Zindagi ki nabz hai betabi-e-josh-e-amal
Sun kisi zinda ki munh se dastan-i-zindagi.*

The very pulse (essence) of living is the impulse to creative action. To learn the meaning of living you should listen to the life story of one who is truly alive. This, we must know applies to the agelong process of education. The educated man continues to be educated every day of his life. It is the dull and the dead whose education stops. And conversely those who cease to educate themselves become dull and live only as dead men!

Adult Education for the Educated.

This brings me to what I wish to emphasise particularly as deserving of our consideration for the next few years. I wish to suggest that while struggling to evolve a programme for the mass of our population we should also give some attention to the problem of the education of the so-called educated.

In the first place, we should definitely press for schemes of *Continuation Education* which would provide facilities for the maturing of the talents, both mental and motor, of those millions of our young

people who get absorbed in the struggle for making a living while they are still in their middle teens. Evening Classes with a vocational bias, as well as more definite provision for imparting a knowledge of economically gainful skills should be made available on a wide scale. Polytechnics, commercial and technical Institutes and Handicraft Centres should be opened in the evenings with facilities for recreational corporate activity. These should be organized to give professional or vocational help in a definitely educational atmosphere. Not only large cities but towns of five to ten thousand people should have these *houses of learning* which would never ignore human and cultural values. For education is atmosphere as well as instruction, as Livingstone reminds us. "It is not an assemblage of piecemeal acquisitions and accomplishments but the formation, largely unconscious, of an outlook and an attitude."

Less formal Avenues

Most humans tend to object to being taught or "worked upon." We in this country tend to be extra assertive in this regard for we have an unrecognized awareness of our inferiority in the educational realm. That is why few "educated" people are willing to join any sort of a class in our cities. Educational agencies have also made the mistake of making very stiff and formal provision in their programmes,—provision which is reminiscent of the school room. We need to make wide use of the device of Forums. Forums are unlike lecturers in presenting a subject from various points of view through a series of meetings, and also in providing for active participation by the audience. "The prepared contribution of a speaker, or speakers, with which the majority of forums open, sets them apart from round-tables and other types of discussion. Voluntary attendance, as well as the practice of choosing subjects with the needs and interests of the audience primarily in mind, differentiate Forums from courses offered by Schools, Colleges, and University Extension Departments, many of which are now adopting the Forum method as a golden mean between the too formal lecture and the too informal discussion, especially for the teaching of the social sciences."

M. L. Ely who has given the American Association for Adult Education a special study on this subject tells us that "frequently the audiences that are thus made up are in the beginning mere aggregations of individuals with no apparent connection beyond their immediate interest in the particular speaker whom they have come to hear or the particular subject upon which he is to speak. Sometimes this condition remains unchanged throughout the history of the Forum, particularly if that history is brief. But these community Forums that come together repeatedly over a long period of time gradually develop a nucleus of members who learn to know one another and so achieve some degree of solidarity."

Of one of the largest City Forums in the U.S.A. it has been said: The People's Forum is beyond question one of the great factors in the civic and social life of New York City. It has more than once been the means of saving the City from ruinous legislation. Many an issue which might have been passed over without protest has become live because the citizens of New York have registered their opinions in no uncertain tones on its platform." The Forum may have a Symposium, A Debate, A Panel Discussion or a Brains Trust. Various and varied devices can be employed to suit different conditions.

Limited—Objective Clubs

Offer another possibility, particularly in towns and cities. If a State or a District were to take up this channel it could have a chain of clubs, which would, with the help of supplied speakers or leaders, hold weekly or fortnightly meetings. The atmosphere at these meetings should be most informal and those attending should have the opportunity for asking questions and of making comments. Matters, concerning the daily lives of people such as wheat or sugar prices, cloth scarcity, medical aid, road and rail transport could be discussed freely, but after taking into account a presentation of the subject by a competent person. The experience of the Delhi Adult Education Board in this connection is of particular value.

In such clubs technical educational terms should be avoided as far as possible and the simplest language should be used.

Educational Broadcasting in India

All too often we confuse propaganda with education. Therefore the important agency of the Radio has not been used educationally to the extent it can be and should be used. The use of the Radio and the loud-speaker is much less restricted in our country by Public Nuisance Acts than it is in many other parts of the world. Anywhere you go, almost at any time of the day, in any considerable town you can hear the loud-speaker at work! Conversations, Debates of an educational character on the radio (preserved in *Records* to be used when convenient) could be made a means of extending our educational sphere. Such conversations and debates should be couched in simple terms and in a humorous vein.

In educational broadcasting the informing procedure, the teaching procedure and the thinking procedure must be combined. These must be vulcanized by the amusing procedure. "A broadcast is education as it gives information which a society regards as 'socially desirable,' if it 'discusses items of knowledge and gives clear-cut directions for their practical application,' if it gives a step-by-step explanation of how to do or make a certain thing, if it presents a problem involving the exercise of judgment, of constructive thinking in such a way as to bring out, in an impartial and dispassionate manner, all the various factors involved in the problem so that listeners are stimulated to make an intelligent evaluation and arrive at a logical conclusion."

But we must make it all acceptable by remembering that humour and song are mediums which are more easily accepted than dry erudition.

Audio—Visual Aids

In writing on this subject I have said elsewhere: "In India one of the basic defects of all learning is the lack of co-ordination between our different faculties and innate powers. The ear and the eye

are not trained to work together: that is why defects in pronunciation, (particularly in the speaking of English or of any other foreign language), can be noticed among students and other learners who have the opportunity of hearing the language in question spoken correctly almost daily in their lives. Similarly there is very little scope given for *learning by doing* in our educational organisation. Education and learning are often thought of in India as matters purely of listening and taking in impressions. In fact as one talks to the average person in our country,—particularly among the older generations,—one is impressed by the fact that ability to learn is considered to be a matter of possessing a good memory and little more. However, we also know that in India it has been the practice of old for groups, large and small, to collect and sit and listen to some one who is reciting or holding forth in peroration. Literally multitudes (if we think of the country as a whole) spend their late evenings in this way. Think of the small groups making music and song,—much to the annoyance and inconvenience very often of their neighbours,—into the early hours of the morning! Think of the “*kathas*” and the perorations let loose on our people night after night in village, town and city. And yet it would be idle to imagine that people always learn by going and sitting among the many who congregate for such things. It is possible to sit and listen, just as much as it is possible to sit but *not* listen. It is possible to listen and understand just as much as it is possible to sit and listen but *not* understand. If, however, the total personality can be touched and the organs of the eye and the ear can be affected the educator gives himself a far greater chance. He gives himself an even greater chance when he invites the audience to exercise their vocal powers also. If he can in motion processes which will “*tickle*” them into a desire for expression by his concerted approach to all these faculties he is well on the way to success.

Such is the contribution the Audio-visual technique can make to the education of our people. This includes the use not only

of the slide and the picture but also of dramatisation and group motor activity. For a group engaged in motor activity is not merely accomplishing something for itself, it is exercising an audio-visual influence over others. That is why I am firmly convinced that the development of the audio-visual technique should include the training of groups in dramatics and in other individual as well as group activity. The value of stopping the showing of a picture at a convenient stage,—perhaps in a second showing,—and of trying to help the audience to express themselves in some similar way is simply incalculable. But the educator who would attempt this must make sure of his ability to carry through this effort.

Ends and Means

All these avenues that I have mentioned imply opportunities for workers and administrators in this field to meet together and exchange experiences. It also implies the need for training. The Indian Adult Education Association and its resourceful Organising Secretary, my friend Veerindra Swarup Mathur, are to be congratulated for arranging two National Seminars, one in Jabalpur and one more recently in Indore. The South Indian Adult Education Association has also given a lead in arranging a Regional Seminar. These meet a real need and I hope they can be held in different parts of the country each year. But Seminars involve heavy expenditure in time and money and we should not be slow in securing and offering material support for them.

Parent Education among “The Educated”

The two National Seminars that I have mentioned above dealt with the Removal of Illiteracy and with Community Centres. Both these subjects concern the less privileged people. Keeping in mind the needs of the country I hope that the next one may deal with the important subject of Parent Education, particularly among the so-called educated classes. There is a certain vulgar ostentation in many so-called “educated” homes,—homes from which our Secondary Schools and our Universities draw their students. I must confess to a frequent feeling of disgust when I meet parents, guardians and

The Purpose and Organisation of Community Centres

(Continued from page 68)

Centres, specially in the field of coordination and starting pilot projects.

26. In utilising the agency of the various bodies mentioned above, their limitations will have to be taken into account. On the whole it was advisable to have a Central Government or a State Government plan evolved in consultation with an Advisory Council and to secure State aid to all the Agencies, if they agreed to work according to the State Plan.

Finance.

Discussion on the Subject of Finance was initiated by Mr. L. C. Richard, M.A. Joint Secretary, Adult Education Committee, South Arcot District and Delegate, S.I.A.E.A. Madras.

The successful running of a Community Centre will depend on the finances that are available locally as well as from without. It seems to me that with the exhaustive list of equipment etc. it may prove too costly to run a Community Centre in our times, and that is why the tendency has manifested itself to limit the requirements to the minimum. Even then a certain amount of money will be required. It would be unreasonable to expect that without finance any Community Centre could be run whether in urban areas or in rural areas.

If so, how to raise the funds? In the draft working paper on this subject, the question of raising funds has been given

prominence and I, therefore, propose to deal in detail with all the sources which can be tapped for raising funds:

(a) Donations:

It is always possible for an individual in any village who is gifted with the vision and with wealth to come forward to make a voluntary donation to run a Community Centre. In our own district of South Arcot, Madras State, men have come forward to finance, of their own, Adult literacy Centres in the villages.

(b) Village Community Contribution:

In every community there is a nominal collection of money to meet communal expenses. In South India we are familiar with Mahimai on petty sales or collection per family for public works such as clearing irrigation channels. This is known as Talai-kattu. In Western countries the idea of Community Chest has gained ground. So if the village community consents to a minor contribution towards the maintenance of a Community Centre it will perhaps be the ideal source in rural areas.

(c) Charges and fees:

If a Community Centre gets started, it would be possible to levy a small charge for membership although it may be a novel idea in our village communities. It may even frighten away membership, but still if the fees are not too high to make it impossible for the very poor to take part in the Community Centre, perhaps a large number of people can be persuaded to join

relations of students! In the presence of innocent youth they announce with vulgar boastfulness that the youth A, B, or C “is very clever” and go on to quote some of the fads that the clever one may have. We need to develop wise love among parents which refuses to surround their offspring with the luxuries and vulgarities of modern life, which sets standards of restraint and frugality, of integrity and of simplicity. Parents, all too often, while doing lip-service to high standards and professing allegiance to moral values, demand “exceptions to the rule” and plead for the ignoring of the claims of equity as a special case. Of exhortation

we have enough in India. We need to promote the systematic study of character and personality,—both psychological and social,—among the people. To this task we need to turn our attention as soon as we can.

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.

the Community Centre. It is too well-known that a great political organisation in this country was organised on a 0-4-0 membership. The Community Centre premises, if it is the property of the Centre can also be let out on charges for holding public meetings or communal gatherings. The takings of indoor games should be utilised for the maintenance of the Centre. If a canteen can be started, as it might very well be in an urban area, the profits from such amenities could be thrown into the receipts for the running of the Community Centre itself. Such sources of revenue have been tapped for the maintenance of Community Centres in Western countries.

(d) *Local Bodies:*

At the moment in Madras State local bodies such as District Boards, Municipalities and Panchayat Boards have been permitted by special orders of Government to spend money on Adult Education with special reference to the starting of literacy Centres, but if an amendment could be made to the Governing Acts in the items pertaining to approved expenditure making Adult Education obligatory for such local bodies perhaps it would be quite easy to have Community Centres started under the auspices of Panchayats, Municipalities and District Boards as one of their statutory obligations to society. Where these exist the entire expenditure of a Community Centre can very well be borne by them, especially as the question of premises can be easily solved, their elementary schools being utilised to make a beginning.

(e) *Other Social Service agencies:*

It should be possible to persuade social service agencies such as Rotary Clubs, Ladies Clubs, Guild of Service, Co-operative Societies, local sanghs and Adult Education Committees to sponsor a Community Centre as such in any area. In Cuddalore city, South Arcot, Madras State, the local Rotary Club is running two Adult Literacy Centres one for women and the other for men and the Guild of Service is running a centre for women.

(f) *State Government:*

In Madras State there are special funds for special purposes such as the Harijan Fund, Rural Development Fund, Firka Development fund etc. It should be possible for the Government to allot a portion of such funds for the maintenance of Com-

munity Centres in any village area, if they are unable to make an outright grant for the purpose every year.

(g) *Coordination of State Social Welfare Departments:*

The Government in the Health, Agriculture, Social Education and other Departments have allotted funds for demonstration and monetary assistance in the working of their Departments. The leader in a village community can always obtain the maximum benefits from these Departments intended for the uplift of the village if he approaches the concerned officer of his area.

(h) *In Western Countries Local Education Authority is the Providing Authority for the Community Centre:*

They are helped by 5 percent grant from the State. The other 50 percent is raised locally by way of rates. This is the practice in England. In America in the State of Connecticut Community Centres are reimbursed for their expenditure at the rate of 2 2/3 cents for one pupil clock hour.

(i) *Religious Bodies:*

It occurs to me that when youth programmes are organised by Christian churches as forms of community action it deserves to be adopted by other religious institutions such as Maths and temples. In recent amendments of the Hindu Religious Endowment Act, Madras State, there are certain sections which provide for the utilisation of temple funds for education of a religious kind and for the support of community projects with a religious bias. I therefore think that for any programme of community action such religious bodies can also be tapped for financial aid.

(j) *Political Parties:*

It is a wellknown practice in Western countries for political parties to set apart funds for the education of their members in their party principles. The Labour party in England is running its own political groups for the community for initiation into the Labour party programme. Recently a suggestion was thrown out that political parties in South India should not admit any member into its party group or permit any member who has not done social work or made at least one literate to stand for a seat in the legislatures. If party funds could be put by for the promotion of literacy and Adult Education programmes as in the

West, it would greatly help in this country in reducing the financial responsibility of village communities in the organisation of Community Centres.

(K) *Industrial Concerns:*

In America, the American Federation of Labour and the Congress of Industrial Organisation have joined together in promoting a programme of Adult Education for workers. The Workers Educational Association of U. K. has also a programme of education for workers. While these are organized by workers for their own good, it stands to reason that industrial concerns should set apart a portion of their profits for the education of their employees. Of late there is a growing opinion in the country that industrialists should be compelled to support community programmes for their workers. In Bombay the Ministry of Education has issued an appeal to industrialists to support community programmes for mill hands.

I remember to have read the draft of an Adult Compulsory Education Act in Jodhpur State, calling upon industrial concerns to provide facilities for their workers to become literate. I am yet to be informed if that draft act has been confirmed and enforced. If such a compulsory Adult Education Act cannot be brought in, at least an amendment could be made to the Factories Act calling upon Industrialists to provide for the social Education of their employees much in the same way as they are now called upon to provide canteens etc.

(L) *Benefit Performances:*

It may be incredible but nevertheless it is true that it is possible to run Adult Education programmes for a whole district on the takings of benefit performances, dances, dramas and music and the sale of flags during celebration week such as has happened in South Arcot District. Till now a sum of Rs. 25,000 has been collected in this way and the scheme of adult literacy has been running for the last 18 months. As a source of revenue for the organisation of Community Centres the efficacy of this programme cannot be over-emphasised. In

the U. K. dances, flower shows, jumble sales, film shows and concerts are all organised with a view to replenish the finances of Community Centres and they have all been found to yield satisfactory results.

(M) *Sundry Receipts:*

Literature and other educational material could be distributed to participants in the Community Centre, with a small margin of profit. This is a source of revenue, however small it might be.

It should be borne in mind that wherever possible free supplies and voluntary services should be obtained in preference to cash collection as the spirit of Community Centre and fellowship can more easily be fostered by such contributions. Moreover money raising efforts should not be too frequent so as to frustrate the achievement of the aims of a Community Centre.

Expenditure, Accounting and Auditing:

Expenditure should be restricted to all approved items of expenditure and should on no account be made without proper sanction of the providing authority. There should be careful budgeting and deficits should be made good by special drives to raise money. The auditing should be at least half yearly, preferably by an outside authority.

Administration:

The administration of the Community Centre should remain with the users of the Community Centre. Its supervision may be with the providing authority such as the local authority or the local Adult Education Committee. There should be a warden as in the case of the Community Centres run by Jamia Millia in Delhi and the warden's salary could be met by the local authority. He should keep records and account for the funds. I am of the view that it is desirable to have a paid warden instead of a non-official doing the work in an honorary capacity. For the paid warden can always be questioned not only in the matter of money but also as to any short-comings in the running of the Community Centre. In all supervision the vision should be kept.

Sri T. Neelakantan's Visit to Sengulam Centres.

The Adult Education Committee, Sengulam, Thiruchirapalli, besides running an Adult Education Centre which is well attended and productive of encouraging results, has been doing effective propaganda for the cause, Dr. R. Sambasivan, M.B., B.S., its President, evincing keen interest and Mr. P. J. Louis, its Secretary, waging a veritable crusade against adult illiteracy.



Sri T. Neelakantan, Secretary, the Asoka Society, Madras, member of the Executive of the South Indian Adult Education Association, who visited Sengulam some time ago, writes to say that the work that is being done by the local Adult Education Committee is praiseworthy and such as may well be copied in very many other areas with similar conditions. What is important in Adult Education work, he says, is the necessary atmosphere for work, the adult being enabled to value education and take to it with avidity. Sri T. Neelakantan was taken by Mr. P. J. Louis on a round of visits to the two Adult Education Centres, one for men and the other for women, functioning under the control and supervision of the Committee. Addressing the

teachers and the learners, Sri Neelakantan explained in detail the work done in the first South Indian Regional Seminar on Adult Education of which he had been one of the Joint Secretaries, and how the Adult Literacy Drive could be conducted with the co-operation of the adult learners themselves.

Sri T. Neelakantan and Mr. P. J. Louis are seen sitting in the photo.

Champions of Adult Education

As it has been emphasised times without number, the Adult Education effort is a non-party, non-communal and non-sectarian movement. It is a matter for rejoicing to Adult Educationists, teachers, workers, propagandists and patrons—that many an ardent champion of the Adult Education cause has succeeded in the present, first General Election: the Hon'ble J. L. P. Roche Victoria, General Secretary of the South Indian Adult Education Association, and widely acknowledged and acclaimed leader of the movement in South India; Sri T. K. Rama, Chairman, Madurai Municipal Council, and one of the Vice-Presidents of the South Indian Adult Education Association; Sri A. Ayyanar, a Harijan of Theni in Madurai District, and a member of the Executive Committee of the South Indian Adult Education Association; Sri S. Pakirisami Pillay (Madras); Sri N. Mahalingam (Pollachi); Sir P. T. Rajan; Sri H. B. Ari Gowder (Nilgiris); Sri N. Ramakrishna Aiyar (Saidapet); Dr. U. Krishna Rao (Madras). Dr. (Mrs.) Soundram Ramachandran (Madurai); the Hon'ble Sri B. Parameswaran, and Sri T. R. Varadan (Kumbakonam), Sri C. Subramaniam (Coimbatore); Sri V. Nadimuthu Pillay (Pattukkottai); Sri H. M. Jaganathan, Harijan (Vellore); Sri T. S. Avinasilingam Chettiar, former Education Minister of Madras State; Sri K. Kamaraj Nadar, President, Tamil Nadu Congress Committee, and Member, Congress Working Committee; Sri R. Venkataraman (Tanjore); Sri G. Narayanaswami Naidu (Mayavaram); and Sri C. Ramaswamy Mudaliar (Kumbakonam).

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**Prime Minister Nehru's
Advice to producers of
Films in India**

Inaugurating the International Film Festival in Delhi on Thursday 21st February, 1952, Pandit Jawaharlal Nehru, Prime Minister of India said:

"We must try to use the powerful medium of the film for good purposes as far as we can. While films must undoubtedly entertain they must not be allowed to degrade one's artistic and aesthetic sense and the values for which one must stand.

Too much of melodrama takes away the drama of life. Somehow it becomes unreal completely.

It is good if it is worth imitating. But every country has roots of its own culture. If we take out the roots of our own culture and try to transplant something else, then we lose all that we have and not get what we seek. Therefore, mere imitation does not help. But isolation is worse. We should have our eyes and ears open to get the best that we can, but not allow ourselves to be carried away by whatever we see glittering in the productions of other countries."

The film is a powerful medium of Adult Social Education; and it can do much good, if a national film policy is formulated in unambiguous terms and enforced with sufficient authority.

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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

FEBRUARY, 1952.

No. 4

EDITORIAL

A New Set-up for the State Adult Education Programme in the Madras State.

After the 1951 June-July questionnaire sent out to all Local Bodies by the Education Secretary a new set-up for the Adult Education programme in the Madras State appears to have been under active consideration. The Department of Public Instruction has worked the programme nearly for four years, practically all by itself. Though we have so often advocated that an independent organisation with the fullest representation for non-officials should handle Adult Education and though the Honorary Organiser for Andhra has tried his best to get the Director of Public Instruction to agree to a distinct Board of Control and Management for Adult Education free from the red-tape of a top-heavy department, not independent of but directly under the Director of Public Instruction, the Department has carried on without thought given to these suggestions. It has now been discovered that without co-ordination of effort by a number of people outside the Education Department, it is futile to expect effective progress. The Secretary for Education to the Government of Madras evidently

suggests a Special Officer at the Secretariat level with a properly constituted Advisory Committee with the Director of Public Instruction as an important element and including probably representatives of other Departments of Government and non-officials to handle the problem of Adult Education which is not mere literacy, though literacy is an essential first step, but education of the adult for efficient and full life as a unit of the social structure. This aim of Adult Education includes so many matters outside the scope of the Education Department. In fact even to the literacy of the adult it gives a connotation which has still to be understood by the high as well as the low in the Education Department. The Government has now, in its programme, begun to give a predominant position to Local Bodies in the management of adult institutions. We are glad that thinking afresh about the problem of Adult Education has begun in high circles in the Government. The credit for this fresh thinking must necessarily go to Sri K. M. Unnithan, I.C.S., who came into close contact with the

problems of Adult Education at the Adyar Seminar conducted by the South Indian Adult Education Association and later in handling the problems at the Secretariat. We feel, however, very careful planning is necessary to fit in the new policy with the old and to make the new policy workable as a policy to transfer a whole mass of illiterates—85 per cent of the population—into well ordered citizens capable of taking care of themselves by self-education in a large measure. A mass movement cannot thrive on mere official spoon-feeding. Though the State has to take the main responsibility for the spread of Adult Education it has to frame its policy and programme as to allow free play of non-official effort, not unaided, but fully supported by the State.

We have before us a copy of an exhaustive memorandum sent by Sri G. Harisarvottama Rau to the Government dealing with the very many details about all aspects of the scheme of Adult Education as it is now worked in the State with very practical suggestions on every topic including (1) the utilisation of Adult Teachers so far trained, now under training and likely to be trained connected both with Local Bodies and aided institutions, (2) organisation of Adult Education work amongst the illiterates of Railways, Jails, Industrial concerns, labour centres and even Government Secretariat, (3) the steps and stages in Adult Education, (4) the necessary set-up for inspection, supervision and test, (5) the appointment of a Special Officer at the Secretariat level and his advisory body with the relationship that should subsist between the two to avoid the Special Officer becoming an autocrat, (6) the place and meaning of literacy

in Adult Education, (7) the necessary limitations of Governmental action, (8) the importance of non-official co-operation, (9) the preparation of village folk for active co-operation, (10) the part of the Mobile Units and the reformation necessary, (11) the organisation of students for Adult Education (12) and the improvement necessary in Training institutions. It is not our intention, in this article, to discuss all the points touched by the Honorary Organiser. We desire to stress just two or three points which, if properly attended to, will carry the movement forward. The movement of Adult Education, more especially that part of it which relates to purposeful literacy now going under the name of Social Education must be made a mass movement. It cannot be so made quickly if it is tied to the apron strings of either the Director of Public Instruction or of the Secretariat. Though these authorities must necessarily have in their power the making of the official side of the movement to maintain standards and models, they should liberally support non-official enterprises to gather mass and momentum. The Honorary Organiser's suggestions in this behalf are very modest. He would accept at the Secretariat level, a Special Officer, who, without the formalisms and shackles of departmentalism, can bring into co-operation the whole Governmental strength of all Departments for Adult Education and who can, through the co-operation of non-officials and through special staff of the Education Department itself, fashion the whole programme of Adult Education. But he would caution that this Special Officer should not be a King Shark exchanged for a King Log. He must realise that he

is doing national service of a very important nature. He must realise that he is in truth the servant of his Committee though it is called an Advisory Committee. We should prefer the Committee being his master formally also and its being composed in such a manner as to give the non-official side the major influence. But if that cannot be, it should not, in its turn, deteriorate into the nominal non-entity that the present Advisory Adult Education Sub-committee is. The Honorary Organiser's suggestion that the State should make provision for all stages of development in Adult Education so that the adult in India may attain full cultural manhood and that the lowest stage of purposeful literacy also should be so fashioned and rounded off as to serve the highest aim we commend to those in authority as the only way to avoid waste of energy and funds by every new-corner into the field as an official exponent exploiting the situation to foist his fads on the movement. Mr. Harisar-

vottama Rau emphasises that developments in Adult Education will not be all of one type, uniform or universal. We cannot always think of Literacy Classes or of Social Education in four months and wash off our hands.

Development of Community Centres, self-education of the adult through Libraries & Reading Rooms, higher general and Technical educational qualifications for the adult in the mass have all come to stay and they all have to develop in the country as best as possible. The Government may not carry this full load on its shoulders, but it has to pave the way for the whole development by proper encouragement given and attention paid to efforts in all these directions. That certainly means a very thorough overhauling of relationships between departmentalism and non-official effort. We only request the Government to understand it in the right spirit and act. We leave our thesis at that for the present.

Non-Local Body Managed Adult Education Centres—Permission and Recognition.

By a memorandum of the Education Department dated 19th February 1952 and in reply to a reference made by Sri G. Harisarvottama Rau, Honorary Organiser for Adult Education, the Director of Public Instruction has been requested to continue to allow privately managed Adult Literacy Schools to be opened and to receive recognition in consultation with the Honorary Organiser of Adult Education of the concerned area.

Await Early Release:

“WOES OF AN ILLITERATE”

[படியாதவர் படுமபாடு]

Some Misconceptions About Adult Education.

BY SRI K. S. RAMASWAMI SASTRI

Quite recently on 6th February 1952 *The Mail* recurred to one of its periodic attacks on the value and on the ideals and methods of Adult Education. Adult Education is vital nay inevitable not only because adult franchise without Adult Education would be a menace and a snare but also because nationalism and democracy would fail without it. If we desire to avoid the Scylla of Communalism and the Charybdis of Communism there is no other way. Further, it is the fundamental right of a man to read and write and think and make intelligent choices in life and act wisely. Article 45 of the Indian Constitution affirms that it is a definite directive principle of State policy that the State will endeavour to provide within 10 years for free and compulsory education for all children until they complete the age of 14 years. Article 41 affirms the citizen's right to education with equal clarity and emphasis.

The writer of the admonition and animadversion and censure referred to above is not aware of the signs of the times and the inevitable and ineradicable urgency of Adult Education. We have just passed through the primary elections. Though the people of India owing to the general high level of their culture and their sense of discipline and fairplay acquitted themselves well at the polls, yet the spectacle of choosing candidates by symbols is a sorry spectacle and must be ended very soon. The political education of the masses will largely depend on their literacy under modern conditions of life. A people who cannot keep up with the Press cannot act wisely and well. A new expansion of libraries under the Libraries Act will be ineffective without basic literacy.

The Government have made known their policy and programme for the spread of Adult Education. Those, no doubt, have to be amended and improved in the light of gathered experience, as this national work is a new venture. The Government are now running eight Adult education Training Centres in the Madras State and the output of trained teachers is steadily increasing. Their

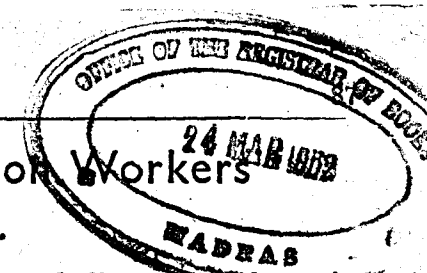
jobs have to be made attractive by better pay and allowances. Other measures of reform also are needed. But the Government's policy and programmes are clear and sound enough. Nearly 3000 Adult Literacy Centres are at work. The people have to be induced to take freely to the Adult Education provided for them and this task of inducing them to act in their own best interest must be done by the local Adult Education Committees.

The success of the endeavour will depend upon the fund of altruism and of the spirit of social service available among the *Intelligentsia* of the country. The Government have been attending to the quality of the instruction imparted in the Adult Literacy Centres, despite the mentality of doubting Thomases. They have also prescribed suitable methods of instruction and proper tests of literacy. The lag perceptible now is due to the newness and will lessen in course of time. The necessary literature suited for adult study is now in the process of growth.

The Government have prescribed a two year course out of which four months are to be devoted to the acquisition of literacy and the remainder is to be utilised for the preservation of the acquired literacy and for follow up work. It is no doubt true that in many centres the proportion of persons between 14 and 25 is more than that of persons between 25 and 40. But that is by no means a reprehensive feature. It is a cheap gibe to say that fathers will not sit down to learn to read and write by the side of their children. The age groups are being sensibly and wisely tackled. It is incorrect to say that the older persons left in a huff because they could not abide the presence of younger men.

There seems to be a view that the Madras Corporation's Adult Night Schools have failed. They have to be and can be brought up to the required level by the co-operation of the Corporation authorities and the teachers and the public. Till that happens the number of adults on the rolls will be poor and the attendance will not be encouraging (to use the language of the

The Tanjore Taluk Adult Education Workers Association, Tanjore.



The general body meeting of the above Association was held on 23rd December 1951 in the Raja's Free Mahratta Higher Elementary School in the Tanjore Palace premises.

The public meeting began at 3-30 p.m. after tea under the presidency of Sri T. R. Swamikannu, Deputy Inspector of Schools. Messrs. K. S. Sambandam J.D.I., V. Sarangapani Naidu, Secretary, Taluk and District Adult Education Association, Mr. H. Krishnamoorthy, Joint Secretary, Taluk Adult Education Association, Mr. G. Devairakkam, President, Taluk Adult Education Workers' Association, Mr. Muthusavari and Mr. Kaliyaperumal Naidu, members, Taluk Adult Education Workers' Association, spoke on Adult Education.

The President's concluding remarks were inspiring and encouraging.

Mr. A.R. Subramania Iyer proposed the vote of thanks and the meeting came to an end.

The business meeting of the Association was held at 5 p.m. under the Presidency of Mr. Devairakkam, the President of the Association, and passed the following resolutions:

1. That the Government be requested through the District Adult Education Council to issue certificates to trainees as have fully undergone the training course in the Adult Education Training Schools conducted by the Government in various centres and who have not been given the certificates, if the trainees continue to work as Adult Educators in the Adult Education Centres for six months and if their work be approved and certified by the inspecting authorities of the area.

2. That the office of the Association be located at No. 2524 Venkatesaperumal Koil

Commissioner of the Corporation in his report for 1950-51. The will to succeed is the only way to success. Where there is a will there is a way is as true here as elsewhere.

The admonition to impart literacy through the Roman script has no real wisdom in it. Sentiment as well as reason are against it and it is to be hoped that we shall never hear about such a scheme again.

Street, Tanjore, and all correspondence be addressed to as above for the present.

3. To sanction Rs. 10 as advance required by the South Indian Adult Education Association as per their letter dated 7-12-51 that they may supply us with Adult Education books to the value of about Rs. 25 to be sold to Adult Education centres and to minimise the difficulties faced by the centres in getting books individually at a higher cost.

4. That the Government be requested through the Taluk and District Adult Education Councils to direct all proprietors of cinema theatres in the locality to allow the bonafide members of the Adult Education Centres at half concession rates.

5. That the Government be requested through the Taluk and District Adult Education Councils to supply the Adult Education Tamil monthly Magazine to all Adult Education Centres free of cost.

6. That this Association approves and adopts the resolutions passed at the South Indian Adult Education Seminar held at Madras from 28-4-51 to 30-4-51.

7. That the Secretary be requested to call for the general body meeting of the Association in February 1952 and the date and place be fixed in consultation with the Taluk and District Adult Education Association, Tanjore and President of the Association.

8. That the Taluk and District Adult Education Association be requested to sanction Rs. 25 to prepare placards for propaganda purposes.

9. That the Taluk and District Adult Education Associations be requested to meet the expenses incurred in holding propaganda meetings and to pay the travelling and boarding expenses to members from rural parts who attend such meetings.

10. That the question of appointing an Assistant Secretary to the Association be deferred.

11. To approve and recognise our Association and allow us to have our representation in the Taluk and District and South Indian Adult Education Association as we are actually working in the field for the cause of Adult Education.

H. E. the Governor Visits Swatantar Nagar

Memorandum on Model Community Centre Plan Presented

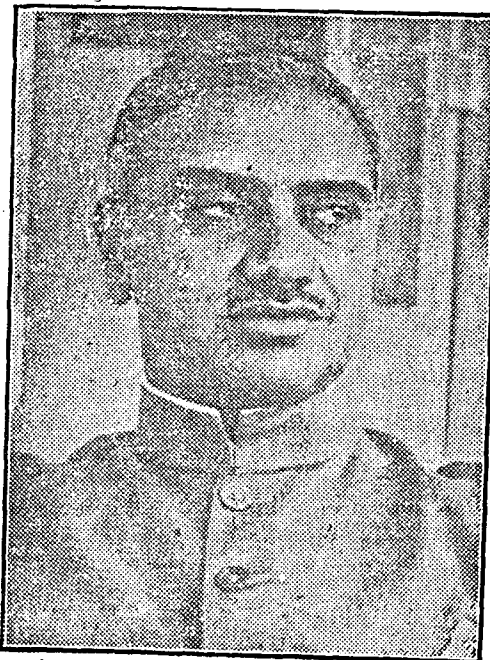
On Monday, 25th February 1952, at 9 a. m. His Excellency the Governor of Madras, accompanied by the Mayor of Madras, Janab C. H. Sigibatullah, the Deputy Mayor, Srimati Ahalya Santanam, and Sri C. Narasimhan, Commissioner, Corporation of Madras, paid a visit to Swatantar Nagar, Krishnampet, Madras, where the South Indian Adult Education Association, in pursuance of its policy of spreading Fundamental Adult Social Education, is developing a Model Community Centre.

His Excellency the Governor was received on arrival by Sri G. Harisarthama Rau, and Sri B. R. Munusamy, President and Secretary respectively of Swatantar Nagar Social Service Centre, and Sri Avadhaniyar, Honorary Organiser of the S. I. A. E. A., Tanjore District, and taken round. His Excellency was garlanded and presented with a memorandum which was read out by Sri B. R. Munusamy. It reads:

As the first Indian patriot Governor of Madras State since our country achieved Political Independence, you have endeared yourself to all classes of people. Especially on the problems facing the poor you have brought to bear the sympathy of a person of true culture.

Every cause you have espoused has had the good fortune of a great touch. One such cause is Adult Literacy. Inspired by your utterances on this fundamental requirement, the South Indian Adult Education Association has established amidst us, and is running, an Adult Social Education Centre as the first item in its plan of a Model Community Centre. Items of Social Education other than Adult Literacy are receiving due and close attention. The Association has helped us start and run a Social Service Centre to enable us to cultivate a sense of social solidarity and evolve a healthy corporate life.

We have formed a Co-operative Site Society with a view to buying the 18 grounds of site available. The Corporation authorities have shown us much consideration, especially Sri C. Narasimhan, its present Commissioner, is taking parental interest in our progress and welfare. They first wanted a little more than Rs. 30,000 for the 18 grounds. They have been pleased to reduce their demand to about Rs. 10,000. We are grateful to them for such magnanimity. But, we are poor and find it difficult



to keep body and soul together with our meagre earnings. We are unable to save enough to be able to pay the sum of Rs. 10,000. We have been praying for a further reduction, and we hope our lot will evoke sympathy. Your Excellency's visit to us this morning may help us in this matter.

We shall not rest content with acquiring the site. We hope to be able to develop full community life, get houses built, and have running a school, a library and a Reading Room, a general Co-operative Provision and Cloth Stores, a Maternity and Child Welfare Centre, a Recreation and Sports Club, an Emergency Relief Fund, a Post Office and a Park with Radio.

We are fortunate in having the co-operation of the South Indian Adult Education Association and therethrough the blessings of its President, Sri K. S. Ramaswamy Sastri, the leadership of its Vice-President, Sri G. Harisarthama Rau, the support of its General Secretary, the Hon'ble Mr. J. L. P. Roche Victoria, and the ever ready and devoted services of Sri T. J. R. Gopal, its Organising Secretary, and Sri S. Airavatham, its Publicity Secretary.

University Settlements in Britain

(Contributed)

University Settlements are a common feature of industrial cities in Great Britain, on the (European) continent, and, to a lesser extent, in the United States. But as institutions go, even the oldest of them—Toynbee Hall founded in 1883—is comparatively young. Considering this, University Settlements in Great Britain have indeed achieved results of which they can honestly be proud. Contemporary thought tends to take the social services provided by the State for granted. If we examine their origins, however, we find that many of the amenities and assistance schemes, that now form an integral part of the social fabric of Britain, were not only unheard of but had not even been thought of not so very long ago. We find, too, that many of them had their beginnings in the University Settlements. At the present time their work is mostly associated with the establishment of Community Centres, but surely, it will not be their last contribution. Already many of these settlements are devoting attention to the question of providing free legal aid to those who need it. No one will be surprised if, after serving its probation in the Settlements, this idea, too, finally arrives, and is incorporated in the general social life of the people of all enlightened countries.

The Rev. Samuel Barnett, who founded Toynbee Hall, was, we are told, "an unimpressive figure." He was shy and modest. He had no charm or magnetism of manner or speech. His sense of humour was lacking. He had one redeeming feature. He was that very uncommon thing—a saint. As Rector of St. Jude's Parish in Whitechapel, he toiled along in his saintly way strewing the path with iocuous Christian action. Some drank less. A few flowers and pictures found their way into East London. But the squalor and degradation continued to be there silent witnesses to the inefficacy of individual efforts—preaching and example alike.

Meantime, Arnold Toynbee of Balliol College, Oxford, was challenging "the

monstrous doctrine of laissez-faire." He held radical views and was that nightmare of Victorian complacency—a Socialist. But Toynbee was conventional enough to believe that Socialism was not safe for uneducated working class people. Instead of making out of his principles an ivory-tower philosophy, however, he began teaching economics to East End residents.

Barnett knew Toynbee, and together and separately they had tried repeatedly to persuade Oxford under-graduates to take an interest in the problems of the poor. Both failed. Toynbee died and Barnett came to the conclusion that isolated individuals can do nothing to improve conditions. What was required was a national awakening and regimented attack on poverty and ignorance. Being the type of man he was he appealed to the Universities. He wanted his own University, Oxford, to begin and set an example. Balliol raised the necessary funds, and Barnett found a home for the experiment next to his own rectory in Commercial St. in Whitechapel. Toynbee was a name "endeared alike to Balliol College and East London" and after him the first social settlement in the world was named. The first group of post-graduate "settlers" took up their residence in Toynbee Hall towards the end of 1883.

Though inspired by the idealism of a Church of England clergyman Toynbee Hall itself was "free" of any religious or political affiliations. The residents were permitted to hold their own views and, except for the goal of social reform, they were not required to subscribe to any organisational rules and regulations. This and the fact that the residents were all young University men with their ideals in tact fired the settlement with an incorrigible enthusiasm. But for these very reasons their work did not attract the public attention necessary for a national awakening. Not having the support of either the Church or one of the political parties the Settlement remained obscure and uncared for though the work it was doing

was both Christian and ultimately not without political implications. Nor was the Press then with its immense potential ready to rally public opinion. At this stage, Charles Booth offered the assistance which would raise the activities of the Settlement to a level at which it could no longer be ignored.

What was now required was to make known the facts. Not just an eloquent or impassioned ventilation of the grievances of the poor and the conditions in which they lived but rather a scientific analysis of the causes and conditions of poverty and inadequate standards of life. Unless this scientific approach was made no solution could be attempted as no one really knew what the problems were. Booth resolved to finance and direct an enquiry into the problem of poverty. The result was not ready for many years but when it appeared it was a classic sociological document. Booth's "Life and Labour of the People" not only, as they say, put the Settlements on the map, not only did it produce the national awakening that was called for, but its publication marked an important turning point in the social history of Britain. It resulted in the birth of a new ideology, the realisation that social problems which have their roots in economic causes are the concern of the State—not of Churches and philanthropists only.

"Booth's book set the fashion for work in University Settlements all over Britain for many years (following Toynbee Hall many Settlements had come into being in quick succession). Social research was the chosen field of work. Important enquiries were undertaken and valuable reports began to flow out of the Settlements. Some of them were significant contributions to sociology and economics, like Rowntree's "Poverty", Sir Cyril Jackson's "Survey of Boy Labour" and H.R.P. Eamon's "London Police Courts". Later Sir William Beveridge, who was for some time sub-warden of Toynbee Hall, produced his comprehensive and penetrating analysis of unemployment. Alongside this feverish activity in the realm of Social Research, solid progress was also being made in the field of education. Toynbee Hall played an important part in the shaping of the Education Act of 1902. And Dr. Albert Mansbridge's founding of the Workers Educational Association,

described as "by far the most important voluntary organisation for Adult Education in the world", was a notable achievement.

Since then the Settlements have travelled a long way. After the preparatory work of social research and fundamental educational reform was over, they turned their attention to particular questions and specific problems. The Settlements served as laboratories to try out fresh ideas and later they entered upon the huge task of actively improving the community life of people in the localities in which the Settlements were established. By the time the Golden Jubilee of the eldest University Settlement, Toynbee Hall, came to be celebrated in 1934, they had won for themselves the reputation of being a "part, and a distinguished part, of the social history of this country". On that occasion, Lord Baldwin paid high tribute to Toynbee Hall, but what he said is equally true of all British University Settlements. He said: "The experiment.....has been the seed of the movement which has permeated the life and influenced the social out-look of every civilised land. It brought into our life an enlightened humanity and a new approach to the problem of correcting and ameliorating the inequalities of society. Equally important has been the practical direction it has given to policy."

If India is now to have her own University Settlements what is to be the scope of their work? With the country already committed, at least in theory, to the ideal of a Welfare State, how can social research be used to produce a national awakening? With the examples of all the other nations before us what is the need for further experimentation? The other day I had been to see Mr. J. L. Peterson, Warden of University House, Bethnal Green. I asked him what would be the work of British Settlements now that the State has accepted the responsibility for all the social services.

"All social services" He asked. "We have just begun!"

That is true of course, and what he went on to explain is of even greater interest to us. He made two points. First, no amount of social legislation can improve the manner of life people chose to lead. Standards can be raised and improved but, to enrich the mind and make fine the taste of

(Continued on page 99)

Progress of Adult Education Effort in Andhradesa

Honorary Organiser's Report

The following is a report of the work done by Sri G. Harisarvottama Rau, Honorary Organiser, Adult Education, Andhradesa, Vice-President of the South Indian Adult Education Association and Editor, *Adult Education Review*, during November and December 1951:—

November, 1951.—Between the 30th October and 5th November 1951, Sri G. Harisarvottama Rau, Honorary Organiser, Adult Education, Andhradesa, visited the Government Training Schools for Adult Teachers at Guntur and Udayagiri. At these schools he not only takes interest in observing the general conduct of the institutions and attends to the opening or closing functions of each session, giving advice to the teachers on important problems relating to Adult Education, but he also gives talks on Economics, more especially Economics as related to village life, Political Science including the vote, Geography specially related to the most important countries of the world including our own country and the methods of teaching Telugu to the adults in general.

Rural Training Centres.

Between the 6th and 13th of November Sri G. H. Rau, conducted a Rural Training centre at Tangalur for educated villagers in Adult Education assisted by Sri K. Subba Rau, Junior Deputy Inspector of Schools, kindly deputed by the Department, Sri N. Srikantham, Editor, *Vayojana Vidya* and others. During that period he visited the local Adult Education Centre and started a second centre in the place. About 60 trainees including one lady took interest. A Taluk Adult Education Committee was formed. The whole business was done under the auspices of an Association for Training of Rural folk in Adult Education work, its Secretary being a lady by name Srimati Venkata Lakshminarayamma, wife of Mr. K. Subba Rau.

Between the 14th and 21st of November Sri G. Harisarvottama Rau stayed at the Headquarters preparing and giving a radio-talk (not on Adult Education), interviewing the Secretary to the Government for Education, attending to the work of the S. I. A. E. Association and Publishing Society, and attending a meeting of the Madras City Adult

Education Association. In this connection, he desires to point out that the All India Radio, Madras, is not doing all it may for Adult Education. It would be advisable to make some arrangement for methodical broadcast of Adult Education items.

Visiting the Andhrajaateyakalasla, Masulipatam for a while and presiding over the annual celebrations of a library at Kanagala in the Guntur district, Sri G. Harisarvottama Rau proceeded to Anandasramam, Mydekur P.O., Cuddapah District, to conduct another Training Centre for Rural Workers. That was between the 26th of November and the 2nd of December. He had requested for the assistance of a Junior Deputy Inspector available in the District; but evidently because of the delays in papers passing from one office to another, this assistance was not available. The special feature at the Anandasram was the combination of a special subject "Panchayats" with "Adult Education" training. The training was distributed over 45 periods 45 minutes of each. Fifteen periods were given to the technical side of Adult Education, 15 periods to the general culture necessary both for Adult Education and Panchayat problems, and 15 periods to the subject of "Panchayats". The idea behind the scheme is that the villager should be given the impetus to attend by giving him a subject of his choice also in addition to "Adult Education." Once it may be Panchayats, once it may be Co-operation, "Cottage Industries" on another occasion—all these forming secondary subjects always given a place in the general culture required for Adult Education service. Mr. Harisarvottama Rau is making a special appeal to appeal Collectors, to Departmental Heads both at the State level and the District level for co-operation. It may be well that the Department of Education authorises the District Education Officers to depute a properly trained Adult Education Officer within the district whenever Mr. Harisarvottama Rau makes a request on

behalf of such Rural Training Centres to avoid delays and disappointments.

December, 1951.—After completing the Rural Training Centre at Anandasramam, Sri G. Harisarvottama Rau visited the Government Training Schools for Adult Teachers at Udayagiri and Rajahmundry up till the 9th of the month. While doing this he visited three Adult Education Centres—one at Rajanagaram and two at Kadiyapu Lanka. The special feature at Udayagiri during this session was that a number of secondary grade teachers working in Government Training Schools for Elementary teachers had been deputed to undergo Adult Education training. At Rajanagaram, Mr. Rau found that an Adult Education trained lady teacher had been deterred from running an Adult Centre because the Department, though giving permission, had not recognised the institution for months on end because the permission of the President, District Board, had not come. It is now learnt that the Department has taken steps to treat the permission of the District Board President as merely formal. It may be useful if the Department of Public Instruction keeps Honorary Organisers informed in such matters as these also, so that they may use the information for the good of those concerned. Sri G. Harisarvottama Rau addressed public meetings at the Adult Education Centres that he visited in addition to observing the working of the Centres and tendering of advice. Returning to the Headquarters on the 9th, Sri G. Harisarvottama Rau left again on the 11th to tour with the Anantapur Mobile Unit in the Rayadurg, Kudligi, Harpanahalli, Huvinahadagalli and Hospet Taluks of the Bellary District. He contacted, while at Anantapur, the Municipal Chairman, the District Board Educational Officer and the Municipal Commissioner. It is understood that the 12 Adult Education Centres proposed to be started by the District Board will start in February and similarly 3 Centres proposed for the Municipality. Between the 13th and the 24th Sri G. Harisarvottama Rau toured with the van covering (1) Rayadurg, (2) Guonmagatta, (3) Kudligi, (4) Kottur, (5) Sivapuram, (6) Badaladuku, (7) Bandri, (8) Sondur, (9) Subbarayanapalli, (10) Devagiri, (11) Harpanahalli, (12) Uchchangidrug, (13) Huvvina Hadagalli and (14) Hospet. In these places he visited three libraries. At Rayadurg five Adult Centres were started after June-July of 1951. It is very satisfactory that these Centres are sup-

ported by contributions from the Weavers' Co-operative Society and the Village Panchayat Board over and above the grant they may get from the Education Department. Sri G. Harisarvottama Rau found that these required, like many other Adult Education Centres, to be strengthened by the acquisition of maps, charts, papers, Adult Literature and by the introduction of the social atmosphere through verse, song and the like. He also found that in certain places, as at Gumma-ghatta and Sondur, Adult teachers had to cut out numbers of trainees as they could not get lights and kerosine enough. They had yet no grants sanctioned and the teachers did not get their Elementary School pay for months on end. He feels that from the day permission is granted to open an Adult Centre the teacher should be allowed contingent charges whether he is given a grant or not. Arrangements for the speedy supply of bright lights should be immediately thought of; for, a bright light is in itself an attraction and a necessity. Mr. Rau found also that in two places the teachers have had transfers from their old stations. They were, however, allowed by the District Board to carry on Adult Centres at their new stations. In the Canarese Adult Centres Sri G. Harisarvottama Rau found that the Kannada Laubach chart was not supplied nor journals. This has to be looked into.

A New Problem in Kannada Areas.

In the Kannada area Sri G. Harisarvottama Rau found a new problem. Attached to the villages are exclusive settlements called Gollarahattis. They are inhabited by what are called 'Kadu' Collars. These appear to be akin to Adivasis with very peculiar customs. They proved very shy in the Adult Centres. To get them out of this shying at civilised humanity required time. The problem deserves to be further studied.

Workers in Manganese Mines.

At Subbarayanapalli and Devagiri the problem was one of the workers employed in the manganese mines owned by the Sondur General Mining Company. There are about 2,000 of these in the area. The Manager was absent. The Assistant Manager, a Beligan gentleman, was all kindness to Sri G. Harisarvottama Rau and his party and promised co-operation. The employees are drawn mostly from the Rajampet Taluk of the Cuddapah District. There are some drawn

from Sondur and a number of Tamil people also. Nominal facilities are provided for the education of the children of these workers. At Subbarayanapalli the so-called school hut is not worth occupying and cannot accommodate even 20 pupils; equally, so the school house at Devagiri. There is no provision for the education of the adult. The Educational authorities will do well to give some attention to this spot and similar spots elsewhere. In collaboration with the employers it should be possible to do something for these unfortunate cast-aways in the jungles three thousand feet above the sea level.

Training for Urdu.

While at Rayadurg Sri G. Harisarvottama Rau visited the Mohammadiya Arabic College and its Library. Besides the Library being very well kept in other ways, it stocks a large number of books for Adult Education published by the Jamsmia Millia of Delhi. The College has attracted students from far off countries like the Maldives. The Principal was anxious to run an Urdu Adult Education Centre. The Government of Madras have made no provision for training in Urdu for Adult Education purposes. The question as to whether one camp each of 40 trainees for Urdu may not be run for the Telugu and the Tamil and Malayalam areas may be examined.

Adult Training School for Bellary District.

A Training School for Kannada Adult Teachers appears to be called for in the Bellary District. It appears proposal has been made for a camp at Kudligi. With that background Sri G. Harisarvottama Rau examined the District Board Choultry at Kudligi for accommodating the camp. The building is fairly spacious with six rooms, a central hall, verandahs on both sides, a kitchen, a big compound with a well supplying good water. It may be noted here that the Kannadigas of Bellary have found it hard to go to Udupi (Canarese) or Udayagiri (Telugu). A recent batch of 40 intended for the Bellary District at Udayagiri could draw only five from that District. It would probably be best to run about four sessions of Training at Kudligi so that a fair number may take advantage.

Mobile Units to be Really Mobile.

The Mobile Units do not appear to be really sufficiently mobile. Apart from the heaviness of the wagons and their unsuitability for village work, the arrangements as at present obtain, keep the Units immobile over long periods. The climax was evidently reached by the Madurai Unit in August. It could not be moved out before the 22nd of the month. Mr. Rau's recent experience with the Anantapur van is also significant. It could not move before the evening of the 11th in December. The Deputy Inspector could not join for a time. The driver and the operator got away on the 24th. Effective work was possible only for about 12 days in the month. In November it was no better. Tour programme from 13th to 20th was cancelled, the journey as per original programme commenced on the 13th. With all that, Anantapur has probably the best record of work. What of others? At one stage Mr. Rau had suggested that two spare sets of staff—Deputy Inspector, Operator, Driver and Cleaner—should be employed—one for the North and one for the South and casual vacancies filled by emergent orders being sent. Until some such arrangement is made the work of the Units must remain unsatisfactory. Fresh gramophone records should be supplied to these Units from time to time, and films should also be kept trim. At one time, during Mr. Rau's tour with the Anantapur van, there were not more than four uncut films.

Mr. Harisarvottama Rau left the Mobile Unit behind at Hospet, and on his way back visited, at the request of the Station Master Cuddapah, an Adult Education centre running in the station with about forty railway employees taking advantage of it. He also addressed a special large congregation of Harijans at China Guruvalur, Proddutur Taluk, Cuddapah District, brought together by the Rural Welfare Officer.

Abstract.

Adult centres visited.	Training centres visited.	Libraries visited.	Public addresses.	Teachers addressed.	Students addressed.
(15)	(3)	(3)	(17)	(3)	(2)

Adult Education Activity in South Arcot

District Committee's Report

The following is the Report on the Working of the Adult Literacy Schools in the District of South Arcot during the month ending with 30-11-51, sent by Janab Syed Peer Pasha, B.A., Municipal Commissioner, Cuddalore, and Joint Secretary, South Arcot District Adult Education Committee:—

Personnel and Meetings:—There was a meeting of the Executive Committee of the District Committee on 18-11-51. In the meeting of the Executive Committee the question of awarding prizes was settled. The Committee resolved to give 122 prizes to Adults (Men) for progress and attendance and 16 prizes for women. It also resolved to give prizes to 25 teachers in the District for turning out largest number of literates. Out of 122 prizes for men 22 prizes will be awarded from the District Committee Funds and the rest met from the Collector's discretionary grant. Out of 16 prizes for women 6 will be met by the District Committee's Funds and the remaining 10 from the Discretionary grant already given by the Collector. The prizes to be awarded to the teachers will be met out of the District Committee's Funds. A sum of Rs. 30-5-0 was sanctioned by the Executive Committee for payment towards printing charges for the printing of literacy certificates. A sum of Rs. 101 was sanctioned for payment of the Bombay Stationery House for the supply of 6 reams of paper purchased for use in connection with the holding of literacy test.

2. Taluk Adult Education Committees (1) Cuddalore:—A copy of the proceedings of the Cuddalore Taluk Adult Education Committee dated 19-11-51 has been received. The Committee ratified the expenditure of Rs. 448-8-0 sanctioned towards pay and allowances of teachers for October-51. Sanction was accorded for an expenditure not exceeding Rs. 100 towards the purchase of lights and slates and the Treasurer was authorised to purchase them. Schools at the following centres have been revived: V. P. Nallur, Varinjipakkam, Agadavalli, Enathirimangalam and Melkumaramangalam. The Committee had a balance of Rs. 1,281 on 19-11-51.

3. Chidambaram:—A report of the copy of the proceedings of the Taluk Committee dated 15-11-51 has been received. The pur-

chase of 36 lights, 186 slates, and 191 books (1 Readers) and 65 2nd Readers for supply to the various schools was sanctioned and the Secretary was authorised to purchase them. The payment of Rs. 1053 being the allowances of teachers for the months of September and October 51 was ratified. The net balance of the Committee's funds was Rs. 6,511 on 15-11-51. A sum of Rs. 50 was sanctioned towards the putting up of a school in Kattumannarkoil Panchayat Board Area.

4. Tindivanam:—A copy of the proceedings of the meeting of the Taluk Committee dated 23-11-51. The Committee resolved to open new schools in Purangari, Kilpasar, Andapet, Kodur, Uppa Velur, Bommaiypalayam, Eraiyur, Tiruvakkarai, Thollamur, Pangulathur, and Perumbakkam (Some of them to be revived and since revived.) The Committee resolved to open an Adult Literacy School to teach Hindi at A.A.M. High School, Tindivanam.

5. Villupuram:—The Cash balance with the Taluk Committee on 27-11-51 was Rs. 5142-6-3. An Adult Literacy School is reported to be working in the Railway colony in Villupuram.

6. Gingee:—A report of the copy of the proceedings of the Taluk Adult Education Committee, Gingee, dated 23-11-51 has been received. The Committee approved the proposal of the SSB Committee meeting dated 19-11-51 regarding the conduct of benefit performance on 9-12-51. It is stated that the Grama Sevak Sangh, Sathambadi presented the Committee with 6 maps as a gift.

7. Tirukoilur:—The Committee's Proceedings dated 27-11-51 has been received. The Committee resolved to recognise the following Adult Literacy Schools: 1. Eruvelipet, 2. Parikal, 3. Illupaiyur, 4. Perangyyur, 5. Devanur, 6. Kolindrampet, 7. M. Kunathur, 8. Aravampet and Seruthanur. The Committee ratified the payment of Rs. 568-8-0 made by the Secretary to the teachers, handling Adult Literacy schools.

8. Kallakurichi:—A copy of the Proceedings of the Taluk Committee dated 23-11-51 has been received. The Committee ratified the expenditure of Rs. 78-10-0 made on 1-11-51 and Rs. 232-3-0 made on 23-5-11 being the allowances for September and October 51 due to the Teachers handling Adult Literacy Schools. A sum of Rs. 500 was sanctioned towards the purchase of lights, slates, books, etc.

9. Viruthachalam:—A copy of the proceedings of the Committee dated 26-11-51 has been received. The committee ratified the amount of Rs. 259-15-0 being allowances to the teachers. The Committee resolved to purchase 50 hurricane lights, 12 dozen slates, and 33 day books for the use of the Adult Literacy Schools. The Committee resolved to thank Sri E.M. Gopalakrishna Kone of Madurai for supply of 320 books free of cost. The Committee sanctioned a sum of Rs. 47 towards printing and other incidental charges in connection with the benefit performance and to accept the payment of balance of Rs. 53 and fixed deposit amount of Rs. 100 received from the A.C.T.O. Viruthachalam.

Supervision:—The Adult Literacy Schools in the District were continued to be visited by the Departmental Officers as in the previous months. Details of visits by these Officers and their impressions will be found incorporated in the reports of the Rev. Divisional Officers, District Educational Officers, District Panchayat Officers, District Prohibition Officer, District Board Educational Officer, and the like.

Propaganda:—The Mobile Van attached to the Office of Divisional Inspector of Schools, Madurai, visited the District during the month under report. More details can be found in the Report of the District Educational Officer, South Arcot, under whose immediate control the van was moving from place to place in the district.

The Collector and President, District Adult Education Committee, has in his letter R.O.C. No. 22394-51 dated 23-11-51 informed the Joint Secretary of the Committee that the prize amount of Rs. 100 received from the South Indian Adult Education Association, Madras, was awarded at Rs. 16-8-0 to each of the six following Adult Education Centres selected by the District Committee on 3-2-51. The Taluk Committees were requested to distribute the prize in a manner considered suitable by them. The details about the prizes

so distributed by the Taluk Committee are finished below:

1. Thiruvannainallur Adult Education Centre: Rs. 10 to the teacher and notebooks, pencils, and slate pencils worth Rs. 6-8-0 distributed to the adults.

2. Muttathur. Adult Education Centre: Rs. 10 to the teacher and notebooks, pencils, and slate pencils worth Rs. 6-8-0 distributed to the adults.

3. Y. M. C. A. Vilvaroyanatham Adult Centre: Rs. 10 to the teacher and notebooks pencils, and slate pencils worth Rs. 6-8-0 distributed to the adults.

5. Chinnapettai Adult Centre: Rs. 10 to the teacher and notebooks, pencils, and slate pencils worth Rs. 6-8-0 distributed to the adults.

5. Veerangimedu: Rs. 16-8-0 to the teacher.

6. Poriyamampet: Rs. to the teacher and books worth Rs. 11-8-0 to the adults.

The South Indian Adult Education Association

Honorary District Organisers Appointed.

The South Indian Adult Education Association has appointed the following to function as Honorary District Organisers, Adult Education, in their respective areas:

Tanjore District.

Sri S. S. Avadhaniyar, 449 East Main St., Tanjore.

Coimbatore District.

Sri P. S. Subbian, 10, Samier Street, Pollachi.

Madura District.

Sri T. R. Raghavan, 13, Jada Muni Koil Street, Madurai.

South Arcot District.

Sri B. Seetharaman, Sathambadi P. O., Gingee Taluk.

Trichy District.

Sri P. J. Louis, 38, Market Lane, Fridayapuram. (Trichy)

Malabar District & Travancore-Cochin Union.

Sri M. Krishnan Kutty Nair, Y.M.C.A. Road, Kozhikode.

East Godavari.

Sri N. Raja Rau, Customs Road, Kakinada.

Impressions of Adult Education Centres in Madhya Bharat

BY L. C. RICHARD, M.A.
Municipal Commissioner, Vellore.

During the ten-day Seminar on the organisation of Community Centres held in Indore organised by the Indian Adult Education Association we had the privilege of making contacts with Adult Education Centres working in Indore City and Madhya Bharat rural areas. The Union of Madhya Bharat itself came into being in 1948 as a result of the merger of 25 covenanting States. Literacy centres were run before the union by Gwalior in 26 places and Indore in 50. The merger, however, brought more funds for the work under the head of Social Education, the budgetary provision rising from Rs. 80,000 in 1947-48 to Rs. 1,56,000 in 1948-49.

It is characteristic of the people of the North that stress should be laid, in Social Education, on the all-round development of man and not merely on the imparting of knowledge of the three Rs. The Syllabus of Social Education under the Union of Madhya Bharat laid down early enough the following objective: "The adults who join the Social Education centres will go through social activities as are best conducive to people's life in the villages on true democratic basis and make the villagers live happily and peacefully. The social activities will depend mostly on local conditions and cultural background, characteristic of the particular places."

I must say that a great part of the attempt to make people live happily and peacefully through social activities has been successful. In both the Centres I visited this joy in corporate living was very much in evidence. In Indore City the Women's Literacy School run by the Madhya Bharat Proudh Siksha Maha Samiti was visited on 13-10-51. Out of 30 women on roll 16 were present. Considerable progress had been made in literacy and in the comprehension of public health posters and charts. Communal singing was very popular and not only the women in the school but even the by-standers joined in. I was told that there are as many as 50 such Centres for women in the whole State out of a total of 187. This Samiti is reported to have run 72 Centres in Madhya

Bharat and handled 1322 adults during the year 1950-51. Considering the population of the State which stands at 79,50,494 it will be inconceivably long before cent per cent literacy is attained. The Budget allotment is not much and the payment to teachers in charge of literacy centres is also adequate; Rs. 15 per month for a woman and Rs. 10 per month for a man. It is not pitifully low as in Madras State Rs. 5+3 for untrained and Rs. 8+4 for teachers trained in Adult Education methods. The Proudh Siksha Maha Samiti is paying Rs. 15 and Rs. 10 respectively for male and female teachers whereas the Government of Madhya Bharat is paying at Rs. 25 per Centre to the teacher in charge.

The Kshepra Social Education Centre run by the Headmaster of the Government Upper Primary School in the neighbouring village is near Dewas and was visited on 16-10-51. The attendance was 22 out of 22 on roll. All the adults were farmers of the lower income groups. The equipment was supplied by the State including petromax lights. The joy of living on a democratic basis was again abundantly noticeable. There were folk songs and communal dances in which every one joined. One particularly with sticks was most entertaining and was joined in by any one who could grab a stick. It would have struck an outsider as shindy if the participants had not gone round and round in an ever-widening circle or if there has been no musical accompaniment. The joy and the verve of a democratic way of life was there.

The First Five Year Plan for the State provides Rs. 21 lakhs roughly to be spent on Social Education of adults. (Madras State has proposed Rs. 50 lakhs for the same period). There is no gainsaying the serious approach that Madhya Bharat has made. We can only fervently hope that at the end of the five years we shall be able to say that the new society that we are thinking of has been created not only in Madhya Bharat but all over our beloved land.

The Asoka Society, Madras.

Sri T. Neelakantan, Secretary, the Asoka Society, 160, Thambu Chetty Street, G. T. Madras, writes:

The Adult Night School started by the above Society in the year 1949 is functioning properly. The Corporation authorities have been kind enough to allow the Society to run the Night School at the Corporation Boys' School in the Muthialpet Division. Mr. A. Thirugnanasambantham, the trained Adult teacher, is coaching the pupils efficiently and enthusiastically.

Mr. T. Neelakantan, Founder-Secretary of the Society, was "At Home" to the pupils of the Adult Night School on the New Year Day at the Society's premises at 160 Thambu Chetty Street. Several members of the Society were also present. After tea, he spoke on "Community Centres". He said that at Community Centres, people of different castes and creeds could meet and spend some time in an atmosphere of happiness and good-will; engage themselves in matters of common interest and work for the achievement of common objectives. He hoped that more and more Centres should be established to be of great help to the people, especially the common people.

Mr. A. Thirugnanasambantham also addressed the gathering.

Under the auspices of the Society, Republic Day was celebrated on the 26th January at 8-30 a.m. at the Bandar Rama

Naicker Garden, Pophams Broadway, Madras. Sri K. Kuppuswamy Iyengar, M.A., Municipal Councillor, hoisted the national flag and spoke about the privileges and responsibilities of the citizens. The Society's Adult Night School pupils and others sang national songs. Sweets, presented by Sri T. Neelakantan, were then distributed to those present at the function.

To propagate the need for Adult Education, members of the Asoka Society along with the Society's Adult Night School pupils went in procession in certain streets and lanes of George Town, Madras, on Sunday the 3rd February 1952. Adult education songs and other songs were sung, accompanied by music, while the procession wound its way. Adult education posters were prominently exhibited and hand bills, specially printed for the occasion, were liberally distributed. At important centres, the procession stopped and speeches were made explaining the benefits of Adult Education and requesting the literate to co-operate with them and the illiterate to learn the three R's. Sri T. J. R. Gopal, the Organising Secretary of the South Indian Adult Education Association, Sri A. Thirugnanasambantham, the Adult Teacher of the Society's Adult Night School and others, who were with the procession, spoke. Members of the Asirvathapuram Munnetra Sangham and others co-operated with the Asoka Society members to make the procession a success.



Sri T. J. R. Gopal, Organising Secretary, S.I.A.E. A., Sri T. Neelakantan, Secretary, Asoka Society, G. T., Madras, Sri A. Thirugnanasambantham, Secretary, M.C.A.E. A., and others who led an Adult Education propaganda procession on 3-2-52 organised by the Society.

THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MADRAS I.
Receipts and payments Account for the period from 1-5-50 to 31-10-51

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ADULT EDUCATION REVIEW

Dr.	RECEIPTS	Rs.	A.	P.	PAYMENTS	Rs.	A.	P.	Cr.
	Op. balance in Bank including Rs. 23,103-5-9—Funds of Adult Education Week on 30-4-1950	25,588	9	2	Allotment to District Centres	18,054	6	1	
	Sale of flags and tickets	31,695	7	10	Contributions to : Adult Education Centres in City of Madras	2,000	0	0	
	Sale of books	174	2	0	Indian Adult Education Association	30	0	0	
	Contributions : Government of India	5,000	0	0	Vayojana Vidya	216	0	0	
	Government of Madras	1,000	0	0	South Indian Teachers' Union	10	0	0	
	Tirupparandal Mutt	1,000	0	0	Sundries	373	8	6	
	Dharmapuram Mutt	1,001	0	0	Stationery	679	8	6	
	Local Bodies, Adult Education Association and other institutions	1,432	0	0	Freight on books and flags	78	4	0	
	Other sources	1,644	9	3	Establishment	5,885	8	9	
	Interest received from bank current account	150	3	3	Typewriter Rs. 485	1,290	0	0	
					Furniture 805	2,209	11	3	
					Postage	20	0	0	
					Affiliation fees	17,276	12	0	
					Printing posters, flags, journals, booklets etc.	2,797	12	0	
					Entertainment charges	3,452	13	0	
					Conveyance and travelling	640	0	0	
					Exhibition and meeting expenses	93	6	8	
					Bank charges	312	1	0	
					Sundries expenses	142	6	6	
					Repairs and fixtures	678	6	0	
					Books	305	0	0	
					Advance to staff	3,943	0	0	
					Seminar expenses	125	11	6	
					Closing balance :				
					Cash on hand	9,594	1	11	
					Cash at Madras Provincial Co-operative	577	9	10	
					Bank in current account				
					Cash at Indian Relief Bank-do.				
					Total	70,785	15	6	

Examined with ledgers, bank pass books and found to be in accordance with the books produced and information and explanations offered to us.
(Sd.) P. S. Subramania Iyer and Co., Chartered Accountants.
(Sd.) F. X. Pereira (Junior), Treasurer
The S.I.A.E. Association, Madras.
30th January 1952 }

ADULT EDUCATION REVIEW

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The South Indian Adult Education Association

"Adult Education Review" (English and Tamil Journals)

Statement of Accounts from 1st November to 15th December 1951

INCOME	Rs.	A.	P.	EXPENDITURE	Rs.	A.	P.
By Subscription for English Journal	1711	4	0	To Printing Charges (English Journal)	2724	4	0
" " Tamil Journal	891	8	0	" Printing Charges (Tamil Journal)	587	12	6
" Donation from Mr. Ani of Bombay	100	0	0	" Mr. Airavatham's conveyance & other charges	135	0	0
" Association	1100	0	6	" Mr. Airavatham's Honorarium	600	0	0
" Advertisement	200	0	0	" Postages and Stationeries	406	0	0
" Bank Balance	450	4	0				
Total	4453	0	6	Total	4453	0	6

T. J. R. GOPAL
Secretary and Publisher

F. X. PAREIRA
Treasurer

University Settlements in Britain

(Continued from page 90)

a people, legislation is not enough. That can be achieved only by personal contact and honest, hard work at a human level. Neither dictation from the statute books nor preaching from pulpits will do much good. The other point Mr. Peterson made is even more important. In democracy, is free and compulsory education, adult franchise and equal opportunity for all the end of the matter? What is the point of offering equal opportunity to unequal people? Democracy must mean something more. A Government by the people is far more difficult to realise than a Government for or of the people. Nor, are all people capable of governing? No. Willingness and compe-

tence apart they lack the training in the hundred little things which all go to make democratic Government—procedure and form, discussion, debate and drafting, preparation of minutes, reports and budgets and all the rest of it. A beginning could be made at the Community Centre. Managing the Centre, perhaps, running a Canteen there, may be organising a Boy's Club, the people in the locality gain experience. Later may come more public activities in local administration possibly. Through this all who is to help and advise them? Not professionally on a technical plane, but as a friend at a human level. Couldn't the Settlements do this?—The Hindu.



An Adult Education propaganda procession was taken out on 3rd February, 1952 arranged by the Asoka Society, G. T. Madras. Students and Teachers of the Adult School run by the Society and a large number of sympathisers formed the procession.

News & Notes.

Madura

On 24th January 1952 Dewan Bahadur Sri K. S. Ramaswami Sastri, Hon. Organiser of Adult Education, Tamil Nad, presided at a felicitation meeting organised in Madura by the Madura District Adult Education Committee to felicitate the members newly elected to the House of the People and the Madras Legislative Assembly from the District. Mr. Ramaswami Sastri urged the imperative need for the Legislators of the country to keep a watchful eye over the quick expansion of Adult Education as well as juvenile education for an illiterate democracy would be a disastrous failure and an enemy to genuine nationalism and freedom and peace. Mr. Balasubramaniam M. P. and Mr. Ayvanar M.L.A., replied suitably to the felicitation and said that they would further the cause of Adult Education. Mr. T. R. Raghavan, Hon. Organiser of Adult Education, Madura, proposed a vote of thanks.

On 25th January 1952 Dewan Bahadur Sri K. S. Ramaswami Sastri, Hon. Organiser of Adult Education, Tamil Nad, inaugurated the Second Adult Education Training Centre which has been decided by the Government to be started at Dindigul. Mr. Rudrappaswami, D. E. O., Madura, presided. Mr. K. S. Ramaswami Sastri inaugurated the Centre and urged that the public should fully co-operate with the Government on this vital national effort. The sorry spectacle of voters voting by symbols owing to their illiteracy must end in ten years, if not earlier. The people must be well informed about their rights and must be able to read the dailies in the regional languages and the books containing modern useful knowledge which would be made available for them by the new Library Act. Mr. Rudrappasami stressed the national importance of the expansion of

Adult Education. Mr. Peter, Headmaster of the Centre, proposed a vote of thanks.

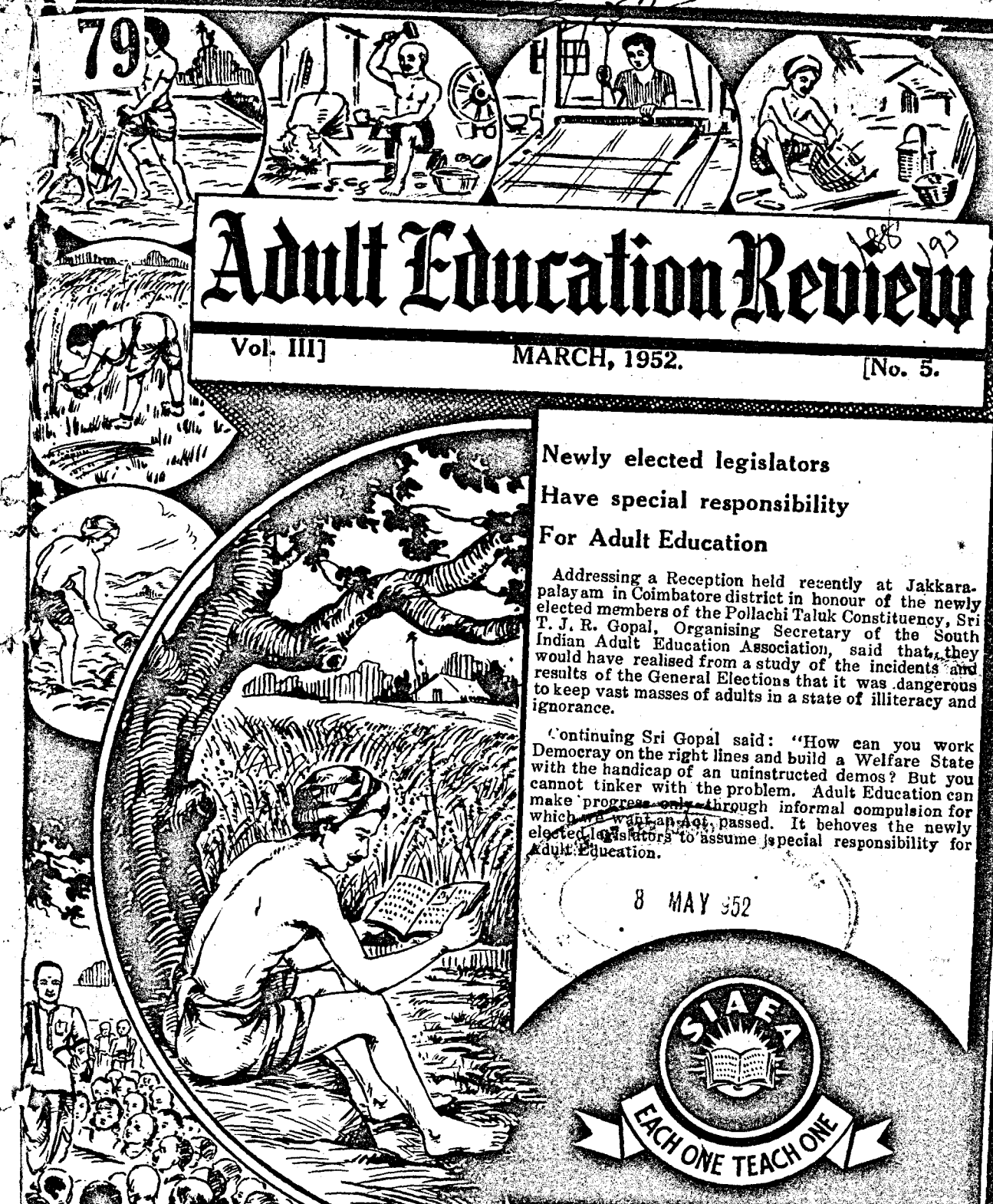
Vellore

At a meeting of the Rotary Club, Vellore, Sri P. S. Munisamy Naidu presiding, Sri L. C. Richard, Municipal Commissioner, gave a talk on The Indore Seminar, which he attended, on the organisation of Community Centres. A discussion followed on the functions of such Community Centres and the problem of paid social workers. The meeting terminated with a vote of thanks proposed by the Secretary of the Rotary Club.

Sri K. S. Ramaswami Sastriar, President of the South Indian Adult Education Association, Madras, visited Vellore on the 17th January 1952 and was taken round the Municipal Adult Education Centres by the Municipal Commissioner, Sri L. C. Richard. Sastriar expressed satisfaction with the popularity of the Centres and hoped that the Municipal Council would be able to start a Community Centre shortly on the lines suggested at the Indore Seminar. Mr. Sastriar then left for Arcot to visit the Rural College there.

The Christian Medical College Adult Education Centre had a house-warming on the 19th January when student workers of the College and adult pupils, mostly servants of the campus, met at a social gathering. Sri E. David, the College Librarian, presided and Sri L. C. Richard, Municipal Commissioner, talked to the workers on the value of literacy. He hoped that with all the amenities that could be commandeered from the College authorities a Community Centre would be started for the workers in the near future.

Special thanks are due to Miss Ruth, Miss Kinkin and Miss Shakhunthala for their keen enthusiasm in running the Centre.



Adult Education Review

Vol. III] MARCH, 1952. [No. 5.

**Newly elected legislators
Have special responsibility
For Adult Education**

Addressing a Reception held recently at Jakkarpalayam in Coimbatore district in honour of the newly elected members of the Pollachi Taluk Constituency, Sri T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, said that they would have realised from a study of the incidents and results of the General Elections that it was dangerous to keep vast masses of adults in a state of illiteracy and ignorance.

Continuing Sri Gopal said: "How can you work Democracy on the right lines and build a Welfare State with the handicap of an uneducated demos? But you cannot tinker with the problem. Adult Education can make progress only through informal compulsion for which a Bill has been passed. It behoves the newly elected legislators to assume special responsibility for Adult Education."

8 MAY 1952



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

MARCH, 1952.

No. 5

EDITORIAL

Summer and Adult Education

The Summer of 1952 promises to be a very busy season for Adult Education in South India. At several places in the Madras State the Department of Education has now conducted 10 day intensive Adult Education Training Camps for School Assistants and Deputy Inspectors. These School Assistants who come from Government Training Schools are expected to run Six Weeks Training Classes for such Pupil Teachers in Government Training Schools as volunteer to stay on after the usual term and take the additional training. It would have been certainly much better if all the Pupil Teachers in all the Government Training Schools had been drawn into the business. We recognise that it may have meant cruelty if, by executive order, Pupil Teachers who had kept a term attending classes had been denied the rest they require. But desperate diseases require desperate remedies sometimes. Our illiteracy and ignorance are so dangerous today that no amount of effort would be too much to wipe them out. However, we have often to make compromises. We are glad that the Department of Public Ins-

truction has taken this new step and is implementing it. We understand, as we write, that Professors of Colleges will also be given this month similar intensive training in their turn to give a short course of training to their own students who volunteer, so that squads of students may work at convenient centres in different parts of the country under the leadership of their Professors. Some Professors and Teachers of Colleges hitherto trained are already reported to be organising squads of students in this behalf. It is our earnest prayer that these squads should strengthen the existing Adult Education Centres in the first place and not spend energies on fresh enterprises. The students will stay in the Centre they have chosen only for about forty days. When they have left, it should not be said that they have not left anything behind them which continues effort. The regular teachers in Adult Education Centres all over the country are in need of assistance. The Student Squads may propagate ideas of Adult Education at an all-round an established Centre. They may actually bring new illiterate

adults to the Centre and partake not only in teaching the adults but in making the Centre really a Social Centre. They may organise at the Centre, with the help of the teacher and local friends, etc., shows, dramas, exhibitions, music and play and attract the mass mind to the Centre. They may collect pictures, posters, literature and the like for the Centre. They may help in giving readings from newspapers and books at the Centre to the masses that may be occasionally collected. They may run the wall newspaper at the Centre in an attractive manner and make it a feature of the village life by leaving the teacher in charge of the work as they depart or some other enthusiast of the village whom they have created. The real utility of the Student Squads lies in electrifying the whole social atmosphere around existing Adult Education Centres and enthusing the local people to take permanent interest in an institution which has ultimately to be their own "Community Centre." The Professor leader-in-charge and Senior Students may also give local populations guidance in managing the local Panchayat, the Co-operative Society and the like by carefully prepared discourses or where a Radio Set exists by drawing attention to talks on such subjects delivered on the Radio. There is a permanent place of work during summer to which we desire to draw the attention of the Adult Education teachers, Deputy Inspectors of Schools, Senior and Junior, Adult Education Associations of all grades and all lovers of Adult Education in general. Summer is the season, in an agricultural country like ours, for Adult Education. Between now and late in June the ordinary poor villager has plenty of time hanging on him

and if properly handed, he will be able to attend an Adult Education Centre very regularly. Quick literacy methods have chance of success only when proper and continuous attendance is put in by the learner. If the conventions of the Education Department are respected and the teachers and workers at Adult Centres take and enjoy Summer Holidays we may as well bid good-bye to Adult Education. Not having studied the question of Adult Education carefully the value of summer months was not hitherto properly understood and through the observance of the usual routine methods the Department has allowed Adult Education most unwittingly to suffer. We are convinced that three months of the summer and another three months between two summers varying according to the locality are the only months when fair attendance of the rural adult may be expected. The other six months in the year are the lean months for Adult Centres. Therefore we would urge that efforts should be strenuously made to keep Adult Centres open during summer months to cater to fresher and fresher batches of barners. We are conscious that this summer is specially hard for our masses. Crops have failed in many areas; famine is raising its hideous head threatening the very existence of man and beast. The Adult Educationist has to take note of this factor during this summer. He will have to take his humble share in the Relief work and give the sufferers solace and gain their confidence. It is not easy to indicate the direction in which the Adult Educationist can help in relief measures; for, the direction will materially differ as per the nature of relief that is being organised and rendered in the

area, We would only advise our workers to examine the position for themselves and do what best they may. We only warn that Adult Education demands the practice of fundamental service as a basic requirement for its ultimate fulfilment.

The Eighth South Indian Adult Education Conference at Calicut

The Eighth South Indian Adult Education Conference will hold sittings at Kozhikode on the 17th and 18th of May 1952. Sri L.M. Pylee M.A. B.L., L.T., M.L.A. Ex-Education Minister to the Travancore-Cochin Government, will preside. The Chairman of the Reception Committee is Sri E. Raman Menon, B.A., L.T., President of the All-Malabar Adult Education Workers Association. This is the first S.I.A.E. Conference to be held immediately after elections under the new Constitution. We have already indicated in these pages what the election has proved to us and demanded that before the next General Elections are held i.e. within 5 years to come, we must achieve full literacy of our masses. Therefore very great responsibility rests both on the Government and the Adult Educationists. Great changes have taken place and great changes are ahead of us. The Conference that meets will have to face the situation as it has arisen. All good citizens should really attend this Conference and take steps to equip the illiterate adult with the one qualification of Literacy to exercise his vote well and worthily.

Increased grant to the Adult Education Teacher

The Government of Madras have sanctioned an increase in the grant to the Adult Education Teacher. The trained Adult Teacher will get from the 1st of March 1952 Rupees twelve as Teaching Grant plus Rupees four for Contingencies instead of the present Rs. 8 + 4; the untrained teacher Rs. 8+4 instead of Rs. 5+3. The Department of Public Instruction deserves commendation for this act of bare justice to the ill paid teacher.

Andhra Regional Seminar (Libraries and Adult Education)

We understand a Regional Seminar dealing with Rural Library and Adult Education problems will be held at Vetapalem, Guntur District, in the last week of May. We hope it will be a welcome addition to the activities of the Andhradesa Grandalaya Sangham under whose auspices it is being held.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுப்பாடு]

The Adult Literacy Campaign in Madras State.

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

The problem of eradication of illiteracy has a two-fold aspect with reference to the two Age Groups; the Primary School Age Group and the Adult Age Group, said Minister Roche Victoria, in a recent broadcast reviewing the "Literacy Campaign" in Madras State.

The Primary School Age Group comprises children between 5 and 13 years; and the Adult Age Group comprises those between 13 and 40 years.

Primary School Age Group.

The eradication of illiteracy amongst the children of this group has been a major problem of the State and crores of rupees are being spent annually on Primary Education, the figures increasing year by year. Ten years ago in 1940-41 the amount spent on Primary Education was Rs. 2.6 crores; in 1945-46 it was Rs. 4.6 crores and in 1949-50 it was Rs. 8.95 crores. But we have to admit that even now the entire population of this age is not served by the Elementary Schools opened for educating them. To-day the number of Primary Schools in the State is about 39,000 But of it is calculated that the number of children of this Age Group remaining illiterate is about 43.63 lakhs. It may be recalled in this context that the Constitution of India requires provision for Compulsory Elementary Education to all children below 14 years and a time limit of 10 years has been fixed for this. The State is actively tackling this problem, but it is a stupendous one involving enormous expenditure. To cater to the needs of the entire population of this Age Group, it is estimated that the additional expenditure will be on a progressive scale beginning with Rs. 1.47 crores in the first year, reaching the figure of Rs. 14.70 crores in the tenth year.

A scheme of Compulsory Elementary Education was for the first time introduced in 1945-46 and extended in the next two years. However, it cannot be said that the results were entirely satisfactory though the Government are trying to solve the several problems which arose in this connection, as far as possible. Pending the solution of these problems, the

further extension of the scheme has been kept in abeyance from 1948-49.

Adult Age Group.

This group is confined to those aged between 13 and 40 years. The upper age limit has been fixed rather in an arbitrary manner for practical purposes, in connection with the running of the Adult Education institutions. The Adult Education Scheme of this Government came into existence in 1948-49 with the opening of 21 Adult Education schools managed by Local Bodies and private agencies. In due course, as the movement gained momentum, the number of schools increased to about 1,173 in the middle of 1951. As a result of the recent intensified drive dating from May, 1951, the number of schools has increased and it stands today at 2,958 the increase being mainly due to the larger number of schools opened by the Local Bodies.

It may be mentioned that the Government of India are also helping and encouraging the Adult Education movement by subsidising the Adult Education scheme partially from out of their funds, the rest being met by the State Government.

At present, there is very little done beyond the running of Adult Literacy Schools for the spread of literacy among the adults. The total number of adults turned literate through the Adult Education scheme in 1950-51 is 31,352 according to the figures collected by the Director of Public Instruction, who is in over-all charge of the Adult Education Scheme of the Government. The Literacy Schools are run by teachers trained specially in handling Adult Education classes. They are

paid a stipend by the Government for undergoing the training and later on they are paid a remuneration for conducting the Adult Education classes. The schools are inspected by the officers of the Education Department, the officers of the Local Bodies and sometimes by the officers of other Departments.

Non-official Agencies.

The only one central non-official Association to be mentioned in this connection is the South Indian Adult Education Association. It is doing considerable amount of propaganda work for the spread of Adult Education and is organising periodical Conferences and Seminars. It is also organising Adult Literacy Week celebrations which go a long way in focussing the attention of the public on the need for the eradication of illiteracy. The success of the work done so far should not be judged by the number of schools opened or by the number of students enrolled and certified. If the work has contributed even in a small way to a general feeling of unrest and a thirst for knowledge among the people, we may be justly proud of our achievement.

Students belonging to educational institutions, particularly those in arts and professional colleges, are evincing some interest though not on an organised and systematic basis, for the eradication of illiteracy the among the masses. Considerably more work could be done by improving these students' organisations.

The Government have been subsidising the Social Service Camps organised by University students during their vacation period. There were 3 such camps run by various colleges during 1950-51. The duration of these camps is 40 days. The students select a particular village, go there and spend the period engaging themselves in doing social service including the spread of literacy. Of course very little can be done in 40 days in the matter of eradicating illiteracy, but at the same time as a means of popularising literacy, these camps are very useful. It has been recognised that the co-operation of the student population in the Adult Social Education drive is very necessary not only to supplement the work of the teachers in Adult Education Schools but also to

rouse the community to realise that without an educational foundation no progress is possible in the country.

The idea of Community Centres has come to the forefront. The Second National Seminar held at Indore in October 1951 has focussed attention on Community Centres as one of the most important means to achieve the objectives of Adult Education. "A Community Centre would compass every aspect and cover the entire gamut of life. It would show the way to a new order of social harmony and scientific progress, of life worth living. It would comprehend agriculture, banking. Co-operation, cottage industries, general knowledge, a philosophy of rational action and scientific behaviour—in one word, education for life.

It is towards this broad based Adult Education all literacy campaigns should converge. It is in this field the student services can be utilised to best advantage. There is no compulsion anywhere. The students would take to it more easily and illiterates would themselves prefer this method of seeking enlightenment rather than sit from day-to-date in class rooms.

Rural Colleges.

In the programme of Adult Education of the Government non-official co-operation is enlisted through helping and encouraging the South Indian Adult Education Association in its work and also by appointing Honorary Organisers for the different areas of the State. These Organisers tour throughout the State, inspect Adult Literacy Schools and make suggestions for the improvement of the work in all possible ways. Though it may not be for the eradication of illiteracy in a narrow sense a part of the work in connection with the spread of Adult Education is done by establishing Rural Colleges which serve the needs of the people who have acquired some amount of literacy but want to pursue educational studies and who are handicapped in a such pursuit owing to their being pre-occupied with earning their livelihood.

On the propaganda side, for spread of Adult Education which includes the removal of illiteracy the Government have brought into service fully equipped cinema vans and have put them in

Combating Illiteracy in Cuba

The Night School for adults has expanded considerably in recent years. The following account of the scheme is an official communication from Dr. Diego Gonzalez, Superintendent-General of Schools, Cuba.

Night Schools—centres specially established for the eradication of adult illiteracy (for the children attend the compulsory school)—have in recent years been greatly increased in number and have even been established in rural districts where they did not previously exist. They have begun to function in small villages and have been increased in the towns by the organization of school centres, where instruction in specific subjects is imparted. These institutions have succeeded in attracting persons of all ranks and ages (including the very young and the very old), thus benefiting almost the whole of the illiterate population.

This is largely due to Decree 2556, dated 21 August 1950, which established Night Schools of three categories: A—schools with a single classroom; B—schools with more than one classroom; C—vocational schools which function independently or as annexes to the schools of category B.

Organization.

According to Article 310 of the Regulations, Night Schools of category A, i.e., schools with a single classroom, shall be established in sparsely populated areas, shall impart instruction for two and a half

hours daily, and shall be devoted exclusively to the eradication of illiteracy. At these schools instruction shall be given up to the third class level in the following subjects: reading, writing, grammar and syntax, arithmetic, and elementary, natural and social science. At the schools in the rural districts, elementary natural science shall be directly related to agriculture.

Night Schools of category B, i.e. schools with more than one classroom, shall be established in areas where there is a requisite number of adults and shall impart instruction for at least two and a half hours daily; one of the classrooms shall be devoted to the teaching of illiterates. These schools may give instruction up to the fifth or sixth class levels in the following subject: reading, writing, grammar and syntax, arithmetic, social sciences, natural sciences, anatomy, physiology and hygiene, agriculture, manual arts and applied drawing.

Night Schools of category C, i.e. vocational schools, shall be classified as urban and rural schools and shall be established in suitable areas capable of defraying the cost of their establishment and upkeep. Teaching shall be imparted for at least two and a half hours daily; this teaching time may be extended by the District Inspectors if local conditions warrant it.

Urban vocational schools shall classify their pupils according to the occupations or activities chosen by them, and pupils may study any of the following groups of subjects:

First group: commerce, accountancy, typewriting, shorthand, English, salesmanship and propaganda.

Second group: industrial arts, carpentry, masonry, watchmaking, radio technique, shoemaking, saddlery, bookbinding, typography and mining.

Third group: home training, tailoring and sewing, weaving, embroidery, music, domestic science, rearing of children, dietetics, cooking, decoration and home crafts.

The recent election has certainly given a fillip to Adult Education. We should not lose any more time in organising the movement on a firm footing.

Fourth group: maritime industries and activities.

The following subjects shall be compulsory for the pupils of all these groups: arithmetic, grammar and syntax, social and industrial hygiene, and legislation as applied to specific activities.

Rural vocational schools shall classify their pupils according to the occupations and activities chosen by them, and pupils may study any of the following groups of subjects:

First group: applied agriculture (theoretical and experimental).

Second group: rural building.

Third group: rural industries.

Fourth group: theory and practice of mining.

The following subjects shall be compulsory for the pupils of all these groups: arithmetic, grammar and syntax, rural and industrial hygiene, and legislation as applied to specific activities.

Pupils who have completed the relevant courses in the schools of categories A, B, or C shall be entitled to the certificate.

Night Schools may also teach any other subjects which in the opinion of the school authorities, answer local needs, provided that a request to that effect is made by the Director and is approved by the District Inspector, the Inspectors of Special Education and the Office of the Superintendent-General of Schools. If the teaching of the new subject or subjects requires the establishment of a new teaching post, the procedure laid down by the present regulations for the establishment of classrooms shall be followed.

In addition to the compulsory subjects, every pupil may study any other subject or subjects.

Other Regulations.

Article 311. The time-tables of Night Schools shall be fixed by the Director and the teachers in accordance with the needs of the pupils, subject to the approval of the District Inspector.

The opening and closing hours of night schools shall be fixed by the Board of Education upon the recommendation of the District Inspector, who shall take local conditions into account.

Night School teachers who are in charge not of classrooms but only of groups of subjects must arrive at the school fifteen minutes before the commencement of their lessons and may leave immediately after the lessons have ended.

Article 312. In Night Schools of category A, i.e. schools with a single classroom, for men, women or both, women's classes shall be in charge of a woman teacher, men's classes in charge of a man teacher and mixed classes in charge of a woman or man teacher.

In Night Schools of category B, i.e. schools with more than one classroom, women's classes shall be in charge of a woman teacher, men's classes in charge of a man teacher and mixed classes in charge of a woman or man teacher; there shall be as many teachers as there are classrooms in the said school.

Article 313. Night Schools of category C, i.e. urban and rural vocational schools, shall be provided with such teachers as are required for giving instruction in the groups of subjects taught in schools of this category.

Article 314. Night Schools may be attended by pupils of fourteen years of age. They may also be attended by children of school age who are unable to attend day schools, provided special authorization to the effect has been obtained from the District Inspector, to whom adequate reasons for such authorization must be produced.

At the present time there are some 1,862 Night Schools in the Republic. The teachers at these schools are devoting all their energies to the eradication of illiteracy, and have already obtained remarkable results.

The Cuban Ministry of Education has in addition, however, undertaken a large-scale literacy campaign in which not only the State Schools are participating, but also those citizens who, although they are not teachers, possess a certain culture and are eager to serve their fellow-countrymen. The scope, development and methods of this campaign are covered by a decree.

The National Literacy Board has just drawn up regulations which cover the activities to be carried out by the local boards and relate to technical and adminis-

World Authority on Literacy in India to Popularize System

BY V. J. F. KULANDAY

Called "the world's greatest mass educator," Dr. Frank C. Laubach, of New York, is in India for the Committee on World Literacy to popularize his "lightning literacy" system.

The 67-year-old pedagogue, winner of many international honours, asserts that this new system, if widely followed, would help wipe out illiteracy in India in 15 years.

For more than 23 years Dr. Laubach has fought illiteracy in 239 different languages and dialects. Directly or indirectly his programme has reached some six crores of people.

This gigantic task of Dr. Laubach had its start in 1929. A Missionary by vocation, he was thrown in the midst of warlike Moros of the Philippines where he was convinced that the Moros should be taught to read and write. He worked out a simple chart for teaching the Maranaw language, which had not yet been reduced to writing. Using the Roman script, he gave the islanders a written language.

In the wilds of Mindanao, a cultural revolution took place. By the thousand the Moros were educated, but when Dr. Laubach's funds were exhausted it looked as though the great work was about to cease. The Moro chieftain, Kakai Dagalangit, dramatically saved the situation. He said: "This is our only hope. If it stops, we're lost. Everybody who learnt has got to teach. If he doesn't, I'll kill him." Kakai thus, unknowingly, invented

trative matters, publicity, statistics and Mobile Units, as the campaign must be completely co-ordinated in all its various aspects.

The statistics hitherto compiled indicate that this literacy campaign is proving a success.

The co-operation given to the Ministry of Education by the general public could not be greater, and this shows once again that all noble tasks evoke an effective response from the various sections of the community.

the now well-known slogan for Dr. Laubach's campaign, "Each One Teach One." Over 75 percent of the Moros today are literate.

Dr. Laubach saw hope for the world in the common light of dawning literacy. He began to think in terms of the world. He felt convinced that illiteracy was the bane of humanity. He accepted the challenge, and with his special technique of teaching became a world pioneer to educate the masses.

Revolutionary Movement

What looked as the silly notion of a one man team has blossomed into one of the most 'revolutionary movements' of the century, which thousands of enthusiastic workers are propagating all over the globe. Dr. Laubach's idea has borne fruit among the Mount Hagu tribesmen in New Guinea, in the sun-baked areas of Africa, in Burma, Afghanistan, Siam, Indonesia, Iran, Iraq, Syria, the Lebanon, Algeria, South America, and the Hawaiian Islands.

In the Congo, thousands trekked miles to get Dr. Laubach's "injection for ignorance." And this doctor of the mind and soul gave it to them in his unique way, not with syringe and needle, but with colourful charts that penetrated into the darkness of their minds and delighted their intelligence.

Dr. Laubach has been in India before and has familiarized his methods to ardent workers of the adult literacy campaign. During one such visit he met Prof. Bhagwat of Poona, who helped him to evolve charts suited for the teaching of Indian languages.

His Method

The Laubach method consists of an amalgam of charts, lists of key words and syllables, and pictures. Each chart is a separate lesson which is intended to be taught in about an hour. The gap between knowledge and ignorance is bridged by an appeal to the eyes and ears. The objects designated in the charts depict the opening

words in such a way that each picture reflects local life and familiar objects accurately enough to be recognizable and strikingly incorporates the general shape of the characters it is meant to teach.

For instance, in a typical chart for teaching Hindi, the picture of the long-tailed monkey hanging from the branch of a tree with a hand drooping down bears close resemblance to the letter 'La'. The picture is followed by the letter 'La' and the word 'Langoor'. The pointed bill of the Saras (crane) resembles the prominent curve in the letter 'Sa'. Hence the association of sound with picture helps the learner to remember the latter 'Sa' as he is already familiar with the word Saras. So, the letter 'Na', which exactly resembles a water-tap and the common word 'Nal', helps the uninitiated to grasp and remember the letter with ease.

This simple keyword system of teaching was evolved by Dr. Laubach out of a deep understanding of the psychology of the masses. He realized that the illiterate, because of the seminal fact that newspapers, books and signboards are no guide to them through life, are by and large keen observers and have highly developed visual memories than people who can read and write. His experiences proved his judgment correct and his system helps create mental pictures in the minds of the learners by the incorporation of illustrations with words. This technique has become the open sesame to the minds of millions.

Experiment in U. P.

During his present trip to India Dr. Laubach has successfully conducted an experiment in Mathura in U. P., where the Indian Village Service is doing good work. Illiterates are giving their own noon hours to read and write Hindi. The Laubach charts are to be mounted on wall boards and displayed in the village for everybody to see and learn. The goal is to have such charts exhibited in all villages of India helping people to learn and pass on the knowledge to others thus forging new links in the chain of literacy which would eventually dispel ignorance and bind people together in understanding and peace.

The Laubach Primer in Tamil is being printed. Primers in Marathi and Oriya are also being prepared. The Primer takes

12 days to master. From the Primer the new literate is guided to the second book, which is planned to have interesting lessons on such important subjects as nutrition, health, crops, erosion, and poultry farming. This method help will pass the knowledge from the man who knows, the expert, to the man who needs to know, the new literate, thereby opening the latter's mind to new vistas of useful information.

Mr. Nehru's Interest

Dr. Laubach's work and his experience is bound to prove valuable in solving India's illiteracy problem. In his book "The Silent Billion Speak," he has quoted a letter from Mr. Jawaharlal Nehru to him in which the Prime Minister wrote: "I am greatly interested in the literacy movement that is gaining momentum in India. With your wide experience in the liquidation of illiteracy, this movement should derive great profit by your co-operation."

Dr. Laubach is convening a conference of Adult Literacy workers and educators at the Agricultural Institute, Katpadi, Madras State, from March 10 to 31. At this conference it is hoped that much work and planning will be done.

The League of Nations, *Unesco*, *Eca*, the Point Four Programme have all acclaimed the Laubach method. In India, *Tca* intends to use the Laubach system to conduct a Literacy Drive in its several projects.

This miracle man of education has taught more people to read than any other man in history. His name has become a fable, and what the children of the world owe to Maria Montessori the ignorant millions now and for generations to come will owe to Laubach.

Honoured by the world, his mother country of America where he was born in Benton, Pennsylvania, had special distinction to confer on him. He has been awarded the 1951 Roosevelt Medal of Honour, as the "Founder of the World Literacy Movement." He was chosen for this signal honour "because of his distinguished service in the advancement of social justice in heading a world movement that undertakes to wipe out illiteracy," and he has already achieved much in this sphere. His work will lead to the making over of men and women and eventually to the remaking of whole nations.—*The American Reporter*.

Recognition of Adult Education Centres in South Arcot.

The Education Department Way.

We have received the following report of the Adult Education work done in South Arcot District in the month of February 1952 from Mr. H. S. Paul, Collector President of the South Arcot District Adult Education Committee;—

The monthly meeting of the South Arcot District Adult Education Committee was held at 4.30 p.m. on 4-3-1952 in the Collector's Court Hall. The Collector and President of the District Adult Education Committee presided. Fortyseven members, including both officials and non-officials, were present.

The President in his remarks first mentioned a few points about the recognition of the Adult Education Centre by the Education Department. Though 163 Adult Education Centres have been allotted to this district now for recognition and though about 50 have already been recognised, the selection of centres for recognition out of the 900 and odd Adult Education Centres, that are being run by the District and Taluk Committees, was not selective, i.e., the best schools were not really selected. The selection is being made on application by the teacher running a Centre. Since evidently all the teachers, who were running the various Adult Education Centres, did not know about the procedure, only the few who applied for recognition earlier have been able to get the Centres recognised. As the District Educational Officer himself expressed, it was only a matter of "first come first served". What a view to assist the District Educational Officer to select Centres that are really working well, lists of such good Centres were called for from Secretaries of all the Taluk Committees last month and some lists have been received. The Taluk Committees were instructed to inform the teachers, who are running these Centres, to apply for recognition and the District Educational Officer was requested to select Centres for recognition out of these good Centres recommended by the Taluk Committees. It was pointed out that it would be difficult for a few Deputy Inspectors of

Schools to select the best schools out of a large number of Centres in the district.

The President then remarked that while he visited the Adult Education Centre at Olakkur in Tindivanam Taluk, he found that the District Board was proposing to take up the maintenance of that Centre this year though it has been recognised by the Educational Department. It was pointed out to the District Board Educational Officer that in as much as the Educational Department is paying the allowances to the teachers working in that Centre, as it has been recognised by the Educational Department, there was no point in the District Board taking up its maintenance. The District Board may not have to pay allowances to the teachers as the Educational Department is already paying them. If the District Board is also going to pay the teachers, then there will be double payment. It was also pointed out that the District Board could maintain Centres not yet recognised by the Educational Department and as and when the Centres are recognised by the Educational Department, the District Board might stop paying allowances to the teachers of such Centres and begin maintaining other Centres that are working and are now being maintained by the various Taluk Committees.

The President requested the members and officers who were present, to inform all the subordinate officials of the various Departments who visit the Centres to send copies of their reports or remarks in the Visitors' Book to the District and the Taluk Committees immediately after each visit, so that the individual records of the Centres with the District Committee and the Taluk Committee may be always up-to-date. The President also instructed the Secretaries of the Taluk Committees to see about the prompt

distribution of the various booklets and magazines, that are being sent to them from time to time, to the various Adult Education Centres and to see that the teachers actually use them in the Centres.

The Joint Secretary, in his report, mentioned that there was a meeting of the Executive Committee on 19-2-1952 at which the Committee drew up two sets of question papers for the literacy test that is to be conducted in April 1952, one for the men and the other for women. Copies of the question papers, which had been got ready, were distributed to the Secretaries of the Taluk Committees and they were asked to hold the tests in the first two weeks of April 1952 on the same lines as the previous test was held, namely, by some official or member of the Taluk Committee conducting the test in person in the various Centres.

Reports from all the Taluk Committees for the month had been received. The Joint Secretary in his report mentioned the salient points in these reports.

Cuddalore:—The Taluk Committee met on 3-2-52 and it sanctioned a sum of Rs. 344-2-0 as pay and allowances to 45 teachers in 37 schools. A sum of Rs. 47-7-0 was also sanctioned towards the payment of contribution for the supply of continuation literature. The cash balance with the Taluk Committee was Rs. 4 179-4-9, out of which, however, a sum of Rs. 178-14-9 is yet to be disbursed towards pay and allowances for November and December 1951.

Chidambaram:—The Taluk Committee met on 21-2-1952, and a sum of Rs. 461-8-0 which was paid as allowances to teachers for November and December 1951, was ratified by the Committee.

Tindivanam:—The Taluk Committee disbursed Rs. 211 as pay and allowances to the teachers during the month.

Villupuram:—The Taluk Committees met on 28-2-1952. The Committee selected a few good schools to be recommended for recognition. The cash balance of the committee was Rs. 5,435-9-9. The Committee sanctioned Rs. 61-8-0 towards printing forms for the use of the schools in the Taluk and authorised the Sub committee to purchase articles such as hurricane lights, slates, charts and books.

Gingee:—The Committee in its meeting held on 22-2-1952 sanctioned Rs. 1485-10-0 towards payment of allowances to teachers for December '51 and January '52 and also for the purchase of books, slates etc. The Committee selected 10 schools to be recommended for recognition by the Educational Department.

Tirukoilur:—The Committee met on 22-2-1952 and decided to hold a benefit performance in aid of the Taluk Committee's fund. The Committee had disbursed Rs. 289-4-9 towards payment of allowances to the teachers.

Vridhachalam:—The Committee sanctioned the payment of Rs. 234-14-0 and Rs. 146-15-0 to the teachers for December 1951 and January 1952. A sum of Rs. 27 was sanctioned towards printing charges.

Tittakudi Sub-Taluk:—35 Centres functioned in the Sub-Taluk during the month, out of which 33 centres sent their monthly returns. The Committee sanctioned the payment of Rs. 303-10-0 towards allowances for 28 Centres.

Supervision:—During the month of January 1952 the number of visits made to the Adult Education Centres in the district by the officers of the various Departments are as follows:

Officers of the Revenue Department	412
Officers of Co-operative Department	11
Officers Health Department	16
Officers of Agricultural Department	16
Officers of Animal Husbandry Department	12
Officers of Prohibition Department	13
Officers of Highways Department	2
Officers of Public Works Department	2
Officers of Police Department	3
Officers of Educational Department	50
Officers of the Groundnut Market Committee	4

8. Classification of Centres according to average attendance for the month of January 1951. The figures, according to this month's classification of Adult

Education Centres in the district, are as follows:

Those that are working excellently having an average attendance of more than 40	14
Those that are good having average attendance of 20 to 40.	113
Those that are fair, having average attendance of 10 to 20.	294
Those that are poor, having average of less than 10	56
Those that are in the black list not functioning properly and or which have not sent reports.	433
Total ..	910

The Secretaries of the Taluk Committees were asked to check up the Centres in the black list and to report about the condition of these Centres and to revive any of the Centres that might have ceased to function.

9. The District Educational Officer then read a report. He said that seven Centres were recognised during the month and that a sum of Rs. 134 has been recommended for payment as bonus to the teachers in 23 schools for the period ending December 1951. He said that the fourth course for the untrained teachers intended for South Arcot was to commence on 2nd July 1952 at Dindigul and that 40 candidates would be deputed for the course from this district. He informed the Committee that it was proposed to conduct the training in Adult Education methods for the out-going pupil teachers of the Secondary and Elementary Grade in the three Government Training Schools in the district, i.e., Government Basic Training School, Cuddalore, the Government Secondary and Basic Training School for Women, Tirupapuliyur, and the Government Training School, Villupuram. He said that 50 Adult Literacy Schools were visited during the month of January 52 by the officers of the Educational Department. The course in Adult Education methods for student volunteers of the Annamalai University was successfully conducted during the month.

It was found during discussion that there is very long delay in paying allowances to the teachers of schools recognised by the Educational Department. An

instance was pointed out in which though the school was recognised in January 1951, no allowance has yet been paid. In all cases there is a delay of at least six months. This works a great hardship. What happened was that the Taluk Committees stopped payment of allowances to the teachers as soon as they learnt that the school was recognised by the Educational Department, so much so that the teachers of recognised schools had to wait for months together to receive allowances from the Educational Department. The Taluk Committees have been asked to continue monthly payments to these teachers until they actually receive the allowances from the Educational Department and to get the amounts advanced by the Taluk Committees for the period covered by the recognition by the Government reimbursed later. The question of reimbursing the Taluk Committees of such amounts by the Educational Department itself is pending orders for some months now.

The District Board Educational Officer in his report said that applications for recognition on behalf of 35 schools had been forwarded to the District Educational Officer. He said that the District Board has deputed 50 teachers for training so far, and more are proposed to be deputed shortly.

The District Panchayat Officer said that a number of Panchayat Boards have resolved to maintain Adult Education Centres in their Panchayats.

In his report, the District Welfare Officer, under whose control there are 172 schools, said that all the Adult Education Centres functioned well during the month. A new Centre for women was newly opened on 25-2-1952 in Thenkeeranur village (Kallakurichi Taluk).

The Sub-Collector, Tindivanam, and the two Revenue Divisional Officers then read reports about the working of the Centres in the various Taluks.

Rev. Fr. Lourdeswamy, Manager of the Roman Catholic Mission, read a report in which he said that the Adult Education Centres are being conducted in 51 of his Mission Schools.

The Rural Welfare Officers of Kadam-buliyur and Chinnasalem also read reports about the working of Adult Education Centres in the firka Development areas.

Need of Mass Movement for Adult Education

Issues to be Decided by Eighth South Indian Conference at Kozhikode

The South Indian Adult Education Association has issued the following Circular concerning the problems to be tackled and the issues to be decided at the Eighth South Indian Adult Education Conference to be held at Kozhikode on 17th and 18th May 1952:—

It is now well recognised on all hands that the appalling illiteracy in India is one of those evils, the eradication of which must be taken on hand seriously without the slightest delay. The present condition of illiteracy in our country stands in the way of every attempt at our national reconstruction. So long as this condition continues, every programme of national reconstruction will find itself delayed, defeated, and thwarted. It is, therefore, a happy sign in India that the Adult Education Movement has gathered strength and has attracted more attention in the country.

Seven Conferences have been held hitherto under the auspices of this South Indian Adult Education Association at Madras, Madurai, Coimbatore, Adyar, Vellore, Vetapalam (Guntur District) and Tanjore. A Special Conference with Dr. Labauch was held in March 1949 with the co-operation of the Government of Madras. Regional and Districts Conferences have also been held in all the Districts of Tamil Nadu, Kerala, and Andhra Desa. The Conferences attracted the attention of the public in a special manner and the State Governments in South India also afforded opportunities for the promotion of Adult Education in South India, but the efforts so far made have not helped to attract

60 Adult Education Centres in Kadam-buliyur and Tirunavalur areas and 42 in Chinnasalem area. All the Grama Sevaks and the Rural Welfare Officers were each visiting the centres at least on not less than 20 nights every month.

The Committee resolved to request the District Board to sanction a of sum Rs. 8,000 to the District Committee, the amount sanctioned last year being Rs. 6,000.

adequate support for an effective non-official campaign of Adult Education.

The Eighth Conference is programmed to be held in Kozhikode City for two days, (i.e. 17th and 18th May 1952). Sri L. M. Pylee, M.L.A., eminent educationist and a former Minister for Education to the Government of Travancore-Cochin Union, has been invited by the Association to preside over the Conference.

The proposed Conference would be the first since the completion of the first General Elections held under our Republican Constitution based on adult franchise. The conduct and the results of the General Election emphasised in a special and unmistakable manner the urgency of the need as well as the imperative necessity of Adult Education, and they constitute a challenge to our public spirit—that by the time of the next General Elections come to be held, the oddity of a vast majority of the voters making their choice with the aid of symbols should have been obviated.

It is now the special responsibility of those who have been devoting themselves to the cause of Adult Education either as teachers or as propagandists and organisers to redouble their efforts with a view to enlisting State support on an increasing scale and securing more and more voluntary workers. It would be the purpose of the proposed Conference to formulate proposals for expanding Adult Education efforts in all directions and through every available agency. The Conference should therefore be thoroughly representative of non-official, quasi-official and official agencies now engaged in Adult Education work in South India.

The Government of India have adopted Social (Adult), Education as one of their

primary national objectives, and declared that non-official voluntary effort should be encouraged and stimulated for the purpose on as large a scale as possible. They have also stressed the need for concentrating effort in rural areas where real India lives. It is the cherished hope of Free India's first Education Minister, the Hon'ble Maulana Abul Kalam Azad, that adult illiteracy can be wiped out in about 15 years mainly by mobilising non-official voluntary effort for the purpose.

In pursuance of the aforesaid objective a series of Seminars have been held, and many more are to follow. The series started with the International Seminar conducted at Mysore in November 1949. The first Indian National Seminar was held in December 1950 at Jabbalpore under the auspices of the Indian Adult Education Association, Delhi. The first regional and South Indian Adult Education Seminar was held at Adyar last April 1951 under the auspices of the South Indian Adult Education Association, with the approval and aid of the Government of India. A Second Indian National Seminar was held at Indore in December last under the auspices of the Indian Adult Education Association, Delhi. The chief and the main purposes of all these Seminars have been to devise methods and develop techniques for wiping out adult illiteracy and for promoting Adult Education. It is generally recognised that the progress of General Social Education cannot be real in the absence of Adult Literacy. Adult Education efforts, started in Mysore as early as in 1939 through non-official agency, have been progressing very well and serving as a model. In Hyderabad, Travancore-Cochin and Madras States, the official and non-official agencies have to be effectively coordinated and harnessed for the purpose and to play their part with increasing earnestness. The work that is being done in every one of these States is fairly well-known and does not need detailed mention here.

The role that the South Indian Adult Education Association is playing is fairly well known. Its work has been recognised by the State Governments in South India and the Central Government. The Adult Education Week, which is designed to be an annual feature, has received due sup-

port from all the departments of the Government of Madras. The two Weeks so far celebrated by the Association have brought about a State-wide awakening and stimulated non-official effort in all the districts. The first South Indian Regional Seminar on Adult Education held in April 1952 under the auspices of the Association was a unique success. Sri K.M. Unnithan, Secretary to the Education Department, Government of Madras, in his valedictory address to the Seminar, rightly gave priority to Adult Literacy and invited the Association to offer proposals for expanding and systematising Adult Literacy effort throughout the State. Accordingly the Association has formulated a comprehensive scheme whereof the Community Centre method is the central and main feature. Another important item of the Association's scheme is re-organisation of District and other Committees. The concept of Adult Education having come to bear an increasingly comprehensive meaning, literacy alone is not considered sufficient and the new idea is to create sustained interest in the adult learner by means of Community Centres with ample provision for all-sided social interest.

The Association's proposals are being examined by the Government of Madras. The Conference, which is proposed to be held at Calicut, will have to examine the Association's proposals and make suggestions to make the Adult Education movement an effective mass movement.

A major question of policy also awaits disposal at the Conference and that is, how to coordinate effectively on enduring basis the non-official agencies already in existence and the Government machinery, so that the two categories of workers may work in co-operation.

Conference date and place : The Conference will be the guest of the citizens of Kozhikode City and the All Malabar Adult Education Workers' Association, Kozhikode. Free accommodation will be provided for the Delegates and Visitors by the Reception Committee on their giving previous intimation to Sri M. Krishnankutty Nair, Secretary of the Conference, on or before 11th May 1952. The Conference will be held on the 17th and 18th of May 1952, for two days. Representative

leaders of thought and action in Kerala will be in-charge of the Reception arrangements.

Adult Education Exhibition : In connection with the Eighth Adult Education Conference, an Adult Education Exhibition will also be organised. Those who are engaged in Adult Education work may kindly send their books, charts, posters, Adult Education material aids, and other exhibits pertaining to Adult Education so as to reach the General Secretary of the Conference on or before 12th May 1952.

Programme of the Conference : The programme of the Conference will consist of General and Sectional discussions and resolutions. In the General Sessions, subjects will be presented by the representative speakers who will briefly present the resolution of the Sectional meetings so as to avoid elaborate discussions at the General Session. All the Delegates who wish to speak or present papers on any subjects pertaining to Adult Education are requested to send the material with the draft resolution so as to reach the Secretary of the South Indian Adult Education Association, Madras, or the Secretary of the Conference at Kozhikode on or before the 12th May 1952. A special Ladies Section will also be organised.

Language of the Conference : The official language of the Conference will be English. Speakers will be entitled to use their own language, but translations will be made into English, whenever necessary or needed.

Membership : The membership of the Conference is open to all and the members of the Conference are entitled to receive all the publications of the Conference free of cost.

Fees : Patrons Rs. 100, Donors Rs. 50, Institutions Rs. 15, Reception Committee Members Rs. 10, Delegates Rs. 5 this membership fee will include fee for the membership of the South Indian Adult Education Association, Madras, and the cost of free boarding and lodging during the Conference days.

In view of the momentous nature of the Conference and the various issues that

await decision thereat, we appeal to all the State Governments in South India, all Educational institutions, Social Service organisations and Local Bodies to depute one or more representatives to attend the Conference. We also appeal to other well-wishers and sympathisers to support the cause of Adult Education by rendering financial help. We have enclosed a provisional programme of the Conference for your information. The full and final programme will be made available early before the Conference.

Further particulars may be obtained from Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, 2-21 First Line Beach, Madras 1. (Phone : No. 3879) or Sri M. Krishnankutty Nair, Secretary, All Malabar Adult Education Workers' Association, Y.M.C.A. Road, Kozhikode.

Yours faithfully,
K. S. Ramaswami Sastry
President

E. Raman Menon,
Chairman of the
Reception Committee

G. Harisarvatham Rau
Editor, "Adult Education Review,"
& Vice-President

M. Krishnankutty Nair,
General Secretary of
Reception Committee

J.L.P. ROCHE-VICTORIA,
General Secretary
T. J. R. GOPAL,
Organising Secretary.

S. Airavatham,
Publicity Secretary

The following is the Provisional Programme of the Eighth South Indian Adult Education Conference to be held at Kozhikode on Saturday, the 17th and Sunday the 18th May 1952 :—

President : Sri L.M. Pylee, M.A., B.L., L.T., M.L.A., Ex-Education Minister to the Government of Travancore-Cochin Union.

Saturday the 17th May '52

10-30 A.M.—Arrival of Delegates

11-30 A.M.—Inaugural meeting and opening of the Exhibition; Welcome Address by the Chairman of the Reception Committee, Sri E. Raman Menon; Inaugural Address; Election of the President; Presidential Address—Sri L. M. Pylee; Election of the Subject Committee.

1-30 P.M.—Dinner

8-00 P.M.—Subjects Committee Meeting
 4-30 P.M.—Women's Conference
 President—Speakers
 6-30 P.M.—Musical Concert or Cinama Show
 8-30 P.M.—Supper
 9-00 P.M.—Discussions on resolutions

Sunday, the 18th May '52

9-00 A.M.—Sectional meetings; Reading of reports and papers to be followed with discussion.
 3-30 P.M.—General Session—Business meeting, Resolutions, fixing date and place of the next Conference.
 6-00 P.M.—General Body meeting of the South Indian Adult Education Association, for members only.
 8-30 P.M.—Supper

Monday the 19th May '52

Visits to places of importance will be arranged on intimation.

5-30 P.M.—Public Meeting to inaugurate the new year's activities of South Indian Adult Education Association.

(N.B.)—The Exhibition of the conference will be kept open to the public for three days. The final and detailed programme of the Conference will be made available at the Conference.

Reception Committee formed

A meeting of the Adult Education workers and sympathisers of Malabar District was held on 25-2-52 at 6 P.M. at Y. M. C. A. Kozhikode, under the presidency of Sri K. Appu Nambiar, M.A., (Lecturer) Malabar Christian College to constitute a Reception Committee for conducting the 8th Annual Conference of South Indian Adult Education Association to be held at Kozhikode. Sri T. J. R. Gopal (Organising Secretary, S.I.A.E.A.) was also present.

A Reception Committee of 100 members with Sri E. Raman Menon as Chairman, M/s. K. A. Damodara Menon M.P., K. Appu Nambiar, M.A., A. Bala Gopal, Mrs. R. Thomas as Vice-Chairmen; Sri M. Krishnan Kutty Nair as Secretary, Sri K. Balakrishnan Nair as Joint Secretary, and Sri Pavanam as Treasurer were elected. In the Committee the representatives of the Municipality, District Board and members of the other social organisations are included.

It is resolved to hold the Conference in the second or third week of May 1952.

Sri E. Raman Menon proposed the vote of thanks. The meeting came to an end at P.M.

ADULT EDUCATION TEACHING ALLOWANCE INCREASED.

The following is the full text of the G. O. granting increased teaching allowance to Adult Education teachers.

EDUCATION DEPARTMENT

G. O. Ms. No. 448 Education, dated 5th March 1952.

Abstract

ADULT EDUCATION—Grants to teachers—Increase—Sanctioned.

Read—G. O. No. 846, Education dated 9-4-'48.

From the Director of Public Instruction, R. C. No. 690-S. E. 2/51, dated 5-10-'51.

ORDER.

In G. O. No. 846 Education dated 9-4-'48, Government sanctioned the payment of a teaching grant at the rate of Rs. 8 p.m. per teacher and an additional flat rate of Rs. 4 p.m. for lighting and other incidental charges to teachers trained in adult literacy methods and a teaching grant at the rate of Rs. 5 p.m. and an additional flat rate of Rs. 3 p.m. for teachers not trained in adult education methods working in Adult Education schools. Representations have been received that the rate of grant referred to above is inadequate and that consequently teachers are not forthcoming in large numbers to take up work in Adult Education schools. The Government have considered these representations and are pleased to sanction a teaching grant of Rs. 12 a month and an additional flat rate of Rs. 4 p.m. for lighting and other incidental charges to teachers trained in adult literacy methods and a teaching grant at the rate of Rs. 8 p.m. plus an additional flat rate of Rs. 4 p.m. for lighting and other incidental charges to those who have not undergone training in adult education methods working in Adult Education schools.

2. This order will take effect from 1st March 1952.

3. The expenditure will be debited to the head "37. Education—s. Miscellaneous—A. General—(i) Excluding Postwar reconstructions—8. Other grants—Voted—Adult Education classes and night schools".

(By order of His Excellency the Governor)

K. M. UNNITHAN,
 Secretary to Government.

S.I.A.E.A. Organising Secretary's Tour

Sri T. J. R. Gopal, Organising Secretary South Indian Adult Education Association, made an extensive tour, mainly with a view to preparing the ground for the Eighth South Indian Adult Education Conference to be held on coming May 17 and 18 at Kozhikode. Leaving Madras on 20-2-52, he sojourned in Cochin State for three days to consult Adult Education supporters there as to the matters to be brought before the Conference.

Reaching Kozhikode, Sri Gopal participated in the proceedings of the meeting whereat the Reception Committee for the Conference was constituted (details reported separately). He emphasised the momentous nature of the Conference and appealed to people of all classes in the District to give their co-operation.

Leaving Kozhikode on 26-2-52 Sri Gopal reached Pollachi and stayed for two days. He met the Commissioner of the Pollachi Municipal Council and discussed the question of buying a Radio set for the local Sarojini Girls Night School and suggested that the School might be converted into a Community Centre. He also visited and attended a Reception at Jakkarapalayam held in honour of the newly elected State Assembly members and urged them to take up Adult Education work, which was a urgent as it was fundamental and indispensable and get an Adult Education Act passed, to enforce some measure of indirect or informal compulsion.

Sri Gopal left Pollachi for Madurai.

At a meeting of the workers and others interested in the Adult Education movement, held on 29-2-52 under the presidency of Mr N. S. Arunachalam, District Collector, the Madurai District Branch of the South Indian Adult Education Association was formed.

Mr. T. J. R. Gopal, Organiser of the Central Association, commented upon the Government's attitude towards Adult Education movement. He suggested that Community Centres should be organised with non-official committees without looking upon the Government for assistance.

Dr. Soundaram Ramachandran suggested the removal of age restrictions in the scheme.

Mr. R. Narayanaswami Chettiar of Cum-bum pleaded that Government should be more helpful to villagers in the spread of Adult Education.

Mr. R. v. Ruddrappaswami, District Education Officer, explained the Government's attitude towards Adult Education. He suggested the amalgamation of the Adult Education, and the Library Movements.

Mr. N. S. Arunachalam in his speech expressed the view that the scheme should be entrusted to the Educational Department instead of the Revenue Department. He commended the idea of Government in entrusting this work to Local Bodies and said that he did not see why Adult Education did not deserve any expenditure from Government.

Mr. Arunachalam suggested the utilisation of newspapers, books and the radio programmes in this work. Stating that the present method of training teachers for Adult Education was extremely complicated and prolonged the Collector suggested a short term course.

From Madurai Sri Gopal went to Dindigul and addressed the students of the Adult Education Training School at the latter place. Mr. Peter, Headmaster, paid a tribute to Sri Gopal for doing excellent work in the cause of Adult Education. In his speech which was exhaustive, Sri Gopal explained what the students could do to further the cause, although theirs would be practically labour of love, and they could not expect much of material reward. An interesting general discussion ensued. Sri Gopal gave convincing answers to questions put to him.

A fuller report will appear in the next issue.

A CORRECTION

In the accounts of the South Indian Adult Education Association published in the Review of last month the income of Rs. 2,100 from Life Membership Fees was omitted by mistake. The reader is requested to take this into account when he scrutinises the statement of accounts.

Dr. Laubach's message to Adult Education workers

I am pleased to send greetings to the Eighth South Indian Adult Education Conference. I congratulate you on the progress you have made since the first Conference you held in 1939. I remember, with pleasure, having attended that first Conference.

There are many reasons to feel encouragement in India today. The elections have made illiterates more eager to read. The Government officials and the educated people realize that India MUST now be made literate. For India is now a Republic, which means it is ruled by the votes of the people.

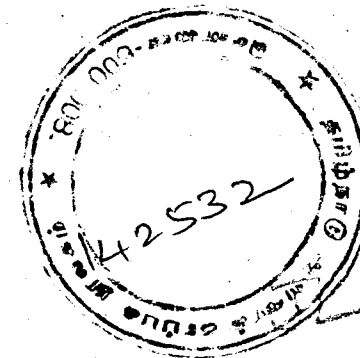
Still another reason for encouragement is the fact that we now have more books for the new literates to read, and we are learning better methods of writing books and illustrating them and teaching them.

I congratulate the South Indian Adult Education Association on the excellent monthlies it is now publishing in English and Tamil. Mr. Gopal tells me that he and Mr. Naumann have agreed to publish another a weekly journal, for the new literates, in Tamil.

We have been delighted to have Mr. Gopal with us at our Katpadi Workshop. He will tell you about the new books we have been preparing and the plans which we have been making. I shall look forward to seeing you all in the important year ahead.

Very cordially,

FRANK C. LAUBACH



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