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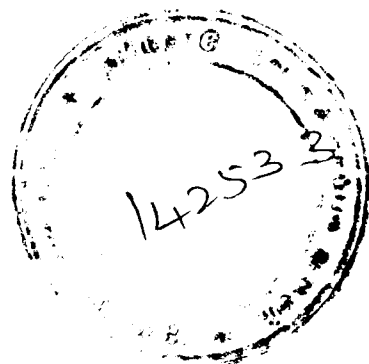
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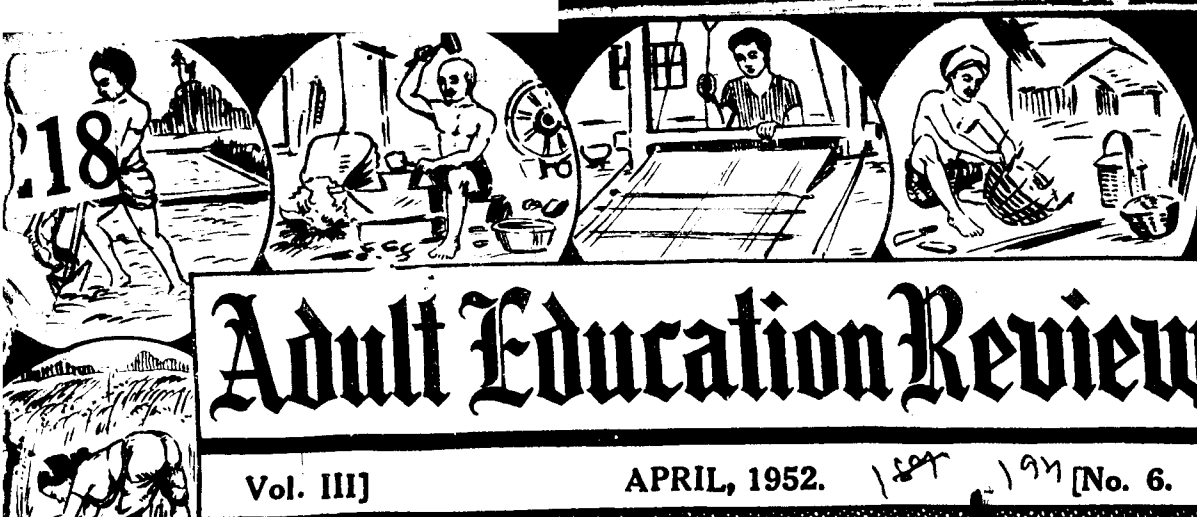
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Adult Education Review

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Adult Social Education Can Promote Co-operative Planning Of Community Prosperity

On the occasion of the formal inauguration of the Swatanarnagar Co-operative Site Society by Mr. J.L.P. Roche-Victoria, M.L.A., on 15th April 1952, Sri T. Ratnam, Deputy Registrar of Co-operative Societies, Madras, made a noteworthy speech.

Adult Education, he was given to understand, was meant to promote Co-operative planning of Community life. He had no doubt Co-operation was the key to the solution of many social ills like mass illiteracy and mass ignorance.

Continuing Sri Ratnam said: Many a Co-operative Society had been started, with enthusiasm; but their success depended on the measure of self-help evinced by members. Saving through thrift should be the aim of every member, not borrowing. A Co-operative Society which managed to stand on its own legs, borrowing as little as possible, was bound to flourish and make the members prosperous.



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EDITORIAL

Training for Adult Education Teachers and Workers

Adult Education teachers and workers require training. It is not as if any person with whatever temperament or experience can handle the illiterate and ill-equipped adult. The South Indian Adult Education Association discovered this first; and, for the first time in India, Training of Adult Education Teachers was undertaken unofficially in Madras as long ago as 1939-40. The first course conducted extended over a month. Very soon after that the South Indian Adult Education Association brought out a small booklet in which it suggested five months training. However, that Association, as a non-official body could not run such a course actually, because it had neither the resources nor the encouragement needed. During times when the agents of the British Government were suppressing national development, it was not easy for the Association to take up heavy responsibilities. It had therefore to content itself with schemes of training of much shorter duration. As a matter of fact, the Association took up ordinary literacy as the first step to be achieved, and to that end

arranged training of workers for short periods. The activity, especially in Andhra, became a source of displeasure for the Britisher and both Adult Education Training Classes and Adult Education Classes were banned in 1942 except with police or magisterial permissions. Actually a Conference proposed to be held at Guntur could not be held. It was only when calmer times dawned and the Madras State Government formulated a scheme in 1948, after full independence of India had been achieved, that serious thought was given to the problem of training of adult teachers.

Adult Education was not conceived of as mere literacy. A three year syllabus was drafted for the adult to equip him with sufficient literacy to read and understand a daily newspaper. That really meant a fairly advanced stage of General Knowledge. As the Government of Madras, at the time, envisaged Eighth Standard, or Third Form, or Higher Grade trained teachers to be drafted—mostly the latter—it was considered necessary that the ill-equipped Elementary School master

should receive, during training, good grounding in methods of teaching subjects of General Knowledge. As the adult teacher had to improvise so many things on the spot he had to be given practical training in several directions. In fact, the period of six weeks was considered insufficient. After the Madras Scheme started work the Central Government who had proceeded one stage further than mere 'literacy' and had formulated what is at present known as "Social Education in four months" came on the scene and the Madras Scheme accommodated "Social Education" by fixing it as the very first stage in the first year's course for the adult. Even when the three years' course of the adult was adumbrated, it was not expected that all the adults that entered the institution for them, would stay on for all the three years. It was taken for granted that many would drop off after they had picked up a little reading and writing.

But the Madras scheme set up a higher approach to Adult Education than even what is known as Social Education. Rural Colleges were thought of, and started. The three-year Adult Education course would have formed a foothold to proceed to these Rural Colleges. The idealism of the Minister who framed the whole scheme was not probably understood by those who were in charge of working out the scheme or probably the scheme did not promise enough and immediate economic results. Certainly the Department of Public Instruction did not push the scheme with the vision and the enthusiasm that it deserved. So it has happened, that the Departmental men, who have plumped even at Seminars, have no higher notion of

Adult Education than the four months Social Education course. They have clamoured for a reduction in the period of training. It must be noted, however, that expert opinion, as indicated by the Indore National Seminar, has moved apace from the Social Education aim to the "Community Centre," and that States like Travancore-Cochin and Mysore have longer courses of training extending to five and six months. Whether the country can immediately work up the Community Centre idea extensively or not, it is certain that the demand is made that the adult should have graded facilities for education leading him on to General and Technical Culture of a fairly high order to serve economic and social ends.

As Adult Education, more especially the Literacy step, in it has necessarily to be a mass movement requiring the services of all educated men of all grades, all types of training—even extending to a small number of hours at the lowest—have come into vogue and will come into vogue and probably the Government may have to recognise some of them for particular purposes—for example, the training of College students only for five days to work as squads during summer under the guidance of their lecturers who, in their turn are trained intensively for but ten days—the standard Adult Education unit in the village in charge of a very moderately educated person—must well be planned in keeping with our highest ideals and objectives. It is there that we maintain that the training of our Adult Education teachers should be as full as may be. It may be that the Government will have to set up two types of training, one for full *Community Centre and the other for something lower.*

The teachers of such units will serve as the rallying point for all Adult Education workers who are not expected to reach the qualification set by the Department of Adult Education. The best thing to do for the Government is to maintain standards of a high order in their own institutions and aid liberally non-official

bodies for special types of work of various descriptions, including widespread propaganda and mass contacts of several grades for Adult Education purposes. As the whole question of organisation for Adult Education appears to be under revision, we have ventured to make a few observations in this article which may be helpful.

Welcome to the New Education Minister

We extend a hearty welcome to our new Education Minister, Dr. M. V. Krishna Rau. We are glad that a person fairly in the education field has been chosen to fill the post of the Education Minister. He has been connected with the Andhra University for about seventeen years. He has done good work as a member of its Syndicate. That he has sympathy for the poor whose cause of fundamental Adult Education we stand for is clear from his association with the Vizagapatam Port Workers Association. He was its President for long. We have no politics. But we know that in the present set up of the Madras Ministry the Ministers have necessarily to make headway against a number of difficult situations. Yet,

we do hope, that Dr. Krishna Rau will stand up for the right thing in the educational field, more especially, in Adult Education which is the real need of the hour, and do his utmost to spread literacy and knowledge in a quick and efficient manner amongst the masses. It is time that a fresh approach was made to the problem of Adult Education and it was dealt with, not as a preserve of authority for the Education Department, but as a problem connected with the whole mass of people in the land requiring the attention, energy and endeavour of all educated people. We expect that Dr. Krishna Rau, will give the problem that fresh approach.

Sri G. Harisarvothama Rau's Work

The following is a Report of the work done by Sri G. Harisarvothama Rau, Honorary Organiser, Adult Education, Andhradesa, during the months of January, February and March 52:—

During the three months Sri G. Harisarvothama Rau visited (1) 20 Adult Education Centres, (2) existing Government Training Schools for Adult Teachers on eight occasions staying two to three days at a time, (3) the special intensive training Centres for B.Eds. and school assistants on three occasions (4) and 6 libraries and addressed (5) teachers gatherings (6) one students gathering and (7) forty six public meetings. Besides he toured with the Special Film Officer for about a week and in the Chodavaram and

Ellavaram Taluks of the East Godavari Agency to study the conditions of the tribal people. He sent special reports on his tour with the Special Film Officer as also on the conditions in the tribal areas. He visited Bellary and Peeldapuram to examine accommodation for Adult Training schools and sent reports pertaining thereto. In addition he conducted a Rural Adult Education Workers Camp at Gospad in the Kurnool district for a week as also a famine Relief Workers Camp at Anandasramam. He presided over and spoke at two Social Service League functions at Guntur and Masulipatam and at the annual celebrations of the Ramakrishna Grandhalaya at Kaja in the Krishna District.

Attitude of People Towards Adult Education A PSYCHOLOGICAL ENQUIRY

Sri P. V. Veerarahavan, a Psychology Honours Student of the Presidency College, and student representative of the South Indian Adult Education Association is conducting an enquiry into the attitude of people towards Adult Education, under the direction and guidance of Dr. B. Kuppaswamy, M.A., D.Litt., Head of the Department of Psychology, Presidency College, Madras.

The enquiry is being conducted on behalf of the South Indian Adult Education Association, Madras. Sri P. V. Veerarahavan has been connected with the Adult Education Movement for the past five years. He was one among the first batch of University students who underwent training in Adult Education and conducted centres in Madras City. He has been connected with the Association and has served the Association in various capacities, representing the student population. In a recent article published in the Psychology Magazine, Presidency College, he has stated that students must be given proper guidance in conducting Adult Education and other Social Welfare Work. His experience with other students has shown that University students are best suited for doing propaganda for Adult Education and the like, but they are not successful as

teachers in the centres. Assisting him in his enquiry is Sri C. R. Paramesh, another Psychology Honours student of the Presidency College.

The enquiry which is now at a Preliminary Stage consists of three questionnaires intended to serve the three types of people whom any scheme of Adult Education must take into account. The questionnaires are reproduced here and readers are requested to send their comments and criticisms about the same to the Editor, *Adult Education Review*, 2/21 First Line Beach, Madras-1.

The object of the questionnaire is to try it on a random area sample of the Madras State population and paid out the public opinion towards Adult Education.

Questionnaire on the Attitude Towards Adult Education.

(The South Indian Adult Education Association.)

MADRAS.

To

The Adult Education Teachers:

1. General Particulars:—

- | | |
|-------------------|-----------------------|
| 1. Name | 2. Age |
| 3. Sex | 4. Religion and Caste |
| 5. Area | 6. Education |
| 7. Mother tongue | 8. Occupation |
| 9. Monthly income | 1 |

II. Details:

1. How many adults regularly attend your Centres?
 2. Why do they come to the Centres regularly?
- | | |
|-----|-----|
| (a) | (b) |
| (c) | (d) |
| (e) | (f) |

3. Why is it that the other adults do not attend the Centres?
 4. What made you take up to Adult Education Work?
 5. Since how many years you have been working in this field?
 6. How many adults have you made literate so far?
 7. In your opinion what further steps should be taken to attract more adults to the literacy Centres?
 8. Any other remarks.
- | | |
|-----|-----|
| (a) | (b) |
| (c) | (d) |
| (e) | (f) |

To

The Adults Attending the Education Centres.

1. General Particulars:—

- | | |
|--|-----------------------|
| 1. Name | 2. Age |
| 3. Sex | 4. Religion and Caste |
| 5. Mother Tongue | 6. Area |
| 7. Occupation | 8. Monthly income |
| 9. No. of children above 5 years. | (i) Boys (ii) Girls |
| 10. No. of children going to school. | (i) Boys (ii) Girls |
| 11. Details: | |
| 1. Do you like attending the Adult Education Centre? Yes/No | |
| 2. What are the benefits you expect to get by learning to read and write? | |
| (a) | (b) |
| (c) | (d) |
| (e) | (f) |
| 3. What are the benefits you are deriving by being a member of the Centre? | |
| (a) | (b) |
| (c) | (d) |
| (e) | (f) |
| 4. Why is it that the other adults are not attending the Centre? | |
| 5. What are the difficulties preventing them from attending? | |
| (a) | (b) |
| (c) | (d) |
| 6. What are your suggestions to overcome these difficulties? | |
| (a) | (b) |
| (c) | (d) |
| 7. Any other remarks: | |

To

The Adults not attending the centers:

I. General Particulars:

- | | |
|----------------------------------|---------------------|
| 1. Name | 2. Age |
| 3. Sex | 4. Religion & Caste |
| 5. Mother tongue | 6. Occupation |
| 7. Monthly Income: | 8. Area |
| 9. No. of children above 5 years | i. Boys ii. Girls |
| 10. How many going to school? | i. Boys ii. Girls |

II. Details.

1. Why do you not go to the Adult Education Centre?
2. Do you like to learn to read and write? Yes/No
3. Why do you not like to learn?
4. Don't you think that you will benefit by attending to Centres? Yes/No
5. What are the difficult which prevent you from attending?

(a)	(b)
(c)	(d)
6. What are your suggestions to over come these difficulties?

(a)	(b)
(c)	(d)
7. Why is it the other people are not attending?
8. Why do you think others are attending the Centres?
9. Any other remarks.

THE EDUCATION QUARTERLY

We have received *The Education Quarterly* for Marce 1952. It is No. 13 of Volume IV, a Government of India, Ministry of Education, publication. A new orientation has been given to the Journal, and its scope has been widened with the object of increasing its direct utility to teachers and other educational workers. It provides authoritative information regarding educational and cultural programmes, activities, experiments etc in India and abroad. The March 1952 issue is rich with original articles, and gives the place of honour to the full text of President Dr. Rajendra Prasad's inaugural address at the joint meeting of the Inter University Board of India and the Executive Council of the Association of the Universities of the British Commonwealth on 21st December 1951, at the Delhi University. Two articles from *The Educational Quarterly* for March 1952—(1) Education and Social Service by Dr. K. L. Shrimali and (2) Social Education in Turkey—ex-soldiers fight illiteracy—are being republished in this issue of the 'Adult Education Review.'

The Educational Quarterly for March 1952 starts with the following message from the Hon'ble Education Minister, Maulana Abul Kalam Azad:

It gives me great pleasure to send this message of good wishes on the inauguration of the 4th Volume of *The Education*

Quarterly. This Journal was started by the Ministry with the object of giving due publicity to the educational activities, meetings, conferences and other events of cultural importance in the Indian Union. It has served this purpose well and has become an authoritative clearing house of educational information not only inside the country but also outside. It has also brought to the notice of our teachers and other educational workers important educational events and movements in foreign countries.

I am glad to find, however that the journal has not remained content with this rather limited scope of work and has now expanded it further by including original articles and contributions and its trying to provide educational materials which all stimulate oreative thinking amongst our teachers and help to solve their manifold problems. I am convinced that education can play its part effectively in national life only if it cultivates this dynamic outlook and if teachers have an experimental attitude towards their work. By stressing this aspect and providing actual guidance for teachers in this direction, this Journal can make a valuable contribution to the Ministry's vital task of providing educational leadership and initiating and coordinating progressive educational policies.

Swatantarnagar Co-operative Site Society Inaugurated.

Mr. J. L. P. Roche-Victoria on Community Centre Method.

Mr. J. L. P. Roche-Victoria, M.L.A., General Secretary, South Indian Adult Education Association, formally inaugurated the Swatantarnagar Co-operative Site Society in Swatantarnagar, Krishnampet, Madras, on 15th April 1952, Sri K. S. Ramaswami Sastri, President of the Association, taking the chair on the occasion.

Sri Srinivasa Rao, one of the Vice Presidents of the Association, Sri P. S. Krishnaswamy, Director, Arundale Adult Education Centre, Sri T. Neelakantan, Secretary, Asoka Society, and Sri Ratnam, Deputy Registrar of Co-operative Societies, Madras, were prominent among those present. There was a large gathering of men and women who were beaming with the joy of a new life of coming to own the site and raise comfortable structures thereon.

In his introductory remarks, Sri K. S. Ramaswami Sastri said that the Society which had been duly registered was first the step in unity, and that if the members continued to co-operate and act together they stood to realise all the benefits of a corporate community life. He paid a tribute to Sri T. J. R. Gopal, Organising Secretary of the Association, who working tirelessly under the guidance of Sri G. Harisarvothama Rau, had brought the Society into existence. He recalled what Dr. Laubach had said about Sri Gopal and his devotion to the cause of Adult Education. Sri Gopal was a tireless worker with a passion for rendering service. If a 500 kindred spirits could be found and set to work, the goal could be reached quickly.

Sri T. J. R. Gopal, giving a short history of Swatantarnagar, said: He came to know about the colony of Corporation employees when he stood for election to the City Council. His contact with the colony grew in course of time, and had become permanent. With his unerring vision Sri G. Harisarvothama Rau foresaw the potentiality of the colony and set the speaker to work. The very name 'Swatantarnagar' was coined by them jointly and announced on the Independence Day at a public meeting. The fact that the members of the Swatantarnagar colony spoke one tongue and had common customs and avocation—a community of interests and outlook in other words—was a great advantage to

the planning of community life. Sri G. Harisarvothama Rau evinced almost parental interest in the colony: he had visited it many times in the course of four years and addressed meetings. His earnest words went home, and the seeds of community life were sown. Workers like Sri Munuswamy and Sri Raghavalu were found and pressed into service. A good number of Adult Educationists, leaders like Sri K. S. Ramaswami Sastri and Mr. J. L. P. Roche-Victoria, the then Local Self-Government Minister Sri K. Chandramouli, Sri C. Narasimhan, the Corporation Commissioner, Adult Education workers like Mrs. R. Radha, Sri A. G. Vilva Roy, Sri T. Neelakantan, Sri P. S. Krishnaswamy and others visited the colony now and then and addressed meetings. Delegates and Observers of the First South Indian Seminar on Adult Education and Miss Ella Griffin, the Unesco expert, visited the colony and found in it the rudiments of a community life. Also His Excellency the Governor of Madras the Maharajah of Bhavanagar who took keen interest in all Adult Social Education activities visited the colony a few days before he bade goodbye to Madras State.

Continuing Sri Gopal said: Thus, in every possible way, the idea of developing the colony into a Model Community Centre gained strength. It was only proper that self sufficiency became the purpose of all effort in the colony. The idea of acquiring the eighteen grounds of site available, through a Co-operative Site Society, was soon conceived, but it was by no means an easy job to convince the poor people of the soundness of the idea. The purpose of a Co operative Site Society and the great benefit they were likely to derive therefrom were explained to them at several meetings and in group gatherings. Side by side, negotiations for purchase were carried on with the Commissioner by Sri G. Harisarvothama Rau and

the speaker. Every time they met him the Commissioner, Sri C. Narasimhan, evinced increasing sympathy for the welfare of the Corporation employees and wanted to help them buy the site. He first asked for about Rs. 30,000. Then he quoted about Rs. 20,000 and again he had reduced the figure to about Rs. 10,000. It was not unreasonable to expect him to place the matter before the City Council, champion the cause of the poor Corporation employees and successfully persuade the Council, to agree to the price of about Rs. 5000. The fact that the Commissioner evinced such practical and ready sympathy gave a fillip to the idea of forming a Co-operative Site Society. The people came forward and subscribed a share capital of Rs. 1,000. They were getting ready to raise Rs. 1,000, and the South Indian Adult Education Association was ready to contribute Rs. 1,000. That real friend of the poor Sri Ratnam, Deputy Registrar of Co-operative Societies, stepped in, at the right hour, and helped in getting the Society registered. The members were now seized with the spirit of co-operation. By and by they could be expected to develop full community life. The South Indian Adult Education Association was taking interest in the Co-operative Site Society because Co-operation was one kind of Adult Social Education. He (the speaker) had no doubt that success and prosperity would attend the Site Society because it was being inaugurated by Mr. J. L. P. Roche-Victoria. The South Indian Adult Education Association started by him about thirteen years ago had grown into a great movement of which South India could well feel proud.

Concluding Sri Gopal said that his thanks were due to the many co-workers in the cause of Adult Education who had responded to his request and were present, and to Sri Srinivasa Rao who was on a visit to the city and attended the function although he was hard pressed for time and had to leave.

Inaugurating the Society Mr. Roche-Victoria said: The Society represented one item in the big programme of starting and running Community Centres which the South Indian Adult Education Association had taken up in right earnest: Adult Education started but did not stop with making the adult fundamentally literate; it meant equipping the adult for the battle of life in the individual and the family sphere and for citizenship responsibility in

the larger social and national life. The Association found in Swatantarnagar all the elements necessary to evolve a Model Community Centre, and it had rightly chosen the effective way of Co-operation for achieving the objective. The success of the Co-operative Site Society—about which there could be no doubt—would pave the way for the quick realisation of all the other items of a Model Community Centre, the construction of modest dwellings, an Elementary School, a Library and Reading Room, a Recreation and Sports Club, a Co-operative General Stores, a dispensary, a Maternity and Child Welfare Centre. In a recent speech, His Excellency the Governor of Madras, Mr. Sri Prakasa who in his native city had done considerable municipal work and acquired thereby knowledge of the problems of the poor, rightly observed that stability of society was more essential than stable Government: indeed, if stability of society was achieved, everything else would be stable, not only Government. The goal of Adult Social Education, and the aim of all Co-operative effort and Community centre planning was social stability and ordered progress.

Proceeding Mr. Roche-Victoria said: It was indeed a matter for satisfaction that the labours of Sri G. Harisarvothama Rau and Sri T. J. R. Gopal were bearing fruit, and Swatantarnagar promised to grow into a Model Community Centre. The Association was fortunate in having such enthusiastic workers, and a hard-working Publicity Officer (Mr S. Airavatham). The Association's thanks were due to Sri C. Narasimham, Commissioner, Corporation of Madras, who was doing his best in the matter of reducing the price for the eighteen grounds of site, and Sri Ratnam, Deputy Registrar of Co-operative Societies, who had been very helpful in getting the Site Society registered and could be depended upon to foster the Co-operative effort in the colony. He was glad Sri Srinivasa Rao of Vetapalem, an Adult Educationist of great experience, was present on the occasion.

Sri Ratnam, Deputy Registrar of Co-operative Societies, was requested to speak. He said he was indeed very happy to be with them and speak to them, a few words as their friend and well-wisher. Many Co-operative Societies had been started with zeal, but they languished and did not achieve the desired objects. The reason

(Continued on Page 126.)

Education and Social Service

By K. L. SHRIMALI

Social Service in Schools

It is now increasingly recognised that education has a social function. On the one hand it fits the pupils for society by enabling them to find their proper place in the social structure and on the other hand it gives them an insight into social problems and the defects and shortcomings of contemporary life with a view to reconstructing it. It trains the physical, intellectual and emotional aspects of our personality so that we may become healthy, efficient and balanced citizens. It develops those moral and spiritual qualities which enable us to share the cultural life of the community and enrich it by our unique contributions. Viewed from this angle, education becomes the best and the most effective kind of social service.

In the past, social service was considered a kind of benefit conferred on the poor or the under-privileged. There has however been a shift of emphasis in recent times. Social service is now regarded as the common effort of society to enrich normal life. It was in this sense that Sir William Beveridge said that social services are concerned with efforts to conquer the five giant evils of want, ignorance, squalor and unemployment.* No one now believes that these evils are inevitable. By making a total war against them, it becomes possible for society to eradicate them completely. Social work is just such an organised effort which both the State and the voluntary agencies undertake to fight these social maladies. It is a systematic attempt to bring a better adjustment between the individual or the group and the environment. It not only seeks to modify the behaviour of the individual but also to bring about such changes in the social and economic conditions as make the adjustment less difficult for many persons.

It will thus be seen that education and social service have many things in common. They both aim at the enrichment of human life by bringing about better adjustment between the individual and his social environment. Both of them are motivated by a deep respect for the human personality.

* Sir William Beveridge, *The Pillars of Security*, pages 42-44 (George Allen & Unwin Ltd., London, 1943)

Both have been the concerns of voluntary agencies in the earlier period of our civilization but have now become the responsibility of the State. The State has begun to realise that its strength and progress depend on the proper organisation of welfare services. The modern State is fast becoming a Welfare State and includes in its scope not only education, medical help and public health but all those services which are necessary for the social security and welfare of the State as a whole. Education is one of the many social services and has a good deal in common with other social services both as regards its objectives and approach.

In our country those who are engaged in the task of education cannot remain indifferent to social service. Many persons may question the value of organising practical social work in schools as it requires maturity of mind and professional training. It is true that the children do not possess mental equipment required of a social worker, but in our country it will take a long time before properly trained and skilled personnel is available to solve our urgent social problems. Till more efficient workers are available, social welfare activities in India should be organised on the same principle as we render first-aid to relieve immediate suffering without special knowledge of medicine.

From the educational point of view practical social work brings the children into intimate contact with social realities. Education does not come primarily through words but through concrete situations. Most of the teaching material should be drawn from the life of the community and the children should be given opportunity to have direct experience of the life and work of their neighbourhoods. The children of today will be the citizens of tomorrow and unless they have learnt to share the feelings of joy and sorrow, hope and despair of their community, they will fail to render effective service to it. By studying the life of the members of the community, the methods of earning their living and the means of recreations, the children, particularly from the urban areas who lack this knowledge, will develop an intelligent understanding and real fellow

feeling. It will be a useful experience for the children to visit the farms and help the farmers with the harvest or to participate in their simple festivals. It is only through such actual experiences that they will learn to identify themselves with the community and through such identification, become its better servants.

Children who have visited farms, factories or mines and have a personal knowledge of the poor living conditions of the farmers, workers, and miners will not ruthlessly condemn their legitimate demands for land reforms or increase of wages. They will be sympathetic towards them and will understand that the farmers in the field, the workers in the factory and the miners in the mines have the same basic needs of food, clothing and shelter and in the absence of these must be feeling frustration and pain. In studying the human and social problems such social experiences are far more fruitful than instruction and they should find a more important place in our schools.

From the psychological point of view also it is most desirable that the children should be encouraged to put their principles into practice. The social and altruistic tendencies awaken in children at an early age and become quite strong during the period of adolescence. Children at this age are anxious to test their ideals. They hold strong views as to what is right and what is wrong and what should be done to improve the world. It is at this highly emotional and sensitive age that the high ideals of social conduct are formed and social conscience awakened. The school should therefore consider it its primary duty to guide and encourage children along the path of social service and to see that the frustration of these tendencies does not lead them to private, selfish interests.

From the sociological point of view also it is greatly to be desired that the school should go out in the neighbourhood to render social service. This would sweeten the relationship between the school and the community and they both would begin to realise that they have duties and obligations towards each other. There will be a mutual give and take between the school and the community—the school will go out to the community and the community will come into the school. The scope of education will thus be widened and students will edu-

cate themselves not only by reading books, hearing lectures but also by sharing the experiences and environment of the community to which they belong. The community in its turn will greatly benefit by coming into contact with the pupils and teachers who bring freshness and joy in their rather dull and monotonous lives.

Social Service in Vidya Bhawan

Keeping these considerations in view, social work has always been given an important place in the educational activities of the Institutions of Vidya Bhawan. In fact, Vidya Bhawan itself is the outcome of the spirit of social service with which some young men were inspired in their youthful days. The institution has now grown into an educational community, comprising of a progressive Secondary School, a Basic School, a Post Graduate Teachers' College and a Handicrafts Institute.

Though social work has been one of the special features of this institution, our efforts in the past have been mostly sporadic. There was no continuity in the work undertaken and the children had little opportunity to see the outcome of their efforts. The following are some of the examples of the types of work undertaken by the school:—

(a) The children go to the neighbouring villages occasionally and spend some time in cleaning the villages. They also visit the homes and distribute necessary medicines from their first-aid boxes. These visits are organised on the Independence Day, Mahatma Gandhi's Birthday and other similar occasions. The children spend nearly two to three hours in a village.

(b) The Vidya Bhawan Society organises an educational fair (Mela) to celebrate the Independence Day and people from the town and the neighbouring villages come in large numbers. The children co-operate on the various items of the programme such as organising the Baby show, playing a drama, arranging some recreational programme in the evening, serving in the restaurant or working as hawkers. They also organise other physical, literary and social activities in the fair. The staff and the students all participate in these activities.

(c) In the Open Air Session the children are encouraged to make social and economic surveys of their camp. The villagers

are also invited to attend the camp fires and cultural programmes arranged by the boys in the evening.

(d) The whole community of the Vidya Bhawan Society, students, teachers and other workers of the Society—cooks, servants and people from the neighbouring village, assemble on the morning of every Saturday for about an hour. After the children have recited their school chorus, an inspirational talk is given by a member of the staff which is followed by music and recitals by school children. 'Saturday Talk', as it is known in Vidya Bhawan, is a regular feature of our institution and all the members of the community and people from neighbourhood participate in it voluntarily.

Though these types of social service activities have proved beneficial and educative, it was felt by the members of the staff that in order to develop right attitude among the students towards social service, it was desirable that there must be some continuity in their work. It was therefore decided last July that the social work of all the institutions must be coordinated and concentrated in the village Dewali which is situated in the close neighbourhood of Vidya Bhawan. There was another advantage in undertaking this work. Though Vidya Bhawan has now been in existence for twenty years, there was such a big gulf between the intellectual, social and cultural standards of the Vidya Bhawan and the village communities that it appeared as if we were living in two different worlds. If we could fill in this gap by our efforts, we would have made some contribution to education as well as to social progress.

A Community Project

The following is the outline of the project which has now been undertaken by the staff and the students of Vidya Bhawan:

Organisation

The community divided itself into five Social Service Squads which consisted of the members of the staff, the pupil teachers of the Teachers' College and the Handicrafts Institute and the students of the High School. The High School students were purposely kept in each squad as they would be able to give continuity to the groups when pupil teachers finished their training and new batches took up their place.

Squad 1

To run a Co-operative Society in the village.

During the current session the following work is being undertaken by the students:

(a) To give publicity to the scheme with the help of the Department of the Registration of Co-operative Societies by holding meetings of responsible villagers and a general meeting of the entire village community; giving talks and showing slides on the usefulness of Co-operative Societies and bringing out suitable posters and pictures.

(b) The group will also make an economic survey of the village to find out (i) the needs of the population with regard to both rationed and controlled articles, (ii) area under cultivation, (iii) agricultural needs—seeds, manure and implements, (iv) cattle and their use (v) marketing of village products (vi) indebtedness of the villagers, sources of loans, rates of interest charged and purposes of loan and (vii) income of villagers—sources of income.

(c) The Co-operative Society will start its work with the arrangement of milk collection and supply. Most of the members of Vidya Bhawan staff already purchase their milk from individual villagers. The Co-operative Society will be helpful both to the staff and to the villagers.

(d) When the Co-operative Society has been properly established it will expand the scope of its work and will take up other activities also such as starting of a Bank, advancing of Tagavi loans with the help of the Revenue Department of the Rajasthan Government, marketing of village products collecting machinery for joint use, liquidating previous debts and supplying various other needs of the village.

Squad 2

This group will look after the health and sanitation of the village. The following work is being undertaken:—

(i) Construction of latrines and trenches.

(ii) Digging of compost pits and improving manure.

(iii) D.D.T. spray with the help of the Health Department twice a month.

(iv) Health examination of the villagers and rendering first-aid to the needy.

(v) Instructing the villagers in the rules of health and sanitation.

(vi) Showing health films.

(vii) Improving roads.

Squad 3

This group has undertaken to run a primary school as there was no village school in the locality. The school has already been started with the help of the Education Department. During the three months of its existence its strength has more than doubled.

The pupil teachers will run a Cub pack and supplement the work of the village teacher by telling stories, organising games and dramas and social functions.

Squads 4 and 5

Three groups are in charge of Adult Education. Recreational programme and talks on current affairs are being combined with the literacy work in the evening classes. A moving library is also being set up.

Labour

It has been decided that no labour will be engaged for these activities and all the manual work will be done by the students and staff of Vidya Bhawan. Co-operation of the villagers will be sought whenever it is possible. One day in a month is fixed for manual labour and all the squads join and spend nearly two hours in this creative and co-operative enterprise.

The students are at present engaged in cleaning and leveling a piece of uneven ground which is proposed to be used as a play centre in the village.

Appraisal

It is difficult to evaluate the results of an experiment which has not yet had sufficient time to show results. Experiments of social reconstruction require a good deal of time, patience and perseverance to bear fruit. We can only make a few observations on the basis of experience already gained.

1. The villagers were sceptical at first about the scheme. They have suffered so much in the past that any honest effort made on the part of the 'white collared' people to help them are looked upon with suspicion. We were therefore not surprised at their apathy and lack of co-operation in the beginning. But it has not taken them too long to realise the sincerity of our purpose. Since the opening of the school in the village they have begun to show greater understanding and interest in our work. The school is a concrete form of social service which the villagers can easily understand and appreciate. In

this way we have won the first battle against suspicion and distrust of the village folk.

2. For maintaining the interests of the students also, it is essential that social service should take some concrete shape. When the students were able to clear the ground for play centre, they felt proud over their achievement. Success achieved in one direction gives them fresh impetus to undertake new ventures.

3. In order that the manual labour and social service undertaken may develop real community spirit, the members of the teaching staff do not act as mere supervisors but they set an example before the students by actively participating in labour and other programmes. When the students see their own teachers taking spades and shovels in their hands, it creates in them an additional zest for their work.

4. In order that the students may not be overcome by initial difficulties and feel disappointed we make our programmes flexible. There cannot be any rigidity in the programmes organised for the villages. When we arrange programmes in the evening, villagers usually come an hour later than the time fixed. The villagers do not have the same standards of punctuality and urgency about these activities. They take their own time and we must be prepared to adjust our programmes accordingly.

5. Social service in an educational institution in order to prove effective must on the one hand be linked up with the interests of children and on the other hand be connected with the real needs of those to whom social service is rendered. Genuine interest in social service will be aroused among students only when it is correlated with their studies. Their observations and experiences must form the basis of discussion in the period of social studies. Social service must not be treated as an isolated activity but must form an integral part of their studies. Another important factor to be borne in mind is that social service must be related to the real needs of the people. Response on the part of the people will be poor unless they are convinced that the work will be of some direct benefit to them. Most of the social work becomes abortive because it ignores this important aspect. Before taking up social work it is essential that some survey should be made

about the needs of the community for which social service is organised. Educational and recreational programmes will not attract the villagers unless they are also linked up with their urgent economic needs.

In carrying out this project we are fully conscious of the interests of the children as well as the needs of the community. Talks and lectures are being arranged on subjects related to the practical work. In selecting this type of social service we have also been careful to see that as far as possible our project should touch life deeply and there must be a feeling of interest and need among the people themselves.

Conclusion

It will be some years before we are able to judge the practical results of our efforts to improve the village. We are, however, convinced of the usefulness of this work for our students. No work could be more educative and creative than that done for the service of our fellow brothers who are in need and distress. Children who go through this experience will become sensitive to human needs and sufferings and

will be able to make a constructive approach to the solution of social problems. Education will have fulfilled a very important function if it can succeed in developing these finer sensibilities in children.

In our culture there has always been a deep rooted tradition of social service and there is hardly any other country in which there is a greater need for voluntary organisation of social services than in our own. Vidya Bhawan has made a humble attempt to direct the abundant idealism of our youth into the service of the community. It is hoped that many more and better efforts will be made by the educational institutions in our country so that the energies of the youth may be utilised for constructive work. As long as there is need in our country for social service, it becomes imperative that we must find not only the will but the ways and means to organise it. The educational institutions whose function is to work for social progress must, therefore, assume leadership to mobilise the youth for social service and make bold experiments to link education vitally with social service.

Social Education in Turkey—Ex-Soldiers Fight Illiteracy

Until the formation of the Turkish Republic—starting point for the political, social, technical and cultural reforms undertaken by Kemal Ataturk from 1923 onwards—Turkey was one of the most backward countries in the provision of general education. There was no nationwide educational scheme—nothing but a few schools in certain favoured towns.

The extent of illiteracy at that time was completely unknown, no statistics being available. The absence of widescale measures and the indifference of the former regime had left the country in a state of neglect. It was certain that only a small minority of the people could read and write.

The country's lack of communications, the dispersal of population (85 per cent rural) and the wide cultural gulf between rich and poor all contributed to produce this situation. Moreover, books were writ-

ten in a hybrid language made up of Arab, Persian and Turkish.

Thanks to the adoption of Latin characters, to a 'cleaning up' of the language, and to the efforts made in the field of public instruction, the number of illiterates had been considerably reduced by 1937—though 77 per cent of the villages were still without schools. The problem facing the young Republic was aggravated by the need to provide elementary schooling, not only for children, but for millions of adults.

The Turkish Government consulted leading educators and invited John Dewey, the well-known American philosopher and educator, to Ankara to study the problem. His conclusion was that no single plan of education could be devised to suit the varied economic, social and geographical structure of the country. Education, in other words, would have to emerge from the needs of the people.

While carrying out its own investigations the Education Department learned that there was one village in central Anatolia where every child could read and write—although they had no school to go to. The man who had taught them, as it turned out, was a retired sergeant who wanted to share with the youth of his village the benefit of the education he had received in the army.

The initiative of the former soldier gave the authorities the idea of setting up village institutes. The Director-General of Primary Education created the first institutes in 1937, and eight years later, thanks to their work, the number of illiterates in Turkey had been reduced by 20 per cent.

The first teachers—ex-soldiers who had already received a basic education—were appointed after a two-year course. They had no schools, so their pupils came to their homes, or were taught in community rooms, halls or barns offered by the villagers themselves. The aim was not only to fight illiteracy, but also to train future village teachers among students aged between 15 and 18.

The average village teacher not only became a sort of public scribe drawing up official papers, helping to prepare elections or acting as an intermediary to settle differences between the inhabitants. He also became an adviser on the many everyday community problems: water supply, village hygiene, animal care, building and sometimes even electrification, as well as on the problems of soil, forests or fisheries, according to the nature of his district.

The Turkish Government assists the institutes by providing sites for school-houses. The peasants, however, are responsible for transporting the raw materials and building the school. Land is provided for the teacher to run model farming plots, where his pupils can improve their knowledge of agriculture. The courses are held in winter leaving the peasants free to work on their own lands during the summer when the teacher himself will lend a hand.

This ingenious system of training—which combines the work of a school, an agricultural college and a trades institute—not only spreads knowledge, but also raises the standard of living among rural people, and is thus more than ever welcomed by the people. From 1937 to 1945, the number of schools rose throughout Turkey from 6 to 10,000. The International Education Congress, which was held in England in 1946, decided to study Turkey's village institutes in order to learn useful lessons for application in other countries.

The best students of the village institutes can go to a higher institute at Hassan-Oglan, near Ankara, for three year courses that may finally take them to a University. The main task of this higher institute, however, is to train inspectors who are specialists in village education and who through their experience can suggest ways of developing an idea that has already proved its worth by raising standards of education, culture and life among the people of Turkey.

(UNESCO)

Laubach Institute—Katpadi, S. India.

The institute was convened for the purpose of teaching the principles of writing simply for newly literate adults.

Sessions began on March 10, 1952. Hosts of the institute were the Rev. and Mrs. J. J. De Valois of the Arcot Mission Agricultural Institute at Katpadi (pronounced Kahtpahrdi) North Arcot District, South India.

Delegates were invited from the five Provincial Councils of South India. The Kerala (Malayalam area) did not send any

delegates. Following is the list of delegates that attended:

Andhra Christian Council (Telugu).

Mr. Paul Vijayam, Nayudupet
Rev. M. J. Prakasam, Guntur
Rev. T. Aseervatham, Draksharama
Miss. E. Grace Bullard, Kavali

Hyderabad State Christian Council (Telugu).

Rev. A. William, Tandur
Rev. A. Andrew, Gooty
Mr. C. D. Philip, Bidar

Karnataka Christian Council (Kannarese).

Rev. E. Mark, Gulbarga
Mr. T. Simon, Yadgir
Mr. M. Samuel, Medak

Madras Representative Christian Council (Tamil).

Mr. John Samuel, Palamcottah
Mr. P. M. Gopalakrishnan, Katpadi
Mr. J. Devadoss, Pernambut
Miss. Kitty Ebenezer, Punganur
Rev. John G. P. Naumann, Bargur

North India.

Rev. Geo. Prasad, Indore
Mr. B. N. Massey, Maredhra U. P.
Rev. H. Ehrensperger, Japalpur

The following visitors attended part of the institute and were of great help in advising the delegates:

Miss Ruth Ure, Nagpur
Mr. L. C. Richard, Vellore

Mr. T. J. R. Gopal, Madras

Miss Norris, Vellore

Mr. J. J. Devalois, Katpadi

Dr. (Mrs.) Devalois

Mr. and Mrs. Philip Grey, Artists

Mrs. Frank Laubach

Mr. and Mrs. Orchard

Programme of the Institute.

Rising Bell 6

Morning Devotion 6 : 45—7 : 15

Breakfast 7 : 15

Workshop 8—12

Noon meal 12 : 30

Rest Period 1—3

Workshop 3—5 : 30

Supper 7

Evening Devotion 9—9 : 30

Public Meetings

A reception for friends and well wishers of the adult literacy movement was held on the afternoon of March 14, at the Farm.

A public meeting was held at the Vorhees Christian College hall on the afternoon of March 20. About 200 were in attendance.

A farewell tea was held for Dr. Laubach and Mrs. Laubach and the Greys on the afternoon of March 21st at the Devalois home.

Devotions

The morning and evening devotions were led by various members of the institute, in the chapel of the farm members shared in the rich experiences of others and took turns in offering thanks givings and supplications for the work of adult literacy.

Workshop

Dr. Laubach set forth the principles of writing simply for the new literate. He pointed out that it is not our business to make people interested, but to find out what interests them. The use of exciting titles was stressed. (Example: "Around the World for 4 Annas"). Lists of subjects interesting to villagers were prepared. In preparing new reading material the following points should be kept in mind: Use not more than ten new words in each new lesson. Use every word at least twice, if possible five times. Build up each new book on the basis of a word list. Before

writing on a subject, get saturated with it. Put down ideas as you get them. Go to the original source. Keep clippings from newspapers. When your material is assembled classify and analyse the subject matter. Work on a prepared outline. Do not preach, but tell what someone did (Reader's Digest technique). Use adjectives (Time Magazine). Use incidents with human interest. Be Simple and direct. Use care in the use of connectives (and, but, etc). Write and Rewrite till you know you have something worth while. (Dr. Ehrensberger who is soon to begin a teaching course in Journalism in Nagpur, was of great help in setting down the principles for simple and interesting writing). Sample stories were prepared in outline form.

Dr. Laubach explained the process of preparing the new Hindi Primer. He showed how the gap between knowledge and ignorance is bridged by an appeal to the eye 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. The pictures chosen should incorporate the general shape of the characters they mean to teach. He illustrated by showing the new colored Hindi charts prepared by Mr. Grey and demonstrated the use of them on those of the delegates that knew no Hindi. Considerable time was spent in preparing the first 13 lessons of a new Telugu chart,

and a beginning was made in preparing a Kanarese chart along the same lines. It is proposed to get these charts out in handy format to be hung in villages where everyone can read. The charts will be on premanent insect-and whiteant-proof material, covered with plastic.

The Story of the Wise Man (Anand Reader) was translated from English into Tamil and Telugu keeping in mind the principles outlined by Dr. Laubach. The various language groups prepared versions of their own which were then checked by Dr. Laubach. Mr. Massey was helpful in transliterating the first lessons of each vernacular version, so they could be examined by all. Mr. Geo. Prasad was helpful in keeping tab of the new words and the number of times they were used.

In order to find out what the villager is interested in and what should be the subjects treated in future literature, each delegate was asked to report what work was being done in his area. Interesting reports were given by Rev. Prakasam and Mr. Paul Vijayam. Both have prepared simple literature in Telugu on health, hygiene and Christian living. Mr. John Samuel has finished the story of Jesus written along the new lines proposed by Dr. Laubach. He also demonstrated a Tamil song he had written to teach the letters of the alphabet.

Experts in their field gave talks on hygiene, nursing, goat raising, gardening and poultry raising. Miss Norris, Nursing Superintendent of the Vellore Medical College Hospital, gave an interesting talk on the needs for simple hygiene in the villages. She pointed out such common abuses as the indiscriminate use of the saree for wiping noses, etc, using dirt to clean vessels, unsound eating and sleeping habits. Nutrition notes on a balanced diet were also given. Mr. De Valois spoke on the value of goats for milk producing and the better marketing of good breed chickens. Dr. Laubach asked for volunteers to write articles on these subjects. Mr. Richard, the Municipal Commissioner of Vellore, gave an interesting talk on the type of literature that is being sold on the open market and also presented a list of materials he has prepared for the use of the new literate. He has translated among other

books the story of Eleanor Roosevelt and the Oberammergau Passion Play. He also brought a sample copy of a Wall Newspaper he had prepared and outlined the procedure of making it available to the ordinary villager. Mr. and Mrs. Orhard, of the Ford Foundation, attended several of the sessions and showed how the adult literacy programme was a vital part of the point four programme of technical assistance to underdeveloped areas.

Excursions

The group made a visit to the Medical College Hospital at Vellore and also visited the College. The Co-operative Egg Marketing Centre at Katpadi was also visited. Mr. De Valois showed the delegates around the farm and explained the working of the various projects. Some of the delegates also visited the Union Mission Training School at Virudham, near Katpadi.

Audio-Visual Aids in A. L. Work

The Rev. Mr. Ralph Korteling of the National Christian Council Audio Visual Aids Committee gave a talk on the use of moving pictures in teaching adults to read. He was assisted by Dr. John Piet of Vellore, who demonstrated a recent experiment conducted in reproducing the first lessons of the Tamil Primer with the moving picture. He also outlined a plan by which this method could be combined with an intensive evangelistic campaign along the lines of the leaflet evangelism which has had much success in his field. The delegates were given a chance to see the movie short that had been prepared showing how to write the first three letters of the Tamil Primer for adults. It was felt that with proper sound synchronization this method would prove invaluable in adult literacy work.

Conclusion

The Institute came to a close on the afternoon of March 21st at a tea given by the hosts. Dr. Laubach had to leave suddenly for an important meeting with Government officials at Indore and was forced to cut short the institute. However by dint of close concentration to the subject and intensive work by the small but select group the institute will mark an important milestone in the work of making India literate.

News & Notes

Social Education in Bombay : 30,000 adults educated.

Over six hundred Social Education Centres conducted by the Bombay City Social Education Committee have just completed their November-February session and nearly 15,000 illiterate men and women appeared for the Literacy or Social Education test conducted by 120 special examiners. It is estimated that over 11,000 adults have passed the test. This brings the total number of adults made literate during the year to over 30,000. Besides this, another 15,000 adults have received education in the Committee's Post Literacy classes.

The new March to June 1952 session has started work from 1st March 1952 with 750 classes. The number of classes has been reduced from 850 to 760 due to financial deficit suffered by the Committee. These classes enrolling about 20,000 adults are spread all over Greater Bombay from Colaba to Bandra and Kurla. Marathi, Hindi, Gujarati, Urdu and Telugu speaking adults are attending them. They will undergo a four months' course in literacy supplemented by a training in Social Education subjects such as civics, health, hygiene and sanitation, general knowledge and national culture.

Dr. Laubach in Bombay

Dr. Frank Laubach, the well known American Adult Educationist, addressed a public meeting organised by the Bombay City Social Education Committee on 7th March 1952 at the People's Hall, Bombay, when Shri Champaklal G. Modi, the President of the Committee, presided. Introducing the speaker to the audience, Shri Modi called him a veteran Adult Educationist who had done immense work for the spread of literacy throughout the world.

Dr. Laubach, in the course of his speech stressed the democratic character of the constitution of India, which gave every adult man and woman the right to vote. This made it essential that the crores of illiterates in India should be educated. Everybody in America was sympathetically watching the great experiment in India for if democracy failed in India, a dark day would begin in the world, said Dr. Laubach.

Stating that he came to work in India on account of her international importance Dr. Laubach declared that what India needed to bring her Adult Education campaign to a success was not finance, but trained personnel for teaching. He called upon the people to come forward in large numbers to teach their illiterate brethren in the villages. Dr. Laubach also emphasised the need for an army of writers, journalists and publishers to publish the type of books required to carry on the education campaign successfully.

Dr. Laubach then with the help of literacy charts specially prepared by him for the Hindi language, explained his simple key-word method of teaching adults, and said that the illiterate would get a better impression of the letters, if their shapes were associated with some familiar object by means of pictures.

Shri B. M. Kapadia, who proposed a vote of thanks to the speaker, said that the method suggested by Dr. Laubach was being used in the Committee's classes.

Mrs. Roosevelt visits Social Education Centres

Mrs. Eleanor Roosevelt visited the Bombay City Social Education Committee's Gujarati and Urdu Centres for Muslim women at Ali Umar Street, Nal Bazar, on 4th March 1952, during her recent very busy visit to Bombay. She was accompanied by Mrs. Kulsum Sayani, Vice President of the Committee and Mrs. Sultana Begum, Assistant Social Education Officer. These classes are being held in the very houses where the women live and Social Education teachers go down to these buildings to teach the women folk.

Mrs. Roosevelt asked the women whether they read any newspapers, to which they replied that besides daily newspapers they also read the "Rehbar" a fortnightly published in Urdu and Devnagiri scripts and specially meant for new literates. Mrs. Roosevelt further said that it was for the first time that she had seen educational classes in the very homes of the people, and she was very pleased to see them and to know that the Committee was running hundreds of such classes in the City both for women as well as men. She also said that India had great natural resources and a great historical past, and

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Swatanthra Nagar House Site Co-operative Society: Photo taken at the time of inauguration by Mr. J. L. P. Roche Victoria on 15th April 1952

ADULT EDUCATION REVIEW

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EDITORIAL

The Eighth South Indian Adult Education Conference.

The Eighth South Indian Adult Education Conference held at Kozhikode on the 18th and 19th instants under the presidency of Sri L. M. Pylee was assuredly a good success in as much as it focussed attention on the immediate future of the movement in South India.

The Education Minister, Dr. M. V. Krishna Rau, who, but for emergent reasons, should have inaugurated the Conference, sent a message breathing hope. He paid a tribute to pioneers in the field and backed them up by saying: "In this work the State Government will take its legitimate share and offer its co-operation to those patriotic workers who are guiding the movement of Adult Education"

He was equally positive that "no mere official agency or Departmental activity can do justice to this cause and this can become a national movement only if there is full co-operation between the enlightened citizens and the popular Government"

We are happy that the Minister is convinced that this is a patriotic movement and it requires hundreds

and thousands of patriotic workers with a missionary zeal to prosecute this movement. Coupled with this the enthusiastic assertions which the Finance Minister has been making that his Government has come into power to efface poverty and illiteracy and the native love that the Chief Minister C.R. as the author of *Thambi Va, Iduvumpadi, and Unakku Nalladu*, has for the eradication of illiteracy we may well hope that better days are in store for the Adult Education movement in South India than it has thus far seen.

Having in mind the immediate future of the movement the Eighth South Indian Adult Education Conference gave top priority to a resolution asking for a new structure for the management of the State Adult Education Scheme. From 1948 when the Scheme was launched the Government of Madras has allowed the Department of Education the full management of the Scheme without least interference, with the consequence that to-day the Scheme is in danger of being pronounced a failure and we find the phenomenal circumstance

that the Madras State Government will find itself compelled if no alert steps are taken, in the meanwhile, to surrender at the end of March 1953 to the Central Government a substantial part of the grant made by it to this State. We have never been supplied by the Department of Public Instruction accurate figures, but from what we have been able to make up the Central Government has made in all a grant of Rs. 8.43 lakhs. The whole expenditure on Adult Education upto date does not appear to exceed 5 lakhs of Rupees. If the equal share of the State Government should also be taken into account it appears certain that out of Rs. 16.86 lakhs about a third of the amount has been so far spent and two-thirds remains to be spent in the coming nine months or substantially surrendered unless a very vigorous programme is set on foot and it is made out, to the satisfaction of the Central Government, that it is worth while to revive the grant and keep it alive.

The original Madras Government Scheme of Adult Education contemplated purposeful literacy, continuation classes and further education, in that it spread achievement of literacy over three years and provided for Rural Colleges. The Department of Public Instruction has although made default in implementing this Scheme. Whereas the original intention was to train Adult Education teachers irrespective of their being professional teachers or not, the Department, by a series of acts of commission and omission, has made it exclusively the privilege of the School master only to be trained for Adult Education work. The Department has persistently refused, in spite of the G. O., to allow other agencies to

undertake training of Adult Education teachers and thus fortified itself from the intrusion, into the service, of other than teachers under the administrative control of the Department. The Elementary Schoolmaster is certainly poor stuff for Adult Education work by the very nature of the education he has had, thanks to the British Government and the Education Department under that Government. The Department in freed India has upto now not seen the force of the argument that his equipment should be bettered. A suggestion made very early that the Adult Education teachers should be called back at the end of the first and second years and further trained to take up second and third year courses was discounted. Instead a guide book was contemplated to be put into the hands of these teachers. Though four years have passed no guide book has been prepared; nor further effort made to help the teacher. The inspection of the work of these teachers and their control in Adult Education affairs has been most unsatisfactory. The overburdened Deputy Inspector, who really resents the additional burden of inspecting and visiting Adult Schools, has been forced to do an unpleasant job. Suggestions made that where good work is being turned out in compact areas special Deputy Inspectors dealing only with Adult Education should be appointed and that High School Teachers in Taluks should be trained and employed to inspect and visit Adult Education Centres spread over distances on a piece-work basis have been relegated to the waste-paper basket. Attendance, the most vital aspect of Adult Education, has not been attempted to be regulated by a proper adjustment of working days to leisure periods of

the adult population, though drawn attention to. A simple rule of 200 days average, with long holidays in summer, has worked havoc with adult schools and all quick literacy methods have foundered on the rock of attendance. The poor Elementary School teacher, trained as well as untrained, has been put to awful pain and expenditure which he can ill-afford by having to wait for permission and recognition for months on end. In many cases he has had to give up the chase after long toil. The District Educational Officers have been fairly callous in these matters.

The equipment necessary for running the Centres has not been supplied for long. Lights of sufficient brilliance have long been cried for. The world does not know what progress has been made in supplying proper lights. Supply of newspapers, though sanctioned long ago, is still to be regularised in some districts. No arrangements exist for the creation of the social atmosphere at the Adult Education Centres. Not even a beginning has been made to think of this problem. The society at large in the village has to be touched to create this atmosphere. Non-official co-operation of the highest type is necessary in this sphere. Not only no plan in this matter has been set forth by the Department of Education. Not even a pair of cymbals has been thought of for supply. Even the magic lantern that may be pressed into service in places where it is available has been discouraged. An attempt is being made to delete making of slides in the training classes. A radio has no doubt been promised on a half-grant basis, but this cannot be usually taken advantage of for economic reasons.

There are many other matters in which the Department has made default. On these we have commented in these pages from time to time. We may not repeat all. The Department of Public Instruction has never had the courtesy to call for non-official co-operation. The Advisory Adult Education Sub-committee, very unsatisfactory as its constitution is, has rarely been convened. Not even the Honorary Organisers have ever been requested to meet in conference the Director of Public Instruction and his colleagues, not even before a whole scheme was being sent up to the Government nor when the Department, having failed in the duty entrusted to it, has essayed to simplify its work by cutting down the period of training of Adult Teachers to four weeks and the course of literacy for adults probably to four months as impliedly revealed in a proposed amendment to the six weeks syllabus now in vogue. The gentlemen in the Department certainly are very estimable people, but they are the victims of a system left as a legacy by the British bureaucracy. They cannot see beyond their nose or accept that others can do as well as or better than themselves in pushing any scheme of education. In fact the Department has come into conflict with the Collector of South Arcot who, out of the abundance of enthusiasm for a popular cause of a fundamental nature, has worked hard to found hundreds of Centres, pool together the intellectual resources of all the Departments in his district as per Government orders and under his care run more than seven hundred Literacy Centres. The Department has not found enthusiasm or capacity enough to use other Departments, not to speak of non-official agencies. We,

therefore, heaved a sigh of relief when we had indication that the Government were likely to take up the whole question of the organisation of Adult Education, start an Adult Education Department at the Secretariat level with a first class Officer in charge assisted by a properly constituted advisory body. The Eighth South Indian Adult Education Conference has, in pursuance of this indication, passed its first and most important resolution demanding a change in the management of Adult Education. It has very properly pointed out that the Advisory Body should be predominantly non-official and that it must have sufficient initiative.

We have no doubt that the new Ministry with its emphasis on the

patriotic aspect of Adult Education and its appreciation that for Adult Education to become national mere Governmental or Departmental activities will not do, will do the right thing at the moment. It may take some time to overhaul the system, but we are sure the Minister for Education will be in a position to pass immediate orders liberalising arrangements for the training of Adult Education teachers, appointing special staff for inspection and visiting of Adult Centres, arranging a change in the attendance periods based on the convenience of the adults, extending support to non-official agencies for the spread of their activities and hastening the supply of equipments to Adult Education Centres.

Adult Education Centres in Madurai.

Sri M. Upendra Sarma, M.A., Professor Hindu College, Guntur, during his visit in the first week of April '52, had occasion to see the working of the Adult Education Centres in Madurai. He writes: The Adult Education Centres in Madurai are about half a dozen or more. I was given to understand that all the men and women Centres are working on good lines. There are the Municipal Staff, the Municipal Supervisor and honorary workers. The Municipal Supervisor is looking after both Elementary Education and Adult Education. I beg to suggest that separate staff may be maintained for fostering Adult Educa-

tion by the Municipal Council, Madurai. Adult Education is making progress in Madurai because of honorary workers like Sri T. R. Raghavan and the Municipal Chairman, Sri T. K. Rama, M.L.A. The staff of the Centres that I visited told me that the Municipal Commissioner and the Municipal Chairman are taking very great and helpful interest in the working of the Centres. The Municipal Chairman, Sri Rama, told me that the Laubach method is being followed in the Centres and that Sri T. J. R. Gopal's books are very popular and in great demand. It is gratifying to note that also the Municipal Councillors are giving their co-operation.

Democracy Requires an Instructed Electorate

Independent Department needed for Adult Education

Mr. L. M. Pylee's Presidential Address to Eighth Conference

Mr. L. M. Pylee, M.A., B.L., former Minister of Education, Travancore Cochin, presiding, the Eighth South Indian Adult Education Conference was held at Kozhikode on 18th and 19th May 1952.

A large number of Delegates from all parts of the State, including those deputed by Local Bodies, were present and took part in discussions.

Messages wishing the Conference success were received from His Excellency the Governor of Madras, Sri Sri Prakasa the Hon'ble Maulana Abul Kalam Azad, the Education Minister of India, Prof. Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, Madras State, Ministers Dr. U. Krishna Rau, Industries, Labour and Motor Transport, Sri D. Sanjivayya, Co-operation and Housing, Sri K. P. Kuttikrishnan Nair, Law, and Sri S. B. P. Pattabhi Rama Rao, Rural Welfare, Commercial Taxes and Scheduled Areas, and Sri M. P. Bhargava, Permanent Secretary, Indian National Congress, and Sri G. D. Naidu of Coimbatore.

The Conference was to have been inaugurated by the Hon'ble Dr. M. V. Krishna Rau, Minister for Education, Madras State, but an urgent call to official duty prevented him from keeping his engagement. He sent a message wherein he recognised Adult Education effort as a patriotic movement and conceded that its success would depend on non-official co-operation.

Sri E. Raman Menon, Chairman of the Reception Committee, welcomed the Delegates and visitors, and read out the message sent by the Madras State Education Minister.

Inaugurating the Conference, Mr. J. L. P. Roche Victoria paid a tribute to the splendid work done in Malabar by the All Malabar Adult Education Workers Association.

The Conference adopted a number of resolutions. It expressed its happiness at Rajaji assuming charge of affairs as Chief Minister and its hope that he would be able to run a stable Government in the

interest of constructive work including primarily Adult Education. It also urged the Government to set up a separate Department for Adult Education at the Secretariat level.

The National Flag was hoisted in the morning by Sri O. A. Narayanaswamy. A little later, Sri Kochunni Pannicker, Principal, Government Training College, Kozhikode, inaugurated an Adult Education exhibition organised by the Reception Committee of the Conference at the Government Secondary Training School.

The Eighth South Indian Adult Education Conference commenced session at 3-30 p.m. in the Town Hall.

Sri Raman Menon's Welcome Speech.

Welcoming the Delegates and visitors to the Conference, Mr. E. Raman Menon, Chairman, Reception Committee, said:

Ladies and Gentlemen,—The First South Indian Adult Education Conference was held at Madras in 1939. Ever since the South Indian Adult Education Association has been persistently working for the expansion of the Adult Education movement in South India. It has been aptly said that the history of Adult Education in South India is the history of the South Indian Adult Education Association. It is not for me to assess the successes and failures that have attended the efforts of the Association; but no one can deny that the Association has done one great work. It has made the Government as well as the public realise that Adult Education is a live problem which has to be tackled. The influence and prestige of the gentle-

men who adorned the office of the President of the Association from time to time, the sincere and effective service rendered by the General Secretary, the tireless energy of the Organising Secretary and above all the selfless work of the thousands of field workers who have collaborated with the officers of the Association, all these have been responsible for the work turned out so far.

Work in Malabar.

In this District we have an Adult Education Workers' Association started about four years ago and affiliated to the S.I.A.E.A. It originally consisted only of men and women who were actually doing work in Adult Education Centres. But it was later, on expanded so as to include all persons who were interested in Adult Education. The Association has now a total membership of 800. Our members are running 133 Adult Education Centres in various parts of this District and the Association itself runs a Centre at Kallayi which we wish to develop into a model Centre. We have held three District Conferences, the first at Kozhikode being inaugurated by the then Education Minister Sri K. Madhavan Menon, the second at Nilambur inaugurated by the General Secretary of the Association, Mr. J.L.P. Roche-Victoria, and the third also at Kozhikode inaugurated by Sri K. P. Krishnan Nair, retired Collector. We have been able to arouse a rapid interest in Adult Education among a certain section of the public, but it has to be regretfully admitted that that interest is far, far from that white hot enthusiasm which alone can move mountains. I hope that this Conference will pave the way for more intensive work on the West Coast. I am very thankful to the S.I.A.E.A. for deciding to hold its Annual Conference in our midst this year.

Difficult Work.

Ladies and Gentlemen—With great pleasure I welcome you all to this, the eighth session of the South Indian Adult Education Conference. But I cannot promise that the work before you will be very pleasurable. It may be just the reverse except to those who take delight in doing

difficult work. The work you are called upon to tackle is arduous in the Conference. There has been a good deal of talk about Adult Education, but all our efforts have barely touched the fringe of the problem. How to devise a practical method of eradicating the 85 per cent illiteracy that darkens our land and that blights our fairest hopes of national well being, and how to raise upon the foundation of universal literacy the lasting edifice of Adult Education affording the fullest scope for the unfoldment of the personality of every man and woman in this country—that is the problem for the solution of which you have to devise a practical method. I repeat this is an arduous task. Great men come to us and lecture about Adult Education, but little men like me have to carry out their instructions. The immensity of the work, the poignant immediacy of the need on one side, the paucity of achievement, the apathy of the general public and the obstructive red-tapism characteristic of Government Departments on the other side—these fill the workers in this field with a sense of frustration, if not of despair. I am not a pessimist by temperament. But I must confess that when I think of the magnitude of the problems that face the Adult Education workers, hedged in as they are between the devil of stiff officialdom on one side and the deep sea of public indifference on the other, I go dangerously near the hopelessness of a confirmed pessimist. The Government of India as well as the State Governments are supposed to have awakened to the urgency of this vital problem. But what is the total achievement? I understand that in the Madras State in the course of one year, the combined efforts of official and non-official agencies resulted in making 31,000 illiterate adults literate. But just think how many lakhs of illiterate children would have emerged into illiterate adolescence during this period of one year. One feels like that old lady who tried to sweep back with a broomstick the waves of the rising tide of the Atlantic Ocean. What is the part that the Government play in the work of eradicating illiteracy? Mainly it is confined to training Adult Education workers and

giving a meagre grant to Adult Education Centres. I hope you will consider seriously in the course of your deliberations here, whether this is enough. Adult Education, so far as our country is concerned, resolves itself into two distinct phases. Adult literacy and Adult Education are not synonymous. The first phase is the eradication of illiteracy. The second is the spread of Adult Education in the right sense. I submit that so far as the eradication of illiteracy is concerned, though non-official effort may have its valuable contribution to make, the main responsibility has to be shouldered by the Government.

In no country in the world has literacy been made universal without compulsion. There is no reason to presume that our country is different from all other countries, so that here universal literacy can be achieved by voluntary effort. In most of the countries of the West compulsion was applied to children of school-going age and this resulted in the entire population becoming literate in the course of two or three generations. In England, for instance, compulsory education for children of school-going age was introduced about the year 1880. And now the whole population is literate. If we could afford to wait for 70 years we could also begin with compulsory education for children. But a delay of 70 years is precisely what we cannot afford. If we are to resume our arrested growth in the political, social and economic spheres, if we are to secure for the country the high place which should be hers in the comity of nations, if the democratic machinery of Government that we have introduced is to function efficiently we have to attain universal literacy within a much shorter period. And the tragedy of the situation is that our State Governments have not so far had the vision to introduce compulsory education even for children of school age.

Compulsion Necessary

If within the life time of the present generation we wish to attain cent per cent literacy in this country, we have by law

to compel all adults to become literate. Such compulsion has been applied in Russia and to some extent in China and in many countries of Central and South America. A good deal of time is being spent—I do not say wasted—by us in discussions on the methods of teaching adults and the problem of getting teachers. It has been proposed that all College Students, if not even High school pupils, should be conscripted to teach adults. Students have played a magnificent part in the expansion of Adult Education in Russia, Turkey, Egypt and other countries. And the suggestion would be feasible if the stumbling block we have to get over in this country were the dearth of teachers. But so far as my experience in this district goes, that is not the main hurdle to be crossed. Our difficulty is not the dearth of teachers, but the dearth of pupils. Compulsion should be on pupils not on teachers. I do not underestimate the value of a study of adult psychology in relation to educational methods and problems but I submit that no refinement of teaching method, no analysis of psychological factors can in practice be a substitute for legal compulsion. I say this because we hear a good deal of talk about improved methods and some are likely to be deluded into the belief that as soon as we have mastered these technical methods illiterates will form a long queue to get admission into our Adult Education Centres. Dr. Laubach has adumbrated a method for teaching the alphabet to illiterates. It is a very good method, but so far as I can see this is not basically different from the method used in our infant Readers. But Dr. Laubach is reported to have done marvellous work by the use of this method in backward countries like the Philippines. It was a great mystery to me how this method produced such prodigious results till I discovered the clue in a recent number of our *Adult Education Review*. In an article published in the March number of the Review, it is stated that Dr. Laubach invented an alphabet for a wild tribe named Mooro and taught it to some of the people. Then the problem arose as to how

to propagate the knowledge of this alphabet among the rest of the population. The Mooro chieftain came to the rescue. He said that every one had got to learn the alphabet and that those who have learnt it had to teach it to others and that if anyone didn't, he would cut off their heads. That is one simple method of reducing the number of illiterates in a country. There you have compulsion in its crudest form. We need not go to the extreme suggested by the Mooro disciple of Dr. Laubach, but if the Government would levy a polltax on all adult illiterates you will, I am sure, find it marvellously effective.

Compulsory Elementary Education

It is the inescapable duty of the Government not only to compel the existing adults to become literate but also to see that the problem of adult illiteracy does not recur generation after generation in the future. To ensure this, they have to enforce compulsory Elementary Education on all children of school age. As you are aware our present Elementary Education Act includes provisions for compulsion. But it leaves the actual enforcement to the discretion of the District Boards and Municipalities. Moreover, the compulsory provisions in the Act are so ineffective that in practice there is little difference between one area where compulsion is enforced and one where it is not. The compulsory provisions in the present Elementary Education Act have to be radically amended and the Act has to be enforced throughout the State. Objections will no doubt be trotted forward that the Government has no money to meet the huge extra expenditure that would be involved, that the parents cannot spare the services of the children at home, that in the absence of provision for midday meals at school it is not practicable to enforce compulsion on starving children, and so on. If only our educational experts have the courage to get out of the beaten track and initiate a school system suited to our poverty-stricken country, all these difficulties can be got over. Let them reduce the school day in Elementary Schools to three hours enabling each teacher to handle

double the number of children they teach now. Then the existing Elementary School teachers will suffice to teach the entire school age population in the country, and compulsory education will be possible without undue increase in expenditure. This will also, to a very great extent, avoid the need for midday meals at school. Moreover, it will reduce greatly the complaints of parents that children are being taken away for the whole day from their work at home. A scrutiny of the work done in Elementary Schools will show that the existing syllabus can be covered in about 200 school days of three hours duration. I do not want to deal at greater length with the education of children of school age as you are meeting here to consider the education of the adults. I wish to only emphasise the fact that in the absence of an effective system of compulsory education for the young, our programme to eradicate illiteracy among adults look dangerously like an attempt to draw off all the water in a well by taking out a bucketful now and then, while the contents of the well are replenished by plentiful springs all round.

Adult Education in the proper sense should follow adult literacy. I do not of course mean that we should stop all attempts at Adult Education till the country has attained cent per cent literacy. Certain cultural topics can be included even in a literacy curriculum; moreover to-day some 15 or 20 of our people are literate and for them scope for further education should be provided. This is the proper sphere for voluntary effort. The Government can force people to be literate, but they cannot force them to imbibe culture unlike the movement for adult literacy which is a short time movement necessary only till widespread compulsory education for the young renders it superfluous; the adult education movement is necessary for all time since education is a continuous process which starts in the cradle and ends only in the grave.

Race Between Education and Catastrophe

We are today a free people with a democratic form of Government. But

(Continued on page 153)

Universities and the Education of the Social Mind.

The following inaugural address delivered by Dr. Rajendra Prasad at the joint meeting of the Inter-University Board of India and the Executive Council of the Association of the Universities of the British Commonwealth at the Delhi University deals powerfully and imaginatively with the basic problems of this age :

To us who are living in the world of to-day there are many things which appear to be as of course but which would have been looked upon as marvels in the not very distant past. The strides which discoveries in the physical sciences and technology have taken within the last two hundred years have changed not only the face of the world but also the lives of individual human beings living in the remotest parts of it. The introduction of steam and electricity revolutionised the technique of transport and of industrial production and of communication. The discoveries in the fields of medicine and surgery have made easy the cure of many ailments of the body which were considered incurable. Science has thus placed in the hands of man the means for making his life easy and comfortable. It has also through the same discoveries placed in his hands weapons of destruction in every sphere of existence the like of which perhaps were never thought or dreamt of. The progress that has been made within the last few years in harnessing nuclear energy has surpassed anything hitherto achieved in its destructiveness. Its beneficent uses and effect are not yet known or visible to any appreciable extent. The world is thus faced with a problem of surpassing importance to the human race and to civilisation. I hope I am wrong in my estimate of things when I say that man has achieved the strength and power of a giant or perhaps much more strength and power than any giant was ever conceived to possess but he has not yet learnt how to make good use of it. Perhaps I may say that he has learnt to make evil use of it more than any good use of it. The greater the strength and power, the greater is its destructive capacity if good use is not made of it, and today it is no exaggeration to say that humanity faces its own destruction unless it knows how to control and use for the good the knowledge and the power that knowledge has brought.

There is a story in our Puranas which I may relate here as illustrating the point. There was a rakshas or evil genius named Bhasmasur who underwent great penances and God Siva was pleased and appeared before him and bade him ask for any favour and that would be given to him. The asura had suffered by his penances and was highly pleased by this offer of the god. The gift that he sought was that the god should give him the power by virtue of which any one on whose head he placed his hand would be instantaneously destroyed (hoping thereby that he would destroy anyone who came in his way and would thus become the undisputed master of the universe.) The god had made the promise and could not go back upon it and so he gave him the power he had asked for. The asura began to consider who was the most powerful man or god in the universe by destroying whom he would become the undisputed master of all that existed. He thought no one could be greater than the god that had given him this gift of destruction and he decided to destroy the God Siva himself so that he might acquire undisputed mastery over the universe and also gain the hand of his consort Parvati. Perceiving his intention the god fled pursued by the demon and he could find no place where he could take shelter and save himself. Parvati, the consort of God Siva, saw his plight and came to his rescue. She appeared before the demon in all her charm and beauty and told him that as he was seeking to destroy the god to gain her hand, she was ready to place herself in his hands if he could please her by performing a particular dance. The demon in his infatuation and pride readily assented and began to dance. One of the postures of the dance required placing his hand on his own head and as soon as he did it, he was destroyed by himself. The gods of today have conspired to place in the hands of man illimitable power of destruction and are dangling before him the

infatuating attraction of all that he in his pride of knowledge regards as beautiful and sublime. One can only hope and pray that he will not succumb to the temptation of dancing the dance of his own destruction. How can this be prevented? That is the problem which presents itself to mankind in its innumerable aspects. Let us hope and pray that the goddess of knowledge will teach mankind also the right use of the strength and power that she has placed in its hands and enable it to turn to beneficence what threatens destruction, and that by the use of it what will be destroyed will not be strength and power but its evils. The lesson that we learn from the story is that mere knowledge which is power is not enough—may even turn out to be an evil—unless it is accompanied and controlled by wisdom. Universities should, therefore, be not only centres for the acquisition, propagation and advancement of knowledge but also the homes of wisdom from where will radiate rays that will illumine and suffuse the human spirit and fill it with divine radiance.

Revolutionary Discoveries

May I place before you the same thought in simple language bereft of all allegory? Developments have been taking place which are likely to change the shape of things beyond recognition. Nuclear energy has given man the power of gods—the power to dispense life and death, the power to transform this globe into a smiling paradise or into an utterly desolate and silent graveyard. We are all aware of the revolutionary changes which came in the wake of Steam and Electricity. These are but toddling babies in comparison to this giant of nuclear energy. It is, therefore, quite legitimate to expect that this tremendous accession of power carries with it far greater revolutionary implications for the social structure and psychological constitution of humanity than steam or electricity ever did.

Another revolutionary force that is beating against the shell of the present-day society is the irresistible urge of vast masses of men, particularly the economically and industrially backward billions of Asia and Oceania, to share equally the good things of life with the owning and professional classes. In the centuries gone by the masses lived and laboured

under the belief that the fruits of their toil depended on the dispensations of an inscrutable destiny and that they had no option or alternative whatever in this matter. So it was that they were passively resigned to their miserable lot. But this sanction of Fate behind the *status quo* has disappeared or is in the process of disappearing in so far as millions upon millions of human beings in the world, and at any rate in Asia, are concerned. Many of them now feel, rightly or wrongly, that their destitution and misery is due to the wicked designs of evil men, classes or nations and not to the dispensations of an all-merciful and omniscient god. Hunger is driving many more to revolt blindly against their present misery. So it is that billions are now on the march against the political and social structure of the present-day world. Never before in the history of humanity were such vast masses of men and women in tumultuous insurrection against the historic authority and order governing and regulating their lives and actively working to establish a new social order.

There would be no hope for the survival of man if these two revolutionary forces of our times were inherently irreconcilable to each other. Fortunately it is just the other way about. Till almost yesterday the productive apparatus of humanity did not have the capacity to satisfy the wants of all men—white and coloured. It is true that steam and electricity had expanded production greatly but even then its total capacity was quite limited and it could not hope to satisfy the increasing wants of a quickly multiplying human race, particularly if the masses also took it into their head to share its fruits equally with the classes. This was but inevitable. Power being then limited, production could not but be limited, while there was not, and in the nature of things could not be, any limit to the number of claimants to the goods produced. But nuclear energy gives humanity unlimited and illimitable power. If employed for creative purposes, it would generate an unlimited capacity for production and usher in an era of such a plenty that each man or woman could take what he or she wanted without affecting the share of his or her fellow beings. In other words, this revolutionary energy is the answer to the present-day insurrectionary

urge of the masses for the good things of life.

It may be doubted, however, whether this reconciliation between these two revolutionary forces can be brought about by the social mind which governs the actions of man today. It is to a great extent the creature of an age of limited power and limited production. It is, therefore, almost inevitable for it to fail to appreciate correctly the inner nature and logical implications of these new facts of life. This apprehension is strengthened by the attitude of the modern mind towards war and want. Even today the truth does not seem to have dawned upon it that the total abolition of these two is the very condition of the continued survival of the human race. Till yesterday war meant nothing more than the destructive use of the limited power which any class or territorial grouping had in its position against other classes or nations for the settlement of their disputes. They could contemplate such use with equanimity because this limited power could cause only limited destruction of the things they valued while it could enable them to achieve objectives which they valued more than the few things destroyed. Besides, due to limited production good things could not be produced in such plenty as to permit all men to share them. So it was inevitable for individuals or groups to strive to grab the things they coveted even by resort to force against the other claimants. In other words, in the ages of limited production war was felt by human groupings to be an effective means to their good life. Naturally the social mind evolved under such conditions could not but react to war as something desirable and at any rate as something essential and unavoidable in human life. This attitude towards war has become so ingrained in our social mind that, instead of instinctively recoiling at its mere mention, vast numbers of men, including men of learning and high political standing, still consider it to be an effective instrument of settling group or national differences and disputes, and as a natural and logical concomitant of organised communal life. This social mind with its fixed reactions towards war cannot in the nature of things comprehend the implications of war in an age of unlimited power. Nuclear energy, as I have just said, gives to man illimitable and unli-

imited power. Its destructive use would by its very nature produce consequences that could not be limited either in space or in time. Thus it appears to be an unavoidable conclusion that war in the new age opening out before us is likely to prove fatal to human existence. But I am afraid that our social mind, acclimatised to war as it is, cannot easily grasp this truth and may fail to appreciate the true significance of nuclear energy in the scheme of human life.

Nor is the mind likely to solve successfully the questions posed by the rising of the masses against the misery of their lives. For the last thousands of years the poverty and misery of the many and the affluence and culture of the few have been an unavoidable and ineluctable fact of human life. It is true that many a prophet and seer filled with the milk of love and sympathy shed tears on this sad lot of the many. Some of them even raged against the few for enjoying themselves while their fellows were suffering all kinds of agony and frustration. But whether they accepted this situation with resignation or fumed against it with religious fervour, the fact remained that poverty was not and could not be abolished. The spectre of want could not be exorcised. It was under these conditions of the limited production and the inevitability of want that the present-day social mind came into being.

In spite of the termination of hostilities more than six years ago, no nation or class has known either peace or prosperity. As I have already hinted, the malaise of our lives is not the evil conscience of any one nation but the incompatibility of the historic social mind of man to the new forces of his life. Indeed the crisis that man is facing today is not so much a crisis of organisation or of commodities as of the spirit. Naturally the remedy for this lies not so much in the world of things and institutions as in the realm of the spirit. To use a Gandhian expression it is not the conquest of the world but the conversion of heart which we need today. It is not physical force but soul force that is needed above all.

It is this cardinal need that gives to the true University a great part to play as the future saviour of mankind. Other human institutions, whatever their power or panoply may be, are proving ineffective

and helpless in the face of this crisis. Indeed in its various forms the State has been seeking to overcome the ills of human society. It has also some success to its credit. But I cannot help remarking that this faith in the State being the midwife and the nurse of the just society on this earth has also directly led to the birth and growth of totalitarianism which by its very nature implies the supremacy of a small class over the many.

Force, the chief instrument of the State, creates little and destroys much. Naturally while the State has been able to abolish the anarchy of feudalism it has given birth to the far more dangerous anarchy of the nations and the classes—an anarchy which is now threatening the very existence of the human race itself. Like the State, the other social institutions also, have not enabled man to overcome this crisis of our times. For overcoming it we need a social mind that takes in its stride all fields and aspects of human activity on a global scale, and which does not remain imprisoned within the cell of a single class or a single nation. No other institution except the University truly conceived and rightly guided can bring into existence such an integrated and universal mind. The primary function of the University is the correct moulding and modelling of the mind of man and to give integral unity to the social mind of an heterogeneous human race. We are all fully aware of the historic fact that in every age and clime the University has been performing the dual function of the transmission of the ideas of the past generations to each new generation and of the discovery of new ideas and the further development of the old ones. In other words it has been the historic mission of the University to transmit the social mind to each new generation and by doing so to shape and mould the mind of the latter. Today also every University in the world is trying to perform this function. But this very function logically implies another function also, the function of integrating the diverse social minds simultaneously operating within a single human grouping. While other institutions in life usually are exclusive by their very nature, the University is not and cannot be a closed organism.

How can the University discharge this obligation which the new age has placed on her? I think that it would have to do several things for achieving success in this matter. In the first place the University will have to change its approach to the story of the evolution of human society. Till the present day the main theme of this story is the role of Force in human society. Almost every book of history devotes a major part of space to wars and conflicts and very little to the evolution of social and scientific ideas and ideals. It is the soldier and not the scientist or philosopher, the poet or artist who is given the chief place. Even today a vast majority of history books give the impression that organised physical violence is the main dynamic and driving principle of the drama of human life. Yet violent conflict is not the daily feature of life. It is an exception that occurs at intervals. Man lives not from war to war but from one creative effort to another. Entire human history has to be reinterpreted in terms of the ceaseless creative and ethical activity which alone distinguishes man from all other creatures in this world. It is now being realised that history is ultimately the story of the human mind. I think that it is now time for Universities in every part of the world to make a concerted attempt at the re-interpretation of the story of man in terms of creative and ethical activities as its main dynamic principle. It may sound unorthodox to many but I do believe that man is not the creature of mere blind physical forces or the helpless victim of circumstances—his environment—over which he has no control. He has the power and capacity to mould and shape them as he will and has done so on many an occasion in the past. It is for the University to rouse and re-awaken in him that slumbering spirit which will make him the master rather than slave that he is of his surroundings which are in no small measure his own creation.

Another change necessary in this respect is to make the world instead of the nation as the framework of historical writings. Today the nation shuts out of view man altogether. After all it is the creative urge of men in all parts of the world that has impelled them to weave this fabric of civilisation and culture.

There are indeed many a strand and thread in it. But in the ultimate analysis all these are the creation of the human spirit, though the regional climate and group life have also coloured them to a certain extent. So in all historical writings, the main emphasis should shift to the human spirit and the character of the region and the group concerned should be given only secondary importance.

Besides a change in approach to the problem of social evolution, it is also necessary that the University should now integrate itself to the life of the people as a whole rather than remaining a limb of the classes only. Originally its isolation from the common people was due to the fact that the latter had neither the time nor the economic resources to flock to it. This isolation has continued to keep the University away from the tumult and the passions of the market place so that its alumni may carry on the pursuit of truth in a calm and dispassionate atmosphere. But the position has now changed, and the University can now effectively and directly serve the broad masses of humanity. Not only it can but it must do so in order to gather the masses also under the sovereignty of the new mind. It is a fact of history that in the past the mind of the classes was vastly different from the mind of the masses. But this gulf between the two did not have then the dangerous potentialities which it has today. If it continues to persist, there is every danger of the fabric of civilisation going up in flames.

There is another reason also which, in my view, requires that the University should become integrated with the life

and aspirations of the masses. If the present insurrection of the masses against want is not led into creative and constructive channels it is likely to prove a volcanic lava which may destroy everything, good or bad. The need for the guidance of this insurrection into right channels is an immediate one. If the University which ought to have no axe of its own to grind decides to approach the masses it would be in a position to place the national and international problems in a correct perspective and would thus be able to give the masses the vision and the judgment to exercise their electoral rights correctly. But, as I have already remarked, this integration of the University with the people is absolutely essential to produce in them the new mind which the new age demands. It is only when they are also activated by such a mind that the two revolutionary forces of our day would combine to produce a world of plenty and peace.

It is in the context of the supreme importance of this revolution of ideas that I view the importance of this common meeting between Commonwealth Universities Association and the Inter-University Board. I feel that this Association can play an important part in transforming the Universities of the Commonwealth. It is my earnest hope that your deliberations would lead to the Universities recognising and striving to take their due place as the leaders of thought and action in the age to come and supply the spiritual and moral force and wisdom that will control and guide the unlimited power and resources that knowledge has placed in the hands of man.

Kozhikode Training School for Adult School Teachers.

Sri E. Raman Menon, B. A. L. T., President, All Malabar Adult Education Workers' Association, presiding, the breakup function of the Government Training School for Adult School Teachers (women), Kozhikode, was held on 18-2-52. In the course of his speech, Sri Raman Menon said that educating adults was the best form of social service. The greatest of the difficulties experienced by Adult Education workers was as regards securing regular and punctual attendance. Mere literacy was not sufficient attraction. The Com-

munity Centre method was best calculated to interest the adult and get him to educate himself. Government also should play their part by introducing some measure of indirect compulsion. Workers who had undergone training in Adult Education methods were not able to start and run Adult Education Centres, for want of encouragement. Such workers would do well to join the All Malabar Adult Education Workers' Association as members; the Association would take up their case with the proper authorities.

Non-Official Agency in Social Adult Education.

BY SRI K. S. RAMASWAMY SASTRI,
Vice-President, S.I.A.E. Association.

Free India is first to resolve to have a literate and educated and cultured people, because India is now a sovereign democratic federal Republic and such a democratic State must rest on the consent of the governed. Such consent should be an informed consent and presupposes a rational and good-humoured and comprehensive discussion of all the social and economic and political problems. Social reconstruction depends on wide-spread literacy. Further as Benjamin Kidd points out, in his "Social Evolution" progress depends on the fund of altruism present in the community and that nation lives best in the present which builds and lives for the future. Illiteracy being India's Public Enemy No. 1, literacy must be Public Friend No. 1 and should have top priority.

This must be so not merely because the Indian Constitution has provided for Adult Franchise but also and in the main because knowledge is every man's birth right and freedom from ignorance is the basic freedom without which the four freedoms of the Atlantic Charter will never be born.

Not only does Article 45 of the Constitution of India say that the State shall endeavour to provide, within a period of 10 years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years but Article 41 recognises that the State should provide for the education of every man. Quick literacy cannot be achieved by merely pushing forward universal elementary free and compulsory education for boys and girls. Not only does the rate of population and growth outrun the growth of literacy, but also because even literate boys and girls lapse into illiteracy in an illiterate family. Illiteracy must therefore be attacked both on the juvenile front and the adult front.

The Government, both at the centre and in the State, is very keen on pushing up Adult Literacy for more reasons than one. They have been setting apart increased sums for the work. The five year plan of the Planning Commission also is keen about

such national service and sets apart Rs. 10 lakhs a year for five years. We may be sure that this will be implemented soon.

The Education Department has already trained many Elementary School teachers in Adult Education. Besides continuing to do that work the Department is appending a re-posting in such methods to all the pupil teachers in Higher Elementary and Secondary Training Schools at the end of their Higher Elementary and Secondary training. Further changes and improvements by the official and Departmental agencies are in the air. The period of training should be cut down from 45 days to 30 days. There must also be a large number of short-term training courses.

But all these is not enough. The problem is a stupendous one. It is a case of all hands to rescue. The place of the non-official agencies in Social Adult Education is as important and vital and urgent as that of official agencies in it. Among such agencies the foremost place must be assigned to the University and the Colleges and the High Schools. The University should institute a diploma in Adult Education training and require the college students to work during the college vacation in the villages and work for the spread of Adult Literacy. During the last two years the Government have financed the giving of a short-term training for ten days to college teachers so that each of them in his turn may impart a knowledge of such methods to selected students and take them into villages for forty days and work for rural uplift based on Adult Literacy. The Government bears also the expenses of such teams during their period of rural uplift work. All the University lectures must be delivered in the regional languages. But all this is not enough, because the literacy problem concerns millions of people. We must mobilise, all the literates to give literacy to the illiterates. Dr. Laubach's slogan 'each one teach one' must be substituted by 'each one teach ten'. Intellectual conscription is inevitable. If we need a land army for the improvement of agriculture, we need

a cultural army even more for the quick expansion of literacy.

Even this is not enough. All the Social Service Associations must work in the same direction. The Government, Municipalities and District Boards and all other employers of labour including factories and private industrialists must insist on their employees becoming literate and give a small bonus or a slight increase in pay as an inducement to become literate. They must insist on the literacy of all future candidates for service. The literate women must gladly take charge of the literacy of their illiterate sisters. We need also

ample follow-up literature under the new Library Act; the library movement will spread soon.

Every Adult Literacy Centre should become a Community Centre and should have a reading room and a library with books in the regional languages for the benefit of adults, even after cent per cent literacy is attained. Then and then alone the seed of Adult Literacy will blossom as the flower of universal Adult Education and yield the fruit of universal adult culture and Indian democracy will be stable and orderly and progressive and win the respect and admiration of the world.

North Arcot District Adult Education Committee.

A meeting of the North Arcot District Adult Education Committee was held on 1-3-52 in the District Board Office with Sri M. Ramachandra Reddy, President, District Board, and President of the Committee in the chair. The Collector of the District, Sri N. V. Sugavanam, B.A., was present. It was revealed by the Personal Assistant to the District Educational Officer, Sri P. K. Raghunathan, that out of 120 schools allotted to this District only 77 had been started and were functioning and that 51 of them were recognised by their Department. There were 91 teachers working in the Adult Literacy Schools of which only 51 were trained. A training course to run for 6 weeks during the ensuing summer was proposed to be conducted in Arcot and Ranipet.

The Committee resolved to select Sathuvachari village for starting a model Com-

munity Centre and sanctioned Rs. 500 for the purpose. The Committee further requested the Municipal Council, Vellore, to open a Model Community Centre within the Municipal limits. The Committee felt that the South Indian Adult Education Association, Madras, should hand over the balance of the 10 per cent of the collections made in the district during the celebration of the last Adult Education Week.

Sri L. C. Richard, Municipal Commissioner, Vellore, was unanimously elected as Joint Secretary to assist the Secretary Sri Doraiswamiah B.A., B.L., and Sri N. Somasundaram, Ex-Chairman of the Municipal Council and Sri K. Narasimhalu Naidu and Janab M. Abdul Latheef Sahib were co-opted as members of the Committee.

Await Early Release: "WOES OF AN ILLITERATE" [படியாதவர் படுமபாடு]

"Anandam".

(A News Weekly Journal for New Literates)

The following appeal has been issued concerning *Anandam* a news weekly journal for new literates:

It is now generally recognised that Literacy is essential to Social Education, and that the measure of literacy achieved should be consolidated and canalised so as to prevent relapse into illiteracy and facilitate self-education by the adult. Hence, in the districts where illiteracy is being liquidated, the need for continuation literature is being keenly felt. The demand for simple books dealing with practical problems of every day life is increasing, whereas the supply is neither adequate nor systematized and sustained. What Christian Missionary institutions and organisations, the South Indian Adult Education Association, the South Indian Adult Education Co-operative Publishing Society, Ltd., and private agencies which have sprung into existence with the idea of utilizing the library movement have been doing in the matter of publication of simple and moderately priced books, does not go far enough to be able to meet the demand.

It is considered by Dr. Frank C. Laubach, the well-known authority on literacy questions, and a number of others rich in a variety of field work experience, that a weekly news sheet will be an appropriate and effective approach to the solving of this problem. A weekly news sheet has the merit of being topical, and maintaining current interest. The average adult of to-day, unlike his forbear, is alive to what is going on not only in the world at large, but he is drawn into and involved in the mighty current of general social progress; he wants to know how the affairs of the country are managed, what is being done by the State to make his life worth living, and whether things are moving. He knows the value of literacy; he would take to it and acquire it much more quickly than is generally supposed; and he would begin to educate himself in right earnest if he is encouraged. He is sure to read a weekly news sheet with avidity.

It is proposed to bring out a weekly news sheet for new literates in Tamil *Anandam* by name under the joint auspices of the South Indian Adult Education Co-operative Publishing Society, the Ltd., M.R.C.C. Adult

Literacy Committee for Tamil Nad and other organisations. The weekly is to be managed and edited by an expert committee consisting of representatives of the above organisations.

The weekly news sheet will give short objective accounts of the main current events of the week, in very simple words and short sentences, so that the new literate adult can read and understand the subject matter of news for himself. It will be free from bias and it will maintain a standard.

Dr. Frank C. Laubach blesses the idea of this new venture being started by us jointly, and he thinks that this weekly will make rapid progress and yield good fruit. The adults will hail the venture, he says. It behoves everybody who is devoted to the Adult Literacy cause to co-operate with the promoters in making a success of the venture.

We have roughly estimated that the cost of production of the news sheet is Rs. 50 for every issue of 1,000 copies. The economic minimum is 3,000 copies per issue. The monthly cost of production at the rate of 3,000 copies every week would be Rs. 400. Postal and establishment charges would be about Rs. 200 per mensem. Since the weekly news sheet is meant for the poor adult, it should be made available to him at a nominal price of half anna per copy or Rs. 18.0 per year. Thus the monthly income from the sale of copies, if all the copies are sold out, would be Rs. 375 as against a monthly expenditure of Rs. 600 which does not include any remuneration to the editors, who are ready to contribute their labour of love. The monthly deficit of Rs. 225 will have to be met out of donations until the demand for copies reaches the balance level. The budget can be balanced if the demand for the number of copies reaches 10,000 per issue.

Therefore, we earnestly appeal to all Missionary and Educational institutions, Social Service organisations and other bodies and individuals which are conducting Adult Literacy Centres to subscribe for copies in large numbers and help

Democracy Requires an Instructed Electorate

(Continued from page 144)

democracy is the most difficult form of Government that man has devised. A totalitarian Government such as that which ruled Hitler's Germany or that which still rules Stalin's Russia is simple and efficient. In Russia the people have only to carry out Stalin's orders. Stalin does the thinking, he does the initiating, he does the organising. But in a democracy the ordinary citizen is called upon to think, to initiate and to organise. The moral stature which he gains thereby is the reward offered by Democracy. It is a stiff task but essential if mankind is not to be intellectually and morally enslaved as in totalitarian countries. Adapting the dictum which H. G. Wells applied to civilization, we may say that Democracy is a race between education and catastrophe. In India we are dangerously near the latter. "Education broadly conceived and generously planned to train people to think for themselves, to sift truth from falsehood" has to come to our rescue. The Adult Education movement is the rescue squad.

A popular movement like that for Adult Education can flourish only in an atmosphere of considerable freedom. More than any other activities sponsored or subsidised by the Government it should be free to adapt itself to the geographical and sociological peculiarities of each area. A cast iron code to judge its efficiency must necessarily fail. As an example I would invite the attention of delegates from outside the West Coast to a striking pecu-

liarity of life in this district which has an important bearing on Adult Education work. We have no villages here. People live in isolated homesteads all over the country. This has certain advantages, for instance, in the matter of sanitation, but this is a serious handicap for all types of communal work. As a result the Adult Education Centres here have to be very small indeed as in Sweden where for a population of less than ten millions, they have 10,000 Adult Education Centres.

Ladies and Gentlemen, - You are meeting here to consider how our high ideals may find expression in our day-to-day work, what practical programme may be placed for immediate implementation before the Government and the public. This is a task that requires the collaboration of experts on one side and field workers on the other. I wish you god speed in your effort.

On behalf of the Reception Committee I thank Mr. L. M. Pylee for consenting to preside over our deliberations here. I am sure the guidance of a person like Mr. Pylee who has long been interested in Adult Education and who possesses wide administrative experience will be invaluable to us. I am also very grateful to Dr. M. V. Krishna Rao, our new Minister for Education for associating himself with this function. I hope his term of office as Education Minister will witness a bold forward step in popular education in this country. On behalf of the Reception

the cause with liberal donations. The donations will go a long way in meeting initial expenditure. Such of those who wish to subscribe to this may kindly send in their order stating the number of copies they require. We request you not to place an order for less than 6 copies.

We are sure that you will agree with us, when we say that no charity can be greater than that of imparting knowledge, and no service can be more fruitful than of helping the new literates to educate themselves and to prevent them from relapsing into illiteracy.

We are, Ever Yours in the Cause of Adult Education.

T. J. R. GOPAUL,
Organising Secretary.

JOHN G. P. NAUMANN, *Convener*,
M. R. C. C. Adult Literacy Committee,
Tamil Nad, Madras.

Committee I now request him to inaugurate the eighth session of the South Indian Adult Education Conference.

Minister's Message.

Mr. Raman Menon then read out the following Message for the Conference sent by Dr. M. V. Krishna Rao, Minister for Education:—

"I am extremely sorry that I have to cancel my visit to Kozhikode to meet you all at the Eighth South Indian Adult Education Conference on account of unavoidable official duties here. I hope you will pardon me for this. My inability to be there is a matter for great disappointment to me as my absence deprives me of the pleasure and privilege of contacting you all, who are engaged in the great cause of Adult Education. I am extremely thankful to the organisers of the Conference for having invited me to inaugurate the Conference and to associate myself with the workers in the cause of Adult Education. I wish to take this opportunity to pay my heartfelt tribute to eminent pioneers in this cause of Adult Education like the esteemed President Mr. Pylee, Mr. G. Hari-sarvothama Rao, Mr. K. S. Ramaswami Sastri, Mr. Roche Victoria and many others who have striven during the last twelve years and more with single-minded devotion to promote and popularise the movement of Adult Education.

Country-wide movement.

"I have followed with keen interest the stages through which this movement has passed, some times depressing, sometimes exhilarating during these many years. Their mission has succeeded in its object by awakening the whole of our State to the need for a country-wide movement for Adult Education and the liquidation of adult illiteracy. I need hardly assure that my humble self, now charged with the responsibility of the portfolio of Education, will be eagerly awaiting the results of your deliberations and discussions at this Conference and to do my best to promote the cause of Adult Education, in which we are all interested. As I mentioned the other day, at the State Education Conference at Coimbatore, increasing emphasis has to be laid on the expansion of Adult

Education if our democratic State and hard-won freedom are to be preserved and maintained.

"There is no conflict between the urgent need for expansion of Elementary Education and Adult Education, as it is incorrectly surmised by some people. You are all aware that no mere official agency or Departmental activity can do justice to this cause. This movement for Adult Education can become a national movement only if there is full co-operation between the enlightened citizens and the popular Government. It requires hundreds and thousands of patriotic workers with missionary zeal to prosecute this movement.

Duty of the educated.

"I take this opportunity to suggest that we, the educated, especially those who have taken to teaching as their vocation and the students who are enjoying the benefits of higher education in this State at the expense of the illiterate and ignorant people in our country, owe a heavy debt to them, which has to be redeemed without any delay. This task has to be undertaken without any party predilections or propagandist purposes. It should be undertaken solely with a view to helping to make the adult voter in India an enlightened and awakened citizen of the sovereign democratic Republic, which we seek to shape into a co-operative Commonwealth of the people. In this work and urgent task I wish to assure you that the new Government that has been formed in our great State on adult suffrage, will take its legitimate share and place its co-operation at the disposal of those patriotic workers, who are guiding this great movement of Adult Education.

"In our State you are aware that there are about 19 million illiterate adults between the ages of 12 and 45, nearly 12 times the number of school children. Till about six years back practically nothing was done by Governmental agency. In 1951 a sum of Rs. 12 lakhs was allotted in the Budget for Adult Education. I earnestly hope that we shall have reason to be satisfied with the progress that we may be able to make in the coming year. I wish this Conference all success."

Mr. Roche-Victoria Inaugurates the Conference.

The Education Minister, Dr. M. V. Krishna Rao, not having come, the Reception Committee requested and Mr. Roche Victoria agreed to inaugurate the Conference. In doing so, he said: Friends,

The news that Hon'ble Dr. M. V. Krishna Rao, Minister for Education, Government of Madras, is not able to come to deliver the inaugural address to the Eighth South Indian Adult Education Conference came to us as a shock this morning. The disappointment is keenly felt for more than one reason. At a time when the Education Department of the Government of Madras and the South Indian Adult Education Association are coming to grips with regard to the solution of many problems connected with Adult Education in this State, we all expected the presence of one who has been so closely connected with the University and Education in general and as one who has taken up the office as Education Minister and put in sole charge of that portfolio, would give us the proper lead to the movement and create enthusiasm among the workers. Though he has disappointed us by his absence, we hope, he will not disappoint us when we approach him for implementing the conclusions of this Conference.

This is the first time that the South Indian Adult Education Association is holding a Conference in Malabar. The venue of the Conference at Kozhikode is happily chosen because our friends of the All Malabar Adult Education Workers' Association have been doing splendid work in this area and this Conference will, I am sure, enable them to spread their activities and consolidate the work in this part of this State.

In the absence of the Minister, an ex-Minister has been called to inaugurate the Conference. Though I am unprepared to discharge my duties and to create an atmosphere which only a Minister in office can do, I come forward boldly as an Adult Education worker to express some of the opinions of a worker. When we are conducting the 8th Conference it is but natural for us to ask for the result of the previous Conferences.

The Organising Secretary of the South Indian Adult Education Association has

got a voluminous report as to what has been done in the previous years, apart from actual facts and figures which are published from time to time in the *Adult Education Review* and also in special reports like that of the first South Indian Regional Seminar on Adult Education which is in our hands to-day. No one can deny that the activities of the South Indian Adult Education Association have created not only a general awakening among the people but also an eagerness to learn and an enthusiasm to test the value of the movement. If Government to-day is willing to send its representatives to our Conferences and is prepared to listen to the suggestions and recommendations of the Adult Education Conferences and tender financial aid, it is due to a large measure to the persistent and continuous propaganda set up by South Indian Adult Education Association. It is hoped that the cooperation thus established between officials and the non-officials will be further strengthened at every Conference for the permanent solution of our Adult Education problems.

The recent election was a great experiment not only for India but for the whole world. It has been accepted on all hands that the conduct of the elections was a great success inspite of the fact that a very large percentage of the electorate is illiterate. This should not lead us to the conclusion that Adult Literacy is not necessary for Democratic Government. The elections have been conducted by means of symbols. No democratic country can continue to use symbols in its elections. Moreover, without elementary knowledge of reading and writing the electorate will be a source of constant danger to a Democratic country. It is therefore necessary in the successful working of democracy to educate the electorate as fast as possible. I hope before the next election take place after five years, every one of the voters will be literate and we drop out the humiliating symbol.

Lack of education has retarded the success of another social experiment in our country. I mean Prohibition. If mass education had preceded the social reform, we would not be facing such a volley of criticism against the working of

this great experiment in our State. It was in the year 1937 that the Prohibition question was taken up. Even at that time, those of us who were in the Adult Education movement were trying to convince the Government that whatever the social reform they might take up they should also include Adult Education in their programme. We are now in the year of 1952, and you all know the situation. The cart is before the horse.

It is gratifying to note that Government has come forward with their schemes. I hope they will be able to co-operate with non-official bodies to make their schemes a success. I am also glad that the District Committees are taking up the work seriously. We can see great possibilities in the movement spreading among college students organising training camps and village uplift work in the Districts.

I congratulate the Chairman and the Members of the Reception Committee and thank them for the arrangements made to hold the Conference at Kozhikode in spite of many handicaps and I wish all Delegates who have come here at personal inconvenience all success in the deliberations and when they leave the Conference, I hope they will carry sufficient material and necessary zeal for the furtherance of this great movement. To the officials I must express my special thanks for coming and I hope they will promise us their full support for the common cause. We are fortunate in having as President of the Conference Mr. L. M. Pylee, who has so much of experience in the legislative, administrative and educational fields. As an ex-Minister who was in charge of Finance and Education in the Travancore-Cochin Union, his guidance and advice will be very valuable to us at the present juncture. I have now great pleasure in inaugurating this Conference and pray God for His choicest blessings on all of us.

'Jai Hind'

Message from Governor.

His Excellency Sri Sri Prakasa, Governor of Madras, sent the following Message:—

I thank the organisers of the Eighth South Indian Adult Education Conference, Kozhikode, for their kind invitation. I am very happy to know that this is the 8th conference. It goes to show the great

interest that has been created in the cause of adult education.

No real all-round national progress can be achieved without an intelligent and informed public. In fact, efforts at national reconstruction will certainly be hampered if the vast mass of the people are illiterate and uneducated. Literacy and education are absolutely necessary if the people are to offer full co-operation to the Government in its efforts to raise the standard of life of the people as a whole.

Our democratic system of Government, moreover, can be successful only if the electorate are fully instructed to understand the problems. Eradication therefore of adult illiteracy should be the immediate concern of not only the Government but also of every educated man and woman under our present circumstances. The problem is gigantic and needs the services of thousands of devoted workers. I hope that this conference will find ways and means of harnessing sufficient moral and material support in the good cause. I wish the conference all success.

Letter from Maulana Azad.

The following letter was received from Sri K. Kripalani, Private Secretary to the Hon'ble Maulana Abul Kalam Azad, Education Minister, India:—

I am desirous to acknowledge your letter dated the 24th April. Maulana Sahab attaches great importance to the value of Adult Education and hopes that your Conference will bear practical fruit in the spread of literacy.

A Challenge to the People.

Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, wrote:—

I am glad that you are having the 8th South Indian Adult Education Conference and I wish the Conference every success.

Social Education constitutes a great challenge to our people today and should help to build up our young democracy on stable and sound foundations.

Messages from Madras State Ministers.

Dr. U. Krishna Rau, Minister for Industries, Labour and Motor Transport, wrote:

I thank you very much for your kind invitation to the 8th South Indian Adult

Education Conference to be held on Sunday the 18th and Monday the 19th May 1952 at Kozhikode. Engagements at Madras prevent me from coming to Kozhikode and participating in the conference. Permit me, however, to wish your conference all success.

Sri D. Sanjivayya, Minister for Co-operation and Housing, wrote:—

Thank you for the letter of 1st instant.

It is needless to say that Adult Education Scheme is an important thing which can raise the literacy standard of the people of Free India where Adult Franchise has been undertaken. I hope the illiteracy in the country will be wiped out as early as possible by the co-operation of such non-official bodies as yours with the Government.

I wish the conference all success.

Sri K. P. Kuttikrishnan Nair, Minister for Law, wrote:—

Many thanks for your letter of the 25th April 1952. It is very gratifying to note that the 8th South Indian Adult Education Conference is to be held at Kozhikode on the 18th and 19th May 1952. I wish the Conference all success.

Sri S. B. P. Pattabhi Rama Rao, Minister for Rural Welfare, Commercial Taxes and Scheduled Areas, wrote:—

I thank you for your letter of 1st May asking me to give a message in connection with the Eighth South Indian Adult Education Conference to be held at Kozhikode on the 17th and 18th instants.

Please convey my good wishes on the occasion. I note that the Association has been doing useful work in the cause of Adult Education. I wish the conference all success.

Congress Secretary's Letter.

Sri M. P. Bhargava, Permanent Secretary, Indian National Congress, wrote:—

We have received your letter dated the 24th April 1952 to the Congress President.

We are extremely glad to know that the 8th South Indian Adult Education Conference is being held on the 18th and 19th May 1952, under the presidency of Sri L. M. Pylee, M.L.A. The removal of illiteracy in India specially requires serious attention and it is gratifying to note that your conference is doing helpful work in this direction. We wish all success to your Conference.

Sri G. D. Naidu's Message.

Sri G. D. Naidu, Coimbatore, wrote:

I thank you very much for your kind invitation for the 8th South Indian Adult Education Conference to be held on the 18th and 19th instants.

I have great pleasure in wishing the conference a grand success.

Presidential Address

Sri K. S. Ramaswamy Sastri proposed and Sri Subrahmanyam Pillay, Palayamkottah Municipal Chairman, seconded that Sri L. M. Pylee, M.A., B.L., ex-Minister of Education, Travancore-Cochin, be elected President of the Conference. The proposal was accepted with acclamation. Then Sri Pylee took the Presidential Chair, and delivered the following address:

Ladies and Gentlemen, I deem it a great honour to preside over this Conference, the eighth of the kind held by the South Indian Adult Education Association and attended by so many distinguished persons from all parts of South India. The services that this Association has rendered ever since its inception in 1939 reflect credit upon it and bear eloquent testimony to the patriotic spirit and philanthropic zeal of those few noble and public-spirited souls, who organised it and have conducted its activities, with much perseverance, self-sacrifice and ability. It has been well and deservedly said that the history of the Adult Education movement in South India is the history of the South Indian Adult Education Association. Its workers are the pioneers in this important field of social service and may be called the apostles of Adult Education in South India. Redemption of the masses of humanity from the thralldom of ignorance by disseminating the light of literacy and knowledge in their midst is the noblest of all forms of social service. Judged by this standard the Association and its workers have well merited the gratitude of the people of South India. May their work continue and prosper in ever-increasing measure!

The Age of Social Changes.

Friends, we are living in an age of great social changes, which have yet to take final shapes and consolidate themselves

into permanent norms. Never were the poet's words turned out to be so true as in the present epoch of human history: "The old order changeth yielding place to the new." Fundamental and most far-reaching in their consequences are the transformations that are taking place in the bosom of human society. But whatever may be the ideologies and modes by which these changes are sought to be effected, there has emerged from their very depths one outstanding social phenomenon, covering not a few countries, but the whole world. If I am asked what is that world-wide phenomenon, the answer is the phenomenon of the common man.

It is this phenomenon which is the most outstanding fact of the present epoch. It is the basis of the new order, social, economic and political, that is emerging. Around it have arisen new ideals and new varieties of social philosophy. It is ushering in a new age of human existence, which is presumed to be the final stage of social development. After thousands of centuries of human endurance, during which the common man was discarded and exploited, he has at last come to his own, though yet only partially, and has begun to take his rightful place in the scheme of social organisation.

This changed angle of vision has made the welfare of common masses the criterion of all social effort and organisation. In the new perspective which it has created, every institution, every social or political tenet, every achievement of human effort or ingenuity is being judged by that criterion. It is to be the accepted norm of human life, even though vested interests and privileged classes might attempt to sabotage its crystallisation into actual life. The future is no more to be moulded to suit the interests of a privileged few, but of the generality of the people constituted by the billions of that entity called the common man.

Welfare of the Common Man.

If then the future is to be shaped in the light of the well-being of that entity, the common man, and is to be moulded ultimately by him, he can no more be left grovelling in ignorance and in the misery and slavery which ignorance begets. These age-long shackles have to be broken, and,

indeed, are being broken and the redemption of the masses has to be accomplished by educating the ordinary man.

But it is not only this criterion of the welfare of the masses which demands that they should be educated and mentally well-equipped. There is a more powerful reason. Everywhere except in the totalitarian States the dictum has now been accepted that the people are the sovereign. The hitherto slumbering masses of Asia have awakened to the right of popular sovereignty. In India democracy has been triumphantly established and it has to be worked carefully and successfully; for if it fails here it would not only be the greatest of our national calamities, but it would spell the ruin of democracy in the rest of Asia, from Cairo to Tokyo.

In this new setting it is clear that every nation should consist of educated citizens, as it has long been the case with the well-established democracies of the world. If people are the sovereign they must be fit, and if they are not fit they must be made fit, to wield the sovereign power. An ignorant sovereign will lead a country into calamities, and the throes of misery and even chaos. Democracy cannot succeed where the people are ignorant. It is preposterous to think otherwise. At no time has the necessity for educating the masses has thus become so vital or urgent as now, not only in our country, but over all the backward areas and countries of the world.

Colossal Illiteracy.

And yet, what is the condition that prevails in the major part of the world in this all-important matter? It is computed that three-fifths of the human race are still so ignorant that they cannot read or write. Moreover these three-fifths concentrated in the backward countries of the world are mainly in Asia. In India 88 per cent of our people are not only uneducated, but absolutely illiterate, that is to say only 12 per cent, (and this evidently includes school-going children) are literate. In Asia as a whole the figure of illiterates ranges from 80 to 90 per cent of the total population. In Africa it is estimated that at least 95 out of 100 natives are illiterate. The world-famous authority on literacy, Dr. Frank C. Laubach has luridly and succinctly described the condition in these

famous words: "The most bruised people on this planet, the naked, the hungry, the fallen among thieves, the imprisoned in mind, are the twelve billion illiterates, three-fifths of the human race. At least a billion are virtual slaves."

When we survey this colossal illiteracy prevailing in the world, we often do not realise that it is not only an evil by itself, but the fertile source, generating vast factors, of human misery, disability and incapacity. These millions of illiterates, are the "silent victims, the forgotten men, driven like animals, mutely submitting in every age" says Dr. Laubach, before and since the pyramids were built. They lay under age-long stagnation. Progress cannot reach them, except, perhaps, what filters down to them from the extremely microscopic minority of the elite and educated. They are mostly strangers to hygienic conditions of life and are slaves to disease, dirt and uncleanness. Their slums and habitations are worse than the hovels of animals. The rootcause of such conditions is ignorance more than anything else, the lack of even bare literacy. To unlock the door to better conditions of life and to raise themselves from the level of animals these wretched masses lack the key, the key of knowledge, which is literacy. So long as they are illiterate, the gate opening into the avenue of knowledge is barred against them. From age to age generations after generations have lived in this manner. When shall the torch of literacy reach them and after that primary need is fulfilled, when shall they be raised to the higher rungs of the ladder of knowledge? Indeed, the problem that is to be solved is a colossal one. It is one of the major problems of the world, to which, nevertheless, none but a few pioneers and missionaries have yet given their attention, though the progress of civilisation depends upon it much more than on the discovery of atomic weapons or of more and more speedy aeroplanes.

Conditions in India, Past and Present.

Among the several millions of our own countrymen these conditions prevail; and the tragedy of it is that this is happening in a country with the heritage of one of the greatest of ancient civilisations and culture. The average man of India has no knowledge of these treasures of a great and

glorious past. It was not always so. Long before the advent of British rule, the villager in India was a better educated man commensurate with the facilities then available. The Indian villages had flourished in literacy and knowledge according to the patterns and standards of these times, which were, however of no mean order. But with the establishment of alien rule, decay set in and the old organisations for the propagation of knowledge and culture vanished. The generality of the people became sunk in illiteracy and steeped in ignorance, even though schools, colleges and universities, all on the Western pattern, came to be established in several places. But ignorance worked havoc upon the masses. Why is it that India is afflicted with so much backwardness, evils and misery? Why is it that her people happen to be so poor even though living in one of the richest countries of the world? How is it that the Indian agriculturist is an embodiment of poverty, debt and disease? Why is it that the *per capita* income of our people is so meagre and the standard of living so miserably low? A hundred questions of this sort might crop up in the mind, if one contemplates, even for a moment, the vast sea of humanity spread over our sub-continent. What answer can be found to these questions? From the depths of the soul of India, one would hear the cry of anguish rising that these conditions and many more of the kind are primarily due to the ignorance prevalent among the masses of our people, the silent millions of our land, that is to say, the lack of any degree of education, even the ability to read or write.

How can a people like this successfully work a democracy in its infancy? How can such a people rise in the level of progress and keep abreast with the rest of the world? It may be that future generations will consist mostly of educated men and women. But shall we be able to push forward with our democracy till that distant goal is reached? It may be pointed out here that in spite of Art. 45 of the Constitution laying down as one of the "Directive Principles of State Policy" that the State shall endeavour to provide within a period of ten years free and compulsory education for all children until they complete the age of fourteen years, it is most probable that for several decades to

come there will yet be millions of people who are illiterate, unless Government deal with the problem of illiteracy as one of the foremost of India's problems and tackle it with the same assiduity with which they tackle problems like those of food and agriculture. Otherwise whatever may be the material amenities that may be provided and these are quite necessary, the democratic machinery will always be shaky and exposed to the risk of failure. For any form of Government to succeed, providing material amenities to the people is necessary, but for democracy an educated people is vital and essential. It is, indeed, a sad omission that no provision relating to Adult Education finds a place in the Constitution even at least among the Directive Principles of State policy.

In the present circumstances of our country the spread of literacy has to be the foremost consideration in any programme of Adult Education. But literacy is only the first step. While literacy is being imparted all facilities like the radio, the cinema, etc. should be made use of to increase the adults stock of knowledge. The ambit of Adult Education must be widened so as to include all factors conducive to what is now comprehensively termed 'Social Education.' Social Education is education for citizenship. The citizen must be made aware of his duties and responsibilities and must be made capable of discharging them efficiently.

Community Projects.

A splendid opportunity for such a comprehensive system of Adult Education is now being afforded by the starting of the new Community Projects. These projects include on their programme a large extent and variety of activities for the betterment of the villages. Already the project has been started at Etawah and similar projects are planned to be established in other parts of the country. These projects embody the idea of community development through the peoples's own efforts assisted by the State. An important item in their programme is the starting of Community Centres. A Community Centre must primarily be an educational centre for the adults, more or less of the kind of those Community Centres in England, described by Prof. C.E.M. Joad in the chapter on Adult

Education in his famous book "About Education."

But it seems to me that sufficient emphasis is not being placed on the need of Adult Education in the programme of these Community Projects. In the urgency of the pressing material problems like agriculture, food, public health, roads, sanitation, etc., the less spectacular work of Adult Education, especially its primary factor, the liquidation of illiteracy, might not receive the attention and importance it deserves. Therefore, when these projects with their Community Centres are started



Dr. Frank C. Laubach World Literacy Leader

in South India, as they will shortly be, it will be up to the South Indian Adult Education Association to work in conjunction with the authorities of the projects and push forward the work of Adult Education, especially through the Community Centres, since the authorities of the projects may not find it possible to concentrate their attention on Adult Education as such.

Follow-up Education.

The education of the adult cannot stop with the imparting of literacy or some elementary knowledge. In the most literate and educated countries of the West even those who have undergone a sound education in their youth or boyhood undergo follow-up courses or even new courses of study. Thus the stream of knowledge is kept afresh in their minds. Those people have realised that education is a

life-long process beginning with birth, or at any rate with conscious life, and ending only with death. They have also realised that the practical experience which an adult has gained enables him to have a better grasp of the knowledge that is imparted to him than in the case of a mere child, boy or youth. Hence, we find in these countries, Colleges for adults, especially Rural Colleges to educate rural adults, secondary schools, adult technological schools etc. In England, most of this work is carried out by voluntary bodies, like the Workers' Educational Association (W.E.A.), Labourers' Educational Association (L.E.A.), the British Institute of Adult Education, the Y.M.C.A. the Y.M.C.A. etc., though in several instances, substantial help is being given by the Government. The residential Colleges for Adults, providing short term courses in a variety of subjects, are increasing in number. The Universities also carry out much work of Adult Education. The example was set by the University of Cambridge as early as 1873 by providing "University Extension" lectures and courses for popular audiences. In 1876 the University of London and in 1878 the University of Oxford followed suit. As the modern Universities came into being they also took up this work, until every British University now has an "Extra-Mural" Department or a committee to conduct Adult Education in its area. It is interesting that many of these Colleges cater to the labouring class, and not so much to the elite or the highly-placed, and by means of spare time classes educate the working men to standards recognised to be equivalent even to those of the Honours or the post graduate degrees of the regular Universities. Thus the ordinary labourer finds opportunities to rise in the scale of his work. In any case, his intellectual vision is enlarged and his efficiency, no doubt, increased.

Where the people do not want to have courses of such high standards, there are institutions, including residential rural Colleges, which cater to their tastes and requirements. They start on the assumption that Adult Education must begin at the level and grow from, the interests of the masses. So they have provided for a wide variety of semi-recreative, semi-educational activities—music, drama, dancing, simple lectures and talks, discussions, films—and

tuition in all sorts of artistic, vocational and domestic crafts. In these evening institutions, may be seen every kind of practical activity, "from physical training to housewifery, it is said, "from an elocution class to a pigeon-fanciers club." Perhaps this is the pattern which may usefully be adopted in our own country through Community Centres, but with this difference, namely, that in such centres, the people being mostly illiterate, literacy and an elementary degree of ordinary education will have to be imparted as essential requirements or pre-requisites.

Examples of other countries.

I need not bring to your notice the examples of other countries, and tire you out. In the U.S.A., Governments pay great importance to schemes of Adult Education. In several instances the courses are highly specialised and technical. Agriculture is given special importance. More than America, perhaps the example of Denmark will be useful to our country. Denmark is the home of a unique type of educational institution, called "Folkhøjskole," translated as "Folk High School," more accurately "People's College." The father of the People's College idea was the world-famous Nicolai F. S. Grundtvig, who was born in 1783. The first People's College was started in 1851 by Kristen Kold, son of a shoe-maker and a follower of Grundtvig. Ever since that time the movement spread and many such Colleges came to be started in the country, thanks to the perseverance and persuasive influence of Grundtvig, who, and his work in many respects, resembled Mahatma Gandhi and his noble work.

These People's Colleges have elevated the population of Denmark from the low level into which they had sunk in the 19th century to the foremost rank in Europe. A third of the rural people attend these Colleges, while another third come under their direct influence. More than thirty per cent of the members of the national legislature, and eighty per cent of the Co-operative leaders of Denmark, where Co-operatives play an important economic role, were educated at the People's Colleges. The principal writers of modern Denmark and Sweden were educated at People's Colleges, rather than at the Universities. The Danes are an agricultural people, like ourselves. A century ago they were a

defeated, poverty-stricken, ill-educated, privilege-ridden and dispirited people. "In considerable degree as a result of the People's College movement," points out the Radhakrishnan Commission's report on University Education, the "Danish people have risen from ignorance and poverty to about the highest general level of education and well-being of all the peoples of the earth. The Danish agricultural practice has changed from a primitive state to among the most scientific and best organised in the world." As that Report has pointed out India has valuable lessons to take from the so-called Folk Schools (People's Colleges) of Denmark, in starting her own People's Colleges of the kind and Rural Universities. It is from such institutions that the future leaders and the majority of educated men should emerge, as in Denmark. In India, where now a wide gap exists between the educated man and the masses, and leadership is often almost entirely out of touch with the masses. Rural Universities are a necessity. It is aptly said that "leadership which cannot express itself in the shoes of the common man is rather rulership than leadership." If India is to be a true Democracy there must be established an intimate link between leadership and the masses; in other words, leaders must be formed from the ranks of the masses, real leaders, and not misleading demagogues working on the feelings and passions of the people. This is to be the achievement of the Adult Education movement when it reaches its highest stages and works out its programmes through Rural Universities and subsidiary institutions attached to them. Will India be another Denmark, in this respect? Let us hope so.

Much remains to be done.

Our efforts to spread Adult Education, even in its most rudimentary forms, are still at a very low level. In most of the States, both under Part A and Part B, these have not touched even the fringe of the problem. The latest Statistical Survey on Education published by the Ministry of Education reveals a sorry state of affairs in this respect. In some States like Bombay, which tops the list with 7,385 adult schools and 2,02,628 adult scholars, or the United Provinces with its 1,860 adult schools with 61,062 scholars, some consi-

derable amount of work appears to have been done. But when one looks at the figures of several other States, where there are no schools for Adult Education at all and necessarily no scholars, the results achieved so far appears to be extremely small.

Thus it is a colossal task that lies ahead of those who are interested in the Adult Education movement. Neither Governments alone nor private organisations alone will be able to produce the desirable extent of results. Governments can do much by direct effort. But Governments are engrossed with a multiplicity of urgent problems of immediate and vital concern. Therefore they should show all encouragement and extend all help to voluntary organisations and enable them as much as they can to function over the whole country both in intensive and extensive work. Not only *ad hoc* voluntary organisations, like the South Indian Adult Education Association, but also Universities, Colleges, and Secondary Schools can undertake the work of liquidation of illiteracy and the further education of the masses. Students can very well utilise their holidays for this noble enterprise instead of getting themselves involved in activities detrimental to their educational growth and even conducive to the blighting of their future careers. It is a happy augury that some Universities, and a few Colleges have begun this great social experiment. The educated youth of our country can do much in this respect.

Dr. Laubach's dictum "Each one teach one" should be translated into a reality throughout the length and breadth of our sub-continent. As long ago as 1939, Mahatma Gandhi had pointed out that if every literate man would assume responsibility for teaching one person, illiteracy could be liquidated in no time. We need not despair. There are examples of Japan, Russia and China, where literacy has advanced by leaps and bounds. Where countries like these could succeed and if even the people of the South Pacific Islands, all cannibals barely a century ago, could become fully literate, why should not India make the same kind of efforts under the new Democracy and make that Democracy really "Government of the people, by the people, and for the people?"

Jai Hind!

Resolutions.

The following resolutions were adopted by the Eighth South Indian Adult Education Conference held at Kozhikode on 18th and 19th May 1952:—

1. Whereas the Department of Education in the Madras State has failed to implement the original three years syllabus for the education of the adult, whereas it has failed to establish Adult Education on a State-wide basis covering even an appreciable percentage of villages in the State in the course of four years and more and make arrangement for efficient



Dr. & Mrs. Laubach with Mr. Gopal at Katpadi

organisation and supervision of Adult Education Centres and has made default by not constituting a book committee for consideration of adult literature, this Conference reiterates with greater emphasis that the Government do immediately take steps to create a separate Department of Adult Education at the Secretariat level with a strong and predominantly non-official body to advise and guide the Department, with initiative vested in it.

2. This Conference places on record its sense of sorrow at the demise of Sardar Vallabhbhai Patel, who was sympathetic towards all good causes including the Adult Education movement; of Captain Hamid who was for a long time Joint Director of Public Instruction in charge of Adult Education in Madras State; and of His Holiness Srilasri Ambalavana Desika Pandarasannadhygal of Tiruvadhurai Athienam who gave substantial support to the Adult Education cause.

3. The Conference rejoices over the peaceful exercise of adult franchise recently in India on an unprecedented scale in the history of the world and expects that all the Governments in the country will take vigorous steps to make the voter literate so that he may vote for man or woman and not for symbols at the next elections.

4. This Conference rejoices over the re-election of Dr. Rajendra Prasad as the President of India and the election of Dr. S. Radhakrishnan as the Vice-President of India.

5. This Conference places on record its sense of happiness at the assumption of office as Chief Minister by Sri C. Rajagopalachari at a critical juncture in the history of our Madras State and hopes that he will be able to carry on a stable Government in the interests of constructive work including primarily Adult Education.

6. This Conference places on record its sense of appreciation of the Adult Literacy effort organised in South Arcot District by Mr. H. S. Paul, the Collector, fully in consonance with the letter and spirit of the G. O. No. 2180, dated 3rd August 1950.

7. This Conference welcomes the keen interest evinced by Sri N. S. Arunachalam, I.C.S., Collector of Madurai, and Mr. Charles John, Collector of Trichy District, in Adult Literacy work and hopes that they will succeed soon in organising a vigorous drive for the purpose.

8. This Conference urges managements of colleges to encourage students to work for Adult Literacy by running Centres and Social Education by conducting Camps.

9. This Conference requests the Universities of South India to establish Adult Education Departments with a view to giving students training in Adult Education work.

10. This Conference requests the heads of religious endowments to set apart and utilise a portion of their income for the spread of Adult Education.

11. This Conference requests the Registrar of Co-operative Societies, Madras, to make provision in the syllabus of the Co-operative Training for the Supervisors, for theoretical and practical training

in Adult Education so as to enable the Supervisors to guide and direct the Societies in the organisation and efficient running of Adult Education Centres.

12. This Conference requests the Registrar of Co-operative Societies, Madras, to issue a circular to all Rural Societies requesting them to take more active interest in the cause of Adult Education by helping the organisers and other workers of Adult Education Committees to organise Adult Education Centres in their areas, and to contribute out of their Common Good Fund and funds collected by way of subscriptions and donations towards the maintenance of such Centres.

13. This Conference requests the Government of Madras to take steps to promote Adult Education through the All India Radio and the Broadcasting stations in Madras State, similar to those adopted to promote Hindi.

14. This Conference requests the Government to give recognition to Adult Education schools conducted by teachers who have had their training in centres run by un-official organisations and institutions.

15. This Conference requests the Government to recognise emergency Refresher Courses that may be conducted by unofficial agencies.

16. This Conference requests Local Bodies to do their best to take over the management of Adult Education Centres as per requisition sent round by the Government.

17. This Conference requests the proprietors of estates and owners of factories to start and maintain Adult Education Centres with a view to achieving complete literacy among their employees within a certain time limit.

18. This Conference requests Labour Unions to concentrate on liquidation of illiteracy from among its members in the first instance and, in continuation, to arrange to give them general education by running Adult Social Education Community Centres.

19. This Conference urges the State Government to get legislation passed with a view to making it obligatory on the part of employers of all sorts to make their employees literate within as short a pe-

riod as possible and further provide the employees with facilities for continuation study to prevent relapse into illiteracy and to encourage them to go ahead with successive stages in Adult Social Education.

20. This Conference is of opinion that the Social Education propaganda attempted by the Government by means of only four Mobile units for the whole State has not touched even the fringe of the problem and urges the Government therefore to increase the number of Mobile Units employing lighter and more efficient vans, at the rate of one for every three contiguous districts and entrust the entire propaganda to District Adult Social Education Committees formed and functioning as the wings of the South Indian Adult Education Association.

21. This Conference requests the Government of Travancore-Cochin, Mysore, and Hyderabad States and Adult Education organisations in those States to arrange to celebrate an Adult Education Week at the same time as it is celebrated in Madras State, and requests also the Indian Adult Education Association, Delhi, to popularise the idea in the other States.

22. This Conference regrets the inordinate delay caused in granting permission and then recognition to Adult Education Centres and urges the Government to take steps to avoid such delay.

23. This Conference resolves that when an institution or trained adult teacher or somebody else undertakes the responsibility to run an Adult Literacy Centre the District Adult Education Committee shall arrange to assist the Adult Literacy School financially and otherwise till such time as the school is recognised and aided by the Government, since it takes a pretty long time for the Adult Literacy School to satisfy the conditions laid down by the Government and obtain grant and since in such circumstances several Adult Literacy Schools have ceased to exist due to financial and other difficulties, before obtaining recognition and aid.

24. This Conference requests the Government to bring in legislation to see that after a fixed period thumb impression is not recognised as substitute

for signature but recognised only as a supporting one to a signature.

25. This Conference recommends to the Local Library authorities that they plan achieving Adult Literacy as a part of their programme by requiring every library which is started by them or which receives aid through them to start a Literacy Centre under its auspices.

26. This Conference requests the Municipalities of Malabar and the Malabar District Board to grant to teachers employed in Adult Literacy Centres, the contingency allowance of Rs. 4 allowed by the Government to teachers in Adult Education Centres as Local Boards and Municipalities in other districts are doing.

27. This Conference requests the Government to permit such Panchayats as desire and can meet the necessary expenditure, to depute Delegates to Adult Education Conferences.

28. Inasmuch as illiteracy in India prevails among 85 per cent of the population and purely voluntary efforts and paid teachers here and there will not be sufficient to overcome it, this Conference requests the Government to treat the problem as urgent and to provide that under-graduates and graduates doing honorary Adult Education work for six months would be given preference in Government service.

29. In view of the necessity to create an urge in the illiterates and with a view to providing attraction for the illiterates to learn, the Conference requests the Government to give facilities to District Committees by providing them with propaganda vans, cinematographs, films, and other materials for furthering Adult Education among the illiterates.

30. This Conference resolves that there should be formed in each Taluk a Taluk Adult Education Committee having for its members on representative each from Committees Adult Literacy Schools in the Taluk, and a District Committee consisting of representatives at the rate of one from each Taluk Committee and that the District Committee so formed be affiliated to the South Indian Adult Education Association.

31. In view of the opinion expressed by Delegates from Local Bodies this Conference requests the Government to permit Local Bodies to make an annual contribution to the South Indian Adult Edu-

cation Association to enable it to develop Adult Education effort in the State, First Grade Municipalities and District Board contributing upto Rs. 500, Second Grade Municipalities contributing upto Rs. 200, Third Grade Municipalities contributing upto Rs. 150 and Major Panchayats contributing upto Rs. 50.

32. This Conference thanks the Government of Madras for having recently enhanced the teaching allowances for teachers employed in Adult Education Centres and requests the Government to raise the teaching allowances to Rs. 15 and Rs. 20 for the untrained and trained teachers.

33. This Conference requests the Government to make available to Adult Education Schools in the State petrolmax or other lighting facilities wherever required.

34. This Conference resolves that in view of dearth of teachers trained in Adult Education methods, Government be requested to take steps to start and run a permanent training centre in every district headquarters at the earliest possible moment.

Women's Section

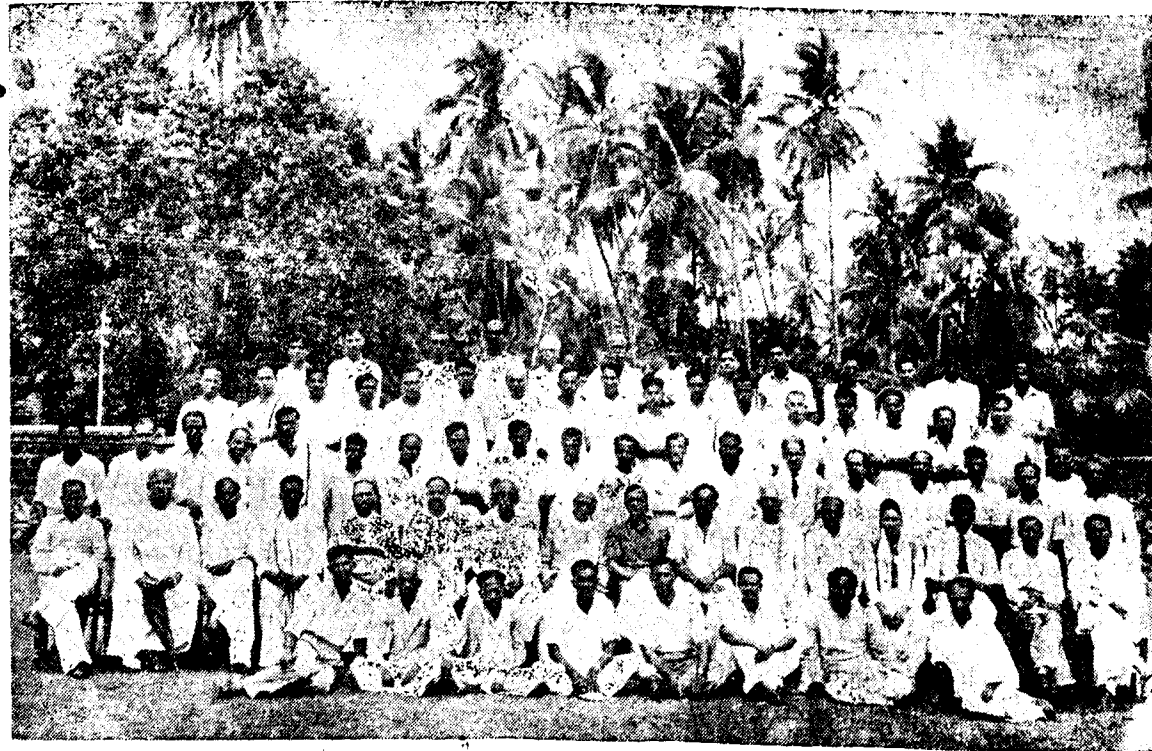
In the forenoon of Monday, May 19, the Women's Section of the Conference was held, and problems peculiar to Adult Schools for women were discussed.

At an informal meeting of Tamil Nad Delegates, it was decided to organise a Tamil Nad Regional Seminar as soon as possible.

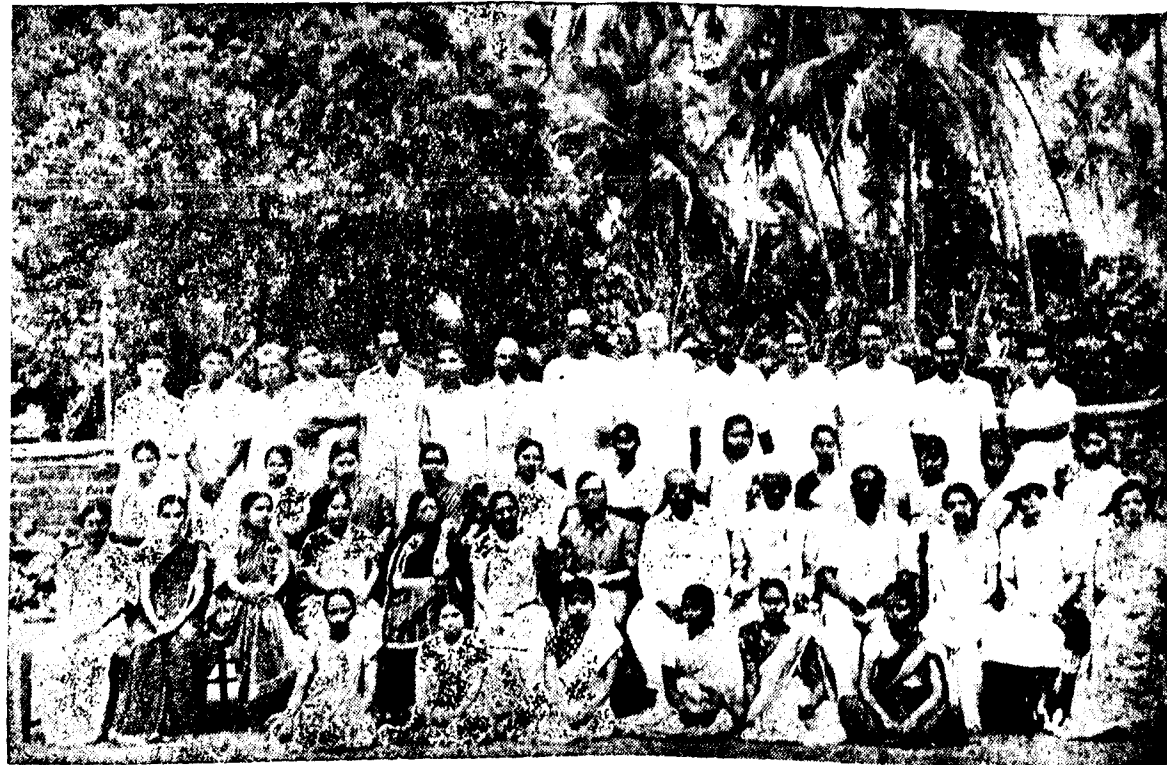
Also Kerala Delegates met separately and discussed plans of work for the future.

The Executive Committee of the South Indian Adult Education Association held two meetings in the Reception Committee Office, the first in the evening of Saturday May 17, and the second in the forenoon of Sunday, May 18, discussed various administrative matters, and considered and gave final shape to the resolutions officially sponsored by the Association.

The Subjects Committee of the Conference met twice, for the first time soon after the Presidential Address was delivered, on May 18, and for the second time in the afternoon of May 19, prior to the plenary session of the Conference, and discussed and gave shape to the draft resolutions received from the South Indian Adult Education Association, and from various Delegates directly and through the Reception Committee.

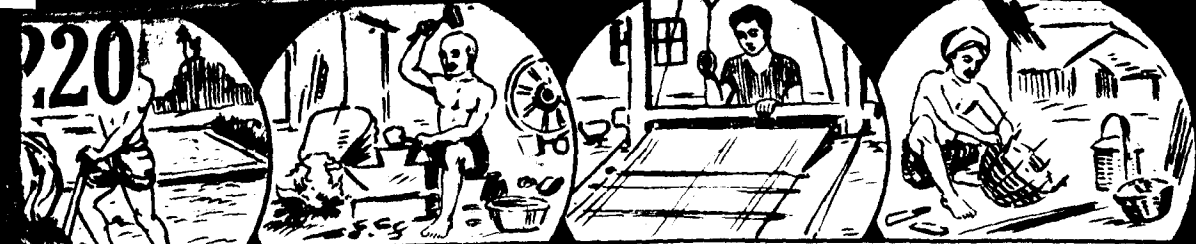


The President Mr. L. M. Pyke, and the Delegates of the 8th South Indian Adult Education Conference held at Kozhikode on May 18 and 19.



The office-bearers of the South Indian Adult Education Association and the Lady Delegates of the 8th South Indian Adult Education Conference held at Kozhikode on May 18 and 19.

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Prohibition will succeed
Better if the State declares
War against adult illiteracy.

As a theory it is no doubt correct to say that persons who do not know to read and write are not necessarily uneducated; there are many wise men and women among illiterates, who have learnt much from the Book of Life.

As arguments against literacy, the foregoing statements are ridiculous. Science has speeded up the processes of life so much so that those who cannot educate themselves cannot win the battle of life.

The enormity of the drink evil can be realised only by those who can read accounts of cases where it has led to dire consequences. Let the State declare a war against adult illiteracy. Prohibition will succeed better and usher in a new era of peace and plenty.

Rajaji knows it, and can be expected to give a lead.
S. A.



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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)

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No.

EDITORIAL

Not Lack of Brains but of Money.

Maulana Abul Kalam Azad, Education Minister in the Central Government, made a striking statement. He said that the education programme of the country was hampered not because there was lack of brains, but because there was lack of funds. His department got but six crores of Rupees per annum though the total income of the Government of India was four hundred crores of Rupees. He was really fishing in very troubled waters to get his allotment raised to sixteen crores a year for the next five years. He was thinking of finding more funds for education and other nation-building activities through some form of deficit financing.

What is of importance however to us of the Adult Education Movement is that he specially referred to Adult Education and mentioned that at one stage the one crore of Rupees set apart for Adult Education was diverted to other uses. The Maulana Saheb appeared to believe that the ground was surer now because the Planning Commission had undertaken to set apart as much money in the five years' plan as possible for

Education. National Planning is planning for more food, clothing, shelter and other national necessities through better, greater and more efficient production. The producer is the pivot on which the whole national plan has to depend, and he cannot be the child of to-day. The adult population has the immediate making of the nation in its hands. It is the adult population that has to be educated. Whatever the reactionary elements in the country may say the logic of existence demands that every one of our adults be made sufficiently literate to take advantage of the scientific and technical developments of the age and produce more and more both for his own gradual growth in economic stature and social status, for the eradication of hunger and want from the country which has given him birth and all natural wealth which he can utilize if he has the will and the equipment necessary. We are sure the Planning Commission will lay due emphasis on all aspects of Adult Education with purposeful literacy as the first step. As we write, Maulana Saheb was hoping to come to finality about finances in

some days time. We shall all hope that all going well Maulana Saheb will be able to get the amount he is striving to get. Even then the demands on him are so many that much may not be expected to be set apart for Adult Education as such. Under circumstances where Defence expenditure is the expenditure of the State and there are pressing problems like food to face, we may not expect the State to do more than lip service to education, however much the administrators may intellectually feel that Education is the fundamental constructive effort without which even the production of food in as large a measure as is needed cannot be achieved. Mulana Saheb must therefore look to some other source for working out educational programmes, more especially the Adult Education programme, in addition to the increased allotment he may be able to get in the Central budget.

If the Maulana Saheb or any other Central or local administrator should expect to eradicate illiteracy and spread knowledge through paid or grant-in-aid agency under the control of Government Departments, he is bound to get disappointed because without the State turning into a totalitarian enterprise, it would be impossible to get huge sums of money to educate the most major part of thirty six crores of people. Therefore the Government of India and the State Governments should, while carrying on Model Schemes under their direct control, make Adult Education a mass movement in the country utilising the enthusiasm of every individual—educated as well as illiterate—to universalise the educative endeavour. This necessarily means utilisation of non-official agencies on

a much more extensive scale than what obtained. Here is a big movement which can give any one interested not merely contact with the masses but very much more intensive, namely, opportunity to work amongst the masses. We would very much desire that Pandit Jawaharlal Nehru and Maulana Abul Kalam Azad made an appeal to every Congressman and Congress organisation in the country to exert their utmost to spread literacy and knowledge amongst the masses, not with a view to promoting party purposes, but with a view to helping planned advance of the country all along the line. We would equally urge other political parties also to help this movement as best as they may, again not for party purposes, but as the fundamental constructive programme for the progress of the country whichever party may be in power. As Maulana Saheb represents the Central Government in Education we would urge upon him to aid such non-official organisations as are carrying on Adult Education work and get the State Governments also to do likewise. The Central Government as well as the State Governments, the Central Government more than the State Governments, have been rendering occasional assistance to a few non-official bodies, but that is just a drop in the ocean. Much more has to be done. Non-official agencies should be made to feel that the Government is really desirous of co-operation and is prepared to give them the recognition due to them. Popular enthusiasm cannot take shape except through non-official endeavour and unless the whole non-official leadership from Ministers of State to the members of Panchayat Boards

and constituents of Public Associations is mobilised, as is necessary for planned action in a free democracy, Adult Education cannot be made a live mass force.

Upto to this moment, as far as we are aware, it is Bombay and Mysore, Mysore more than Bombay, that have left Adult Education entirely in the hands of a non-official organisation, and that does well by all report. Delhi also is probably autonomous. The Jamia Millia is a non-official organisation powerfully helped by the Central Government, thanks to the efforts of our friend Rasiqu-ur-Rahman Kidwai and to the nearness of the Central Government, which has done very splendid work on the publication side. The Travancore-Cochin Government has set up a type of quasi-government Board which makes fair progress with its work. This probably exhausts the list that receives great support from Governments and is non-official in character to a major or minor extent. The Madhya Pradesh has set up a separate department for Adult Education under the care of Deputy Director drawn—not from the Educational Service but—from the judicial Service. His energy and enthusiasm seem to have given the movement some impetus. Probably we have to mention next Madras which with all the defects and difficulties that a Departmental set up involves has appointed two Honorary Organisers and where Ministers have taken interest and passed orders that all Departmental officials in the Districts should co-operate in Adult Education work. They have also helped to a great extent by lending their names to certain activities of the South Indian Adult Education Association. In other areas the movement is fairly

entirely official. In Madras also even the cooperation of other Departments has not been much in evidence.

We understand that the latest step taken by the present Madras State Ministry is to bestow powers of general supervision on the Collectors over the work of all Departments. These officers have been asked to report periodically about such work. This may look a little bureaucratic, but in the absence of co-ordinated work by Departments this provision appears to be healthy. We may not expect immediate results for Adult Education out of this step, but in so far as in most cases Collectors are Presidents of District Adult Education Associations we do request them to give due attention to the G. O. in existence that officials of all Departments should visit, encourage and advise Adult Education Centres. Incidentally we desire to request individual Departmental officers not to take offence at every criticism of the Department. Every individual Departmental officer is not the Department. Even if something is said by way of comment on his official action he has to remember that he is a small wheel in a big machine and that what is said about him is said about that small wheel in a composite whole to set right that whole mechanism. That is the patriotic attitude which must be expected of individual officers. The notion of prestige that weighed in a British bureaucratic India should no longer influence the official mind. We are passing through critical stages of national existence and large adjustments have to be made to bring real democracy into being. This is by the way. What we wanted to suggest to Maulana Saheb was that while he strives to get the money required from the

Cabinet of which he is an important member, he should utilise the brains that are available in plenty according to him both at the Central and the local levels to make the Adult Education movement a mass movement by properly harnessing all available non-official energy to the task. Even Government in a real democracy is a mass movement and we are sure that a properly directed mass movement for Adult Education will ultimately achieve the political end of all individuals in the mass taking interest in their own governance. We would conclude on the note that while we

shall not deny ourselves the assistance that we may get from outside or the advantages of a planned thinking at the Centre. We should take care to build up the Adult Education movement, as every other movement for common good, from the bottom, i.e., from the village but not send it down, as a ready made pill, from the top to the bottom. The bottom levels should have the opportunities to act autonomously without being dictated to either directly or indirectly by instructions from above—sometimes on pain of assistance being withheld.

Adult (Social) Education through College Students

Summer Camp of P. R. College Students at Karpara, East Godavari District.

The forty day's Summer Camp of Adult Education organised by the Student Volunteers of P. R. College Social Service League was started on 1-5-52 at Karpara Village near Kakinada, led by the lecturer Sri Y. Venkataramana.

The Camp was inaugurated by Sri P. Satyanarayana, Adult Education Officer, Andhra Desha, at a meeting presided over by Sri N. Raja Rao, Hon. District Organiser of S.I.A.E.A., East Godavari.

Within two days two Literacy Centres were organised, one in charge of the Student Leader C. Butchi Reddy and another in charge of the Deputy Leader Y. Venkataratnam. They are attended by a considerable number of adults regularly. On the 4th and 5th days Educational Film Shows were organised with the help of the Department which sent the Adult Education Van with the Projector, etc.

From the tenth day the scheme of Talks on Social Education (Elements of Science, Social Studies and General Knowledge) to the villagers have been started and continued. During day time the Student Volunteers have been giving practical demonstration in maintaining street cleanliness and village sanitation. In the evening a few indoor and outdoor games are also organised.

On the 17th, Sri S.B.P. Pattabhirama Rao the Hon'ble Minister for Rural Welfare, visited the Centre and exhorted the students to dedicate themselves to this kind of noble social work.

The camp continued till 9-6-'52. The Literacy classes are conducted in the night to suit the convenience of the labourers who are being taught to read and write with the help of charts according to the quick literacy methods.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுமபாடு]

Progress of S.I.A.E.A.

Organising Secretary's Report, 29-7-1950 to 20-5-1952.

The following is the full text of the Organising Secretary's Report on the progress of the South Indian Adult Education Association during the period 29-7-1950 to 20-5-1952, approved by the Executive Committee and presented to the Eighth South Indian Adult Education Conference held at Kozhikode on 18th and 19th May 1952:—

The Seventh South Indian Adult Education Conference was held at Tanjore on 29th and 30th July 1950 under the presidency of Sri K. S. Ramaswami Sastri, Hon. Organiser for Adult Education in Tamilnad to the Government of Madras. As many as 106 delegates from all over South India were present. The Mysore, Travancore-Cochin and Madras States Governments sent their representatives to participate in the Conference. The Hon'ble Mr. J. L. P. Roche-Victoria, Minister for Food, inaugurated the Conference. The office-bearers of the Association were elected at the Conference for the ensuing term: Sri K. S. Ramaswami Sastri as the President, Mr. J. L. P. Roche-Victoria, M.L.A., as General Secretary, five Vice Presidents, four Regional Secretaries, one Organising Secretary, a Treasurer and eleven members for the Executive Committee.

A Committee was appointed at the Conference under the presidency of Sri K.S. Ramaswami Sastri to meet the authorities for the implementation of the resolutions passed at the Tanjore Conference.

Executive Committee

The Executive Committee met ten times during the period under report and transacted the business of the Association. The proceedings of all the meetings were published in the official journal of the Association, the Adult Education Review.

Membership.

The membership of the Association during the period under report: 48, Local Board members, 42 educational, cultural social and other organisations, 6, Co-operative Institutions, 28, District and Taluk Adult Education Associations, 9, life members, 43, ordinary members. His Excellency The Governor of Madras Maharajah of Bhavanagar and Sri T.S. Rajam of Madura paid Rs. 500 towards Patronship of the

Association. H. H. Mahasannithanam of Dharmapuram and H. H. Thirupanandal have paid each Rs. 1,000 towards the Patronship of the Association. The late H.H. Mahasannithanam of Thiruvaduthurai has paid Rs. 3,000 towards the Life Patronship of the Association.

Government Contributions.

The Government of India contributed a sum of Rs. 5,000 towards the expenses of the first Regional Seminar on Adult Education held in Madras. The Government of Madras gave Rs. 1,000 for the Seminar expenses. The State Governments of Madras and Travancore-Cochin Union contributed Rs. 500 and Rs. 250 respectively towards expenses of the Tanjore Conference held in July 1950.

Memorandum submitted to the Madras Government.

The implementation Committee of the Conference consisting of the President Sri K. S. Ramaswami Sastri, Vice-president Sri G. H. Rao, Publicity Secretary, Sri S. Airavatham, Organising Secretary, Sri T.J.R. Gopal and members Messrs T. Neelakantan and P. S. Krishnaswami met the Minister for Education, the Hon'ble Sri K. Madhav Menon and presented a memorandum containing the resolutions passed at the Conference, on 17th November 1950. The Acting Director of Public Instruction, Sri S. Govindarajulu, was present. The full text of the memorandum was published in our Adult Education Review, November issue 1950, vide page 299, and a reply was received in March 1951 which was negative to all but two suggestions and it was also published in the Adult Education Review, April issue 1951, page 489.

With reference to Sri K. M. Unnithan's invitation to our Association to make proposals, a detailed memorandum was sent to the Government. The memorandum

which is published in the issue for July, 1951 of our 'Adult Education Review', asks the Government to strengthen the propaganda front through our Association by enabling us to reorganise our District Committees on a proper basis and to start and run at least one Model Community Centre in every District, which has come to be accepted generally as the most effective method of developing continuous fundamental Adult Social Education endeavour.

Informal Conference with the Education Secretary.

The memorandum to the Government was followed up by an informal conference on 2nd July in the Secretariat room of our General Secretary, Hon'ble J. L. P. Roche-Victoria. Sri Unnithan was present and spoke for the Government. Our Association was represented by its President, one of its Vice-Presidents, Sri G. Harisarvottama Rau, the General Secretary, the Organising Secretary and the Publicity Secretary. Sri K. M. Unnithan informed the representatives of the Association 'at the outset that, acting through the agency of the Local Bodies, he had instituted a State-wide survey of the Adult Education work being done with a view to finding out how Government money had been spent so far and how best Government money could be spent in future, and that he would place the data collected before those who would frame a policy and programme for Adult Education work. He did not demur to the suggestion that the Association might conduct a supplementary survey, and he added that the memorandum of proposals addressed by the Association would receive due consideration at the hands of the Government, at the time of framing a policy.

Association Survey.

In pursuance of the proposal to conduct a supplementary survey a comprehensive questionnaire framed by the Organising Secretary and Publicity Secretary in consultation with Sri G. Harisarvottama Rau, one of the Vice-Presidents, and with the approval the Education Secretary was addressed to a number of persons, official and non-official, who could be expected to give useful information and offer helpful comments, District Collectors, District

Educational Officers, Presidents of District Boards, Chairmen of Municipal Councils, District and Taluq Adult Education Associations and seasoned thinkers and workers. The survey which elicited replies from many individuals and institutions was duly given publicity through our Journal in its 1951 September issue.

Results of Association Survey Communicated

By 5th of August, 1951 a large number of replies were received to the Association questionnaire attempting a supplementary survey of Adult Literacy work and possibilities. These replies were consolidated subject-wise in a long covering letter, and the same was sent to the Education Secretary together with the originals.

The Second Adult Education Week.

The First South Indian Adult Education Week was a great success. The reallocation of the first Week collections have been finalised and settled. The statement of the reallocation has been published in the 'Adult Education Review' (August issue 1951). The Second Week was sponsored under the auspices of 38 Social and Cultural Organisations to celebrate the Week from 17th to 21st February 1951. A Central Committee consisting of one representative of each of the 38 organisations with Hon'ble Minister for Education Sri K. Madhava Menon as the President, Hon'ble Mr J. L. P. Roche-Victoria as the Chairman of its Working Committee and Mr. T. J. R. Gopal, General Secretary of the Week. The Ministers jointly issued an appeal to individuals and institutions to give impetus to the celebration and make collection to the Adult Education fund, which is meant to strengthen the existing Adult Education organisation in the State. H. E. the Governor of Madras was pleased to send a message for the success of the Week. A Brochure was issued along with the President's Appeal. Letters were addressed to the Ministers and the Heads of various Departments of Government. The Government's response was full and prompt. They issued circulars to Collectors and other officers to see to the success of the Week. The officers of the Education Department played their part. Andhra and Kerala were permitted by the Central Committee to form Regional Committees for the Week. The President of

the Andhra Regional Committee was Sri G. Harisarvottama Rau and its Secretary Sri P. Nagabushanam. Sri Mukundan, President of the Malabar District Board, was the President of the Kerala Regional Committee and its Secretary Sri E. Raman Menon, Retired Educational Officer of the District Board.

The Week was celebrated all over the State, except Kerala, from 17th to 21st February. As census enumeration was going on at the time, Kerala had asked for and was granted by the Central Committee permission to celebrate the Week from 5th to 9th March. Our Publicity Officer, Sri S. Airavatam, represented our Association at the inauguration of the Week at Kozhikode by Sri Kesava Menon, Editor of 'Maturbhumi.' The Week was inaugurated in Rajaji Hall, Madras, by our Chief Minister. Also an exhibition was held in Rajaji Hall of Adult Education materials, those of the Government of Madras and the publications of our Association. A series of entertainments was arranged in Gokhale Hall, Madras, to raise funds for the Adult Education Fund, but the yield was not as anticipated. Reports of celebrations in the Districts were duly published in the Adult Education Review. Reports of the celebrations, including the Chief Minister's inspiring speech, have been published in our Review.

In this connection, it must be made clear that the Week has been mostly a propaganda success. As reports from the Districts indicate, the collections made do not appear to be as satisfactory as they were last year. Nor has the demand for Adult Education materials been encouraging enough. We introduced token tickets this year in place of flags, that is to say, in addition to the stock of flags left over by the first Week. Committees have been formed in all the Districts, but we have no information about Vizakapatnam, East Godavari and Ramnad. Special mention may be made of South Arcot, North Arcot, Tanjore, Trichinopoly, Tirunelveli, Krishna and Malabar Districts for the large amount of tickets demanded from us and supplied to them. The various details of quantities of flags supplied to the various Districts are published in the Review. (In March 1951 Page 456). A complete statement of accounts of the Week will be published in

the Review as and when it is ready only after realising from many of the centres the moneys still due.

The third Adult Education Week which was to be held in February this year, has been postponed to September of this year due to the country-wide elections which took place during the first week of January 1952.

South Indian (Regional) Seminar on Adult Education.

In implementation of the resolution passed at the Seventh South Indian Adult Education Conference held at Tanjore for the conduct of a Regional Seminar at Madras, the Association approached the Government of India for financial and other assistance. The Seminar was conducted in spacious 'Damodar Gardens', Adyar, so kindly placed at the disposal of the Association by Shrimati Rukmini Devi, and it lasted for a period of eight days ending with April 30. The Seminar, organised by the Association with the approval of, and a grant of Rs. 5,000 from, the Government of India, was inaugurated by Professor Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education, who had been deputed by, and came with a message of encouragement and tribute to the Association from, free India's first Education Minister, Maulana Abul Kalam Azad. Our General Secretary, the Hon'ble Mr. J. L. P. Roche-Victoria, as Director, welcomed Professor Humayun Kabir. Sri G. Harisarvottama Rau, Joint Director, conducted the Seminar through and through, presiding over the plenary meetings where papers were read and discussed, guiding the Language Groups and Subjects Committees in their work and helping shape their conclusions. Sri K. S. Ramaswami Sastri and Sri A. G. Vilva Roy, the other two Joint Directors made valuable contributions, to the discussion. The United States Information Service and the British Council gave their co-operation by running stalls where films were shown and plenty of Adult and Fundamental Education materials were made available for reference and study. An Each One Teach One Club was kept going by the Arundale Adult Education Centre. A Bulletin was issued by Sri S. Airavatam, Publicity and Recording Secretary, every morning, summarising the work

done on the previous day and announcing the engagements for the day. The Seminar had a number of distinguished visitors who delivered instructive speeches, Dr Panjaba Rao Deshmukh who attended the Inauguration function, Miss Ella Griffin, UNESCO expert on Adult Education, who spent some days watching and helping the Subject Committees at work and learnt much about our work here, Sri T. S. Avinasilingam Chettiar, former Education Minister, Madras, and Shrimati Rukmini Devi, the hostess. On the closing day Sri K. M. Unnithan, I.C.S., Education Secretary to the Government of Madras, delivered the Valedictory Address, wherein he emphasised the advisability of all Adult Education effort at any rate in Madras State, being concentrated on achieving complete literacy, and also invited our Association to offer suggestions as to how best the sum of Rs. 12 lakhs now at the disposal of the Madras Government, earmarked for literacy work, might be spent. The success of the Seminar was due not a little to the co-operation extended by the Government of Madras, who besides making a contribution of Rs. 1,000 towards expenses, sent round circulars to various Departments requesting them to depute representatives to attend and participate in the Seminar and permitting expenditure for the purpose. Our Association also incurred expenditure in the case of the social worker type of representatives invited by us and selected by Collectors in consultation, with District Committees, meeting the entire travelling expenditure and showing half concession for boarding arrangements. The Seminar scenes were filmed by the Gemini Studios. Our thanks are due to Sri S.S. Vasan for his prompt response to our request and most generous compliance. The picture which has a run of about ten minutes is now ready for release. It is a document of great propaganda value. A full summary of the Seminar proceedings and Recommendations was published in the May issue of our 'Adult Education Review'.

The Recommendations of the Seminar were sent to the Government of India, the Government of Madras, the other State Governments and organisations connected with the Adult Education movement in South India. An appreciation of the work

done by the Seminar was expressed by the Joint Secretary for Education, Government of India, in a letter to Mr. Roche-Victoria. The Government of Madras have approved some of the Recommendations of the Seminar, in a communication which was published in our official organ, the Adult Education Review, September issue 1951 page 636.

Distinguished Visitors to the Association.

H.E. the Governor of Madras, Sri P. S. Kumaraswami Raja, Chief Minister of Madras, Mr. Ramanathan Chettiar, Mayor of Madras, Professor Humayun Kabir, Joint Adviser to the Government of India, Pro. Hsi-ling of UNESCO, Miss Ella Griffin, UNESCO, Hon'ble Mr. K. Madhava Menon, Mr. Gopal Reddy, Sri S. A. Ayyangar, Sri K. M. Unnithan, Miss Anna Sances of Santiago of Chile, S. America, Sri V.S. Mathur, Indian Adult Education Association, visited our Association. Meetings, dinners and Tea Parties were arranged in their honour.

Surveys and Questionnaire conducted and Answered.

A survey is being made of the social welfare work being done in India and the scope for such work. The Government of India questionnaire on the subject was received by our Association through the Government of Madras. It is fully answered. The detailed answer submitted to the Government has been published in August 1951 issue of our journal.

A questionnaire was prepared by Sri G. Harisarvottama Rau on "Facilities for Education for Adult population". This was sent to all the Jail authorities in the State with the help and co-operation of the Inspector General of Prisons. Many jail authorities have answered. The detailed questionnaire on this subject has been published in the Adult Education Review December 1951.

A questionnaire on "Attitude of the people towards Adult Education" prepared by Sri P. V. Veeraraghavan, a psychology student of the Presidency College and a member of the Association was circulated and answers are yet coming. The detailed questionnaire was published in Adult Education Review April 1952.

On behalf of the Association the Organising Secretary Mr. T.J.R. Gopal and Publicity Secretary Mr. Airavatam were deputed to pay a personal visit to South Arcot to survey and investigate the Adult Education effort in the District which is working on the lines indicated in G.O. No. 2180 Education dated 3rd August 1950, requesting the officers of all the nation-building departments to make all possible help in the successful conduct of the Adult Education Centres in the villages during their tour. This is one of the big achievements of the Association that South Arcot Committee is doing a tremendous piece of work to get all the twelve departments and 390 officers in the district to visit and foster Adult Education Centres. Every officer is expected to visit the Centres within his jurisdiction regularly or as often as possible and report then and there to his immediate superior or to the Collector in person. The work done by the officer is revised at the meeting of the District Committee held regularly at the Headquarters. The detailed survey of the Association's representatives has been published in August 1951 issue of our journal, page 622.

Propaganda Conferences and Meetings

The main activity of the Association is propaganda. The Association has attempted all kinds of methods to intensify propaganda in favour of literacy and promotion of Adult Education. As many as 15 District and Taluq Conferences were held throughout South India. Thousands of workers and others participated. Among these the Madras City Adult Education Conference, Madura and Ramnad Adult Education Conference, Coimbatore and Nilgiris Adult Education Conference, the All Malabar Adult Education Workers' Conference, Kurmbarnad Taluq Adult Education Conference, Tanjore Taluq Adult Education Conference are worth mentioning. Sri S. Sachidanandam Pillay, a former Dy. Director of Public Instruction presided over the Conference held on 6th October 1951 at Rajaji Hall at Madras. The Mayor of Madras inaugurated the Conference. The Organising Secretary, the Publicity Secretary, the President, the Vice-presidents, Sri M. P. Sivagnanagramani M.L.C. and others participated. A plan for the Madras City has been chalked out and a

Committee under the presidentship of Mr. S. Sachidanandam Pillai was appointed. A detailed report of the Conference was published in our official organ. Madura and Ramnad Adult Education Workers' Conference was held in Madura under the presidency of Sri K.S. Ramasawmy Sastri, President of the Association on 28th and 29th July 1951. The Hon'ble Mr. J.L.P. Roche Victoria inaugurated the Conference, Sri T. K. Rama, Vice President of the Association, the Publicity Secretary and the Organising Secretary took part in the Conference. The detailed proceedings of the Conference were published in August 1951 issue of our Review.

Coimbatore and Nilgiris Adult Education Conference was held in Ooty under the presidency of Hon'ble Mr. J. L. P. Roche-Victoria on 20th May 1951. H.E. Governor of Madras inaugurated the Conference. Hon'ble Mr. K. Madhava Menon, Minister for Education, Messrs P. I. Rajan, M.L.A., N. Mahalingam M.L.A., A. B. Ari Gowder the D.E.O. the Organising Secretary and others participated in the Conference. The detailed proceedings of the Conference were published in our journal for May '51.

The All Malabar Adult Education Conference was held under the presidency of Sri K. A. Damodara Menon M.P. Sri K. P. Krishnan Nair inaugurated the Conference. The Organising Secretary and the Adult Education Officer for Tamilnad and West Coast participated in the Conference. The detailed report is published in our Review, December 1951. The Tanjore Adult Education Workers' Association was inaugurated by the Organising Secretary and Mr. O. A. Narayanaswami Iyer presided. The Kurumbarnad Adult Education Workers' Conference was held at Badagara under the presidency of Sri E. Raman Menon on 19th April 1952. The Organising Secretary inaugurated the Conference, Messrs M. Krishnan, K. A. Damodara Menon, Mr. P. R. Nambiar and C. K. Nair and others participated. The General Secretary as the Food Minister to the Government of Madras took keen interest to spread the Adult Education movement in speaking collectively and individually whenever and wherever possible. He would have met more than ten thousand people through meetings and otherwise in this connection. During the period under report he would have opened more

than 100 Adult Education Centres in the State. He would have also travelled in this connection not less than 10,000 miles. Messrs. K. S. Ramaswami Sastri, President and G. Harisarvottama Rau, Vice President as Hon. Organisers for Adult Education for Tamilnad and Andhra Desa respectively toured extensively in their old age and spared no pains to spread Adult Education. They have visited many Adult Education Centres and helped the workers in the proper conduct of the Centres. Many public small and big meetings have been addressed. They have also visited Adult Education Training courses and Rural Colleges conducted under the auspices of the Govt. and private organisations and took classes on the various subjects of Adult Education. They have contributed on subjects pertaining to Adult Education to the Press also.

The Organising Secretary has addressed 403 public small and big meetings and met 10,000 to 15,000 men and women individually and collectively throughout South India. He made contributions to the Press now and then on various aspects of Adult Education. He has participated in training courses conducted by the Government and private organisations and taught them his methods. He has travelled extensively on behalf of the Association, to more than 7,000 miles during the period under report in addition with the regular office work, journal work, collection and organisational work of the Association which has now increased.

Our Publicity Secretary Sri S. Airavatham attended the Madras, Madura, Nilgiris and other Conferences in addition to his work of the Journal and recorded the proceedings.

Many of our Committee members have made their special contributions in their own way for the success of the many activities of the Association.

Play Festival to Adult Education Students

A play festival to Adult learners was organised under the auspices of the Taluk Adult Education Committee, Tanjore, which was the first of its kind in South India; 24 recognised Adult Schools of 174 Adult learners participated in the competition of the sports events on 27-4-52. The Organising Secretary inaugurated the festival. Sri A. Gopalan, D. E. O. of Tanjore

presided. The Association gave Rs. 100 towards the cost of prizes to the competitors.

Propaganda Van

The Association was able to purchase a vehicle through the help of the Government of India in March 1950 at Avadi Military depot at a concession rate of Rs. 675. The vehicle is a Dodge make of 1942 Military model. A sum of Rs. 2,000 has been spent for repairing charges to put it on the road, it being a Military model with a very heavy steel body which is giving only 10 miles per gallon. At the request of the Hon. Organiser Mr. Raja Rau, it has been sent to the East Godavari Adult Education Committee and its report is awaited.

Film

The film of the Seminar story was produced by Mr. S. S. Vasan and presented to the Association. The film of ten minutes is a document of great propaganda value to publicise the work of the Association throughout the world. At the request of the District Organisers of the Association, the film was shown in Madras City, Madura, Pollachi, Coimbatore, Bombay, Tanjore and Badagara (Malabar). Special shows have been arranged for the Education Department Officers and the other distinguished visitors at Madras. Enquiries were received from other districts also. For want of more copies of the film, it was not possible to meet the demands.

District Committees and District Organisers

The Committees formed in the districts to celebrate the Adult Education Week have been requested to function as permanent Committees. Thanks to the sustained interest evinced by the District Collectors and others, regular reports have been received from South Arcot, Tanjore, North Arcot, Malabar, East Godavari, West Godavari, Nilgiris, Madura, Coimbatore, Trichy, Bellary, Guntur, Thirunelveli, Chittoor and Cuddapah. The other reports of districts are expected. All reports are being published in our Adult Education Review regularly.

Hon. Dt. Organisers

In January 1952 the Association appointed District Organisers in the following districts so as to enable the

Association to keep itself informed of the activities of the districts.

Tanjore—Sri S. S. Avadhaniyar.

Trichy—Sri P. J. Louis.

S. Arcot—Sri B. Sethuraman.

Coimbatore—Sri P. S. Subbian.

Madura—Sri T. R. Raghavan.

E. Godavari—Sri N. Raja Rau.

Malabar—Sri M. Krishnan Kutty Nair.

Organisers for the other districts will be appointed in due course.

The function of the District Organisers is to organise intensive propaganda in the promotion of the Adult Education and make all possible arrangements to promote homogeneous effort among officials and non-officials in the district. They will act also as liaison officers between the District Associations and the South Indian Adult Education Association.

Kumari Hema Malini's Contribution to the Cause

We are indebted to Kumari Hema Malini for having given three Dance performances in aid of Adult Education in the State. The first performance was organised at Kakkinada, under the presidency of our General Secretary Mr. Roche-Victoria. A sum of rupees 16,000 was collected, with the help of the Collector and other officials and non-officials. The two other performances were held in South Arcot district in Villupuram and Tindivanam, which got substantial collections to further up the Adult Education effort in the district.

Adult Education Exhibition

The Association organised an Adult Education stall in the Park Fair Exhibition. Sri P. S. Krishnaswamy one of our Committee members was in charge. Exhibitions were also arranged in Madras City during the Adult Education Week, City Conference, in Madura Qoty, Tanjore and Malabar along with their local Conferences. Demand for exhibits is increasing. Our exhibits have been of real value to the solution of many difficulties. Our exhibits have been lent to many School and College Exhibitions.

Radio Talks

Our General Secretary gave one English and three Tamil talks in Madras and Trichy Stations during the period under

report. Our Vice-President Sri G. Harisarvothama Rau gave many talks in Telugu on various subjects on Adult Education from Madras and Bazawada. The Organising Secretary gave a talk on Adult Education from Madras. Many others have given series of talks in all four languages on Adult Education during the Adult Education Week and other times.

Invitation from Government of India to Depute a Worker to Visit Iraq

The Government of India extended an invitation to our Association to depute a worker to visit Iraq and Iran for study of Adult Education activities in those countries and promised a single travel only. As the Association was not in a position to bear such huge expenses it declined the offer with much regret.

Delegations to Conferences and Seminars

Mr. G. Harisarvothama Rao, Vice-President and Sri T. J. R. Gopal, Organising Secretary of the Association, were deputed to attend the first National Seminar on Adult Education held at Jabbalpur. Sri G. Harisarvothama Rao and Sri L. C. Richard one of our Executive members were deputed to attend the Second National Seminar on Adult Education at Indore.

Messrs. G. Harisarvottama Rau, J. P. G. Numman, one of the Committee members of the Association and Sri T. J. R. Gopal were deputed to attend the All India Adult Education Conference held at Hyderabad. Mr. Roche-Victoria and Sri K. S. Ramaswami Sastri were also present.

Messrs. Sri K. S. Ramaswami Sastri, G. Harisarvothama Rau, Sri T. J. R. Gopal and Mrs. Radha were deputed to attend the All India Adult Education Conference held at Bombay. Mrs. Radha was not able to attend the Conference. Sri T. J. R. Gopal, Organising Secretary of the Association and Mr. J. L. P. Roche-Victoria were deputed to attend the Indian Conference of Social Work held at Madura. Sri P. Nagabushanam was deputed to attend the Indian Conference on social work held at Vijayavada and Sri T. J. R. Gopal, Organising Secretary, represented the Association at the Tamilnad Libraries Conference held at Madras.

Our Members on other Committees and Organisations.

Messrs Harisarvothama Rau and J.L.P. Roche-Victoria have been elected as Vice presidents of the Indian Adult Education Association, and Sri T.J.R. Gopal has been elected to the Council.

Sri T.J.R. Gopal was elected as a member of the Working Committee of the Tamilnad Libraries Conference to organise Tamilnad Library Association. Messrs Ramaswami Sastri & Harisarvothama Rau are in the City Library Authority and Mr O.A. Narayanaswami Iyer is in the Library Authority, Tanjore.

Sri P. Nagabushanam is in the Provincial Library Committee.

Sri T. Neelakantan is in the Executive of the Film Fans Association.

Messrs G. Harisarvottama Rau and Mr. J.L.P. Roche-Victoria are in the Sub-Committee of Adult Education constituted by the Government of Madras.

Sri S.V. Srinivasa Rao, one of the Regional Secretaries, has been chosen by the UNESCO for their Adult Education project in Ceylon as the literacy expert.

Prof. Mundasseri is continuing as one of the members of the Adult Education Board of Travancore-Cochin Union Government.

Sri G. Harisarvothama Rau has been elected as the President for the 9th Indian Adult Education Conference to be held at Nagpur, in the last week of December.

Co-operation with other Organisations and Governments.

The Association was receiving and reciprocating co-operation in addition to the district and other Adult Education Associations in South India with the following:

1. The Government of India.
2. The Government of Madras.
3. The Government of Travancore-Cochin Union.
4. The Government of Hyderabad.
5. The Government of Coorg.
6. The Adult Education Council, Mysore.
7. The Bombay City Social Education Committee, Bombay.
8. The Indian Adult Education Association, Delhi.
9. The Indian Conference on social work, New Delhi.

10. The Indian Conference of Social Work, Madras Branch.
11. The Guild of Service.
12. The Indian Red Cross Society.
13. The Indian Women's Conference.
14. The Muslim Educational Association of South India, Madras.
15. The Catholic Education Council of South India.
16. The South Indian Teachers' Union.
17. The M. R. C. C. Adult Literacy Committee.
18. The Arundale Adult Education Centre.
19. The Asoka Society.
20. The Andhra Christian Literacy Committee.
21. The Madras Library Association.
22. The Salvation Army.
23. The Andhra Desa Library Association.
24. Saraswathi Nethinam.
25. The Hindi Prachark Sabaha.
26. The Madras Students Social Service League.
27. The Bharath Scouts' Association.
28. The District Congress Committees.
29. The Tamilnad Congress Committee.
30. The South Indian Athletic Association.
31. Harijan Seva Sangam.
32. The British Council.
33. United States Information Service.

Training Courses.

The Madras Government have been conducting 45 days training to Adult Education Teachers in the State. Our President, Vice-President, and the Hon. Organisers to the Government of Madras were visiting the centres and taking lessons. The Organising Secretary of the Association also whenever he was on tour visited the training courses and gave talks to the trainees.

The short term courses for college lecturers for a fortnight were conducted in Madras. Our President and Vice-President participated. The first course was inaugurated by the H. E. Governor and our General Secretary Mr. Roche Victoria delivered the valedictory address.

The M.R.C.C. Adult Literacy Committee has been conducting series of Adult Literacy Training courses of seven days. The Organising Secretary was invited to take classes on methods of teaching to illiterates. The Madras Students' Social Service League conducted a training course in Madras. The Organising Secretary took class on organisation and methods. Many such short courses were conducted by the non-official organisations in Andhra Desa. The District Committees in Tamilnad were planning for such courses, with the help of the Association. In Trichy a course for Adult Education Teachers was conducted by the Trichy District Committee. Our General Secretary attended and spoke to the trainees on general principles of Adult Education. The Madras City Adult Education Association has constituted a sub-committee to organise a series of training courses in the city. Our Vice-President Sri G. Harisarvothama Rao inaugurated the Adult Education Research and Training Centre started by the Travancore-Cochin State.

The Govt. of Madras is considering to reduce the number of days for the training of Adult Education workers and to simplify the syllabus. It has made a request to the Association for its opinion on the question and the Association will be submitting its considered opinion in the near future.

Dr. Laubach Workshop for Training Writers of Books for New Literates

Dr. Laubach conducted a Workshop for writers to write books and continuation literature for new literates at Katpadi for a period of 15 days recently. The Organising Secretary attended the course on behalf of the Association.

Grievances of the Adult Education Workers

The Organising Secretary whenever on tour found it hard time to answer the questions put to him in regard to the successful conduct of Adult Education Centres. The Association has not yet found friends to redress their grievances. Many of the workers have been forced to close down the schools for the following reasons:

(1) *Permission and recognition.* To obtain permission and recognition from the department for running a school it takes more than six months, in the meanwhile

the four month course is finished and the teacher has got to apply again for continuation of the centre.

(2) The remuneration to teachers and contributions have not been paid regularly.

(3) The promised patromax lights and other materials were never received.

(4) Redtapism and discourtesy of the officers shown to the workers running the Centre.

(5) The apathy and discouragement of the educated public.

(6) The system of average attendance to the Adult Education Centres.

(7) To make adult to attend the classes without any recreational facility.

(8) Adopting Elementary School rules and regulations to Adult Education Centres.

(9) No implementation was made of the G. O. issued by the Government asking all the nation-building departmental officers other than Education, whenever on tour to visit the Adult Education Centres and encourage them.

Enquiries on various subjects regarding the proper and efficient conduct of the Adult Education Centres have been pouring in. They can be answered only by an experienced man with original ideas.

Adult Education Review

The official journal of the Association has served as gazette for Adult Education activities in South India for the last two and half years. Thanks to Mr. Airavatham our Publicity Secretary, the Journal has earned a reputation from the public and recognition of the State Governments in South and North India. There are now 965 subscribers from all over India. It has a future, but it was and will be a spending item of the Association. Accounts of the Association Journals have been published for a period from 1st November 1950 to December 1951, in the issue of our English and Tamil Journals.

Mr. Ani of Bombay contributed a sum of Rs. 100 towards the conduct of the Journals of the Association.

Muthiyor Kalvi (Tamil Journal)

The Tamil organ "Muthiyor Kalvi" was started nine months ago. The Organising Secretary has been running the same in addition to his other numerous activities. It is slowly but surely making progress. There are 684 subscribers

up-to-date. The organ has been found useful not only to the workers in the field but also to the new literates. Lessons for new literates are being given regularly every month.

"Anandam"

An organ for the new literate will be published with the help of the Association. The Organising Secretary and Rev. J.P.G. Naumann have made all necessary arrangements to bring out this publication in the month of July. This will serve to prevent relapse into illiteracy and facilitate self-education of the adult at home. This has got the blessing of Dr. Laubach. The Association gave a contribution of Rs. 250 for the publication.

Contribution Paid to the District Centres and others.

1. Andhra Desa Library Association: Rs. 400 towards the conduct of the Second Adult Education Week.
2. The South Arcot Adult Education Association: Rs. 100 towards the prizes to Adult Schools students.
3. The Swatantra Nagar Community Centre: Rs. 1000.
4. The Narasangapuram Community Centre Rs. 1,000
5. "Vayojana Vidya" Rs. 216 towards the publication of the Journal.
6. The Christian Literature Society: Rs. 250 towards the publication of the Kannada Chart.
7. The Madras City Adult Education Association: Rs. 200 towards conduct of the Conference.
8. Tanjore Taluk Adult Education Committee: Rs. 100 towards prizes for Adults Sports.
9. The All Malabar Adult Education Association: Rs. 400 for conducting a Model Community Centre.
10. "The Anandam"—A weekly Tamil Journal for new literates: Rs. 200.

The South Indian Adult Education Co-operative Publishing Society.

The Society is the publication wing of the Association, which was reorganised recently. It has brought out 15 books and a home chart in Tamil, 11 books and charts big and small size in Telugu, charts small and big size in Malayalam. All the publications are now owned by the Society from

the month of January 1952. The Society owes Rs. 7,500 to the Association in respect of stock taken over. The Co-operative Society has received a subsidy of Rs. 1,050 from the Madras Government towards their publications of 9 in Tamil and 10 in Telugu. The Society has supplied to the Government 300 copies of each of the publications towards their subsidy.

Mr. Gopal's first three Tamil primers have been sold out in thousands. Book I of Mr. Gopal has gone into the 8th edition, which means that 30,000 copies have been sold out. The demand for simple books on various topics interesting to adults is fast increasing and the supply is neither adequate nor systematized and sustained. This Society has got a bright future. It has already applied for registration for becoming Text book publishers for Schools and Colleges.

Swatantra Nagar Model Community Centre.

Swatantra Nagar is in the city of Madras and affords an excellent opportunity for translating some of the ideas into realities. The Association gave a contribution of Rs. 1,000 for its development. A Co-operative Site Society organised by the Organising Secretary was inaugurated by our General Secretary Mr. Roche-Victoria M.L.A., on 15th March 1952. Our President was in the chair. One of our Vice-Presidents, Sri A. Sreenivasa Rao, and Sri T.V. Ratnam Deputy Registrar of Co-operative Societies participated in the meeting. Steps have been taken to buy the sites of 18 grounds and later construct houses for the residents of the colony. The 502 residents of the colony are to be made literate within a period of six months. The population of men and women of 268 will be made literate in the very future. Every school going child will be made to attend school. Arrangements have been made to organise and open a Co-operative General Stores, a reading room and library and other recreational facilities. An office for the Association may be built in Swatantra Nagar.

H. E. the Governor of Madras paid a visit on 25th February 1952 and appreciated the work done by the residents and the Association.

Farewell Meeting.

To bid farewell to H. E. The Maharaja of Bhavanagar and H. H. Maharani of Bhavanagar, a public meeting was held, and the Organising Secretary represented the Association at the meeting held under the auspices of the various Social Service organisations in the city.

Reception to New Governor.

The Organising Secretary attended a function organised by the Social Service organisations on behalf of the Association to accord reception to the New Governor H.E. Sri Prakasa. He has kindly consented to become a patron of the Association.

Literacy Figures.

The Association has issued instructions to the workers and Adult Education Teachers in the districts to gather figures of new literates in their area and the cost for having made a literate. Some have replied from the districts. The many will be sending their replies in the near future.

The Association's Free Reading Room and Library.

The Association has a library of 180 books on Adult Education and books on various subjects interesting to the workers. This was started very recently to help the members of the Association. A few Journals also were added to the Library and Reading room.

M. Torres Bodet's Visit.

The President, the Organising Secretary and some members of the Executive Committee of the South Indian Adult Education Association met M. Torres Bodet, Director-General of the Unesco, at the Meenambakkam Aerodrome and had a talk with him on the organisation and furtherance of Adult Education work.

Southern Railways and Adult Education.

We are happy to record that through our efforts, and the directions of the Railway Board, the authorities of the Southern Railways have taken special steps for obliterating illiteracy from among their workmen, through a method of indirect compulsion. The Organising Secretary of the S.I.A.E.A. met the Assistant Officers of the Railways in this connection, and made

the necessary arrangements for the supply of text-books and continuation reading books for the workmen.

Night High School for Adults.

The Association found in workmen concentrated in cities a rich field for experimental work. With the examples of Folk High Schools of Denmark and of Night High Schools in Bombay to guide it, the Association started a Night High School for Adults in Perambur, an industrial labour area, in 1941. The first of its kind in South India, the Night High School for Adults in Perambur was inaugurated by Sri N. Gopalaswami Ayyangar who is now an important Central Cabinet Minister. By making regular donations he has maintained his interest in the progress of the High School which has had the good fortune of having been patronised also by the late Bomanji Wadia, the then Vice-Chancellor of the Bombay University, and Sri B. P. Wadia, the pioneer of Trade Union activity in Madras. During the initial stages the Night High School was maintained and its classes were conducted by Sri G. Hari-sarvothama Rao and Sri T. J. R. Gopal. Later on it was taken over by Sri Hanumantha Rau, Headmaster of the R.B.C.C.C. High School, and thanks to his devotion and the work done by his co-teachers, the Night High School is self-supporting and making progress. This year the school has sent 43 students for the Public Examination. This is a good record for a Night High School run without aid and guidance from the State Government.

Increase of Teaching Grant.

The Association is grateful to the Madras State Government for having enhanced the teaching allowance of teachers employed in Adult Education Schools, thus complying with at least one of the many resolutions adopted at the Tanjore Conference.

Office of the Association.

The office work of the Association has grown and increased enormously in all directions. Mainly on account of wide propaganda made through the Adult Education Weeks. This is the sign of progress. The General Secretary appointed an Office Manager in the month of July, the Organising Secretary and the office have received more than 15,000 letters and

Work done by Sri G. Harisarvothama Rao, Honorary Organiser, Adult Education, Andhra Desa, during April 1952.

The following is a summary report of the work done by Sri G. Harisarvothama Rao, Honorary Organiser, Adult Education, Andhra Desa, during April 1952:—

Leaving headquarters on the 31st of March Sri G. Harisarvothama Rao opened and conducted the training school for Rural Adult Education workers at Gospad in the Kurnool district for seven days. A separate note has already been sent in regard to this institution. Between the 8th and the 10th Mr. Rao visited the two batches of pupil teachers under training for Adult Education work at the Government Training School, Kurnool and held talks to them on a number of topics. On the evening of the 10th Sri Rao visited the Adult Education Centre, run by the Municipality of Kurnool at Kottapeta. Returning to headquarters Mr. Rao left for Nellore on the 14th and visited the Adult Training classes for pupil-teachers at the Government Training school for men as also at the Government Secondary and Training School for Women, Nellore, on the 16th and 16th. He also visited the Andhra Sabha Tilak Grandhalayam. He was back in Madras and left for Chittoore on the 20th. He visited the Government Training course for pupil-teachers at the Government Training School on the 21st and 22nd and declared open two Municipal Adult Centres. The District Collector presided. The Madras Adult (Social) Education Mobile Unit arrived in Chittoore on the 21st. A film show was given. Mr. Harisarvothama Rao delivered a public address. Returning to Madras for a day he was at Anantapur on the 24th and 25th, visiting two batches of pupil teacher trainees at the Government Training School. On the 25th he visited the Adult Education Centre at the Harijan Colony and addressed the local people. There was a demand made by the Harijans that for those adults who had already literacy, further education should be provided leading to the VIII Std. Examination. Mr. Rao considered it feasible to get something done through the Social Service Squads of the local college and promised that he would make an attempt at a later stage. Mr. Rao was at Hospet on the 29th and 30th visiting the batch of pupil-teachers under training in Adult Education methods at the local Government Training School. He visited the Adult Education Centre at the Harijana palem on the 29th and, addressed the local people. On the 30th, Mr. Rao visited in company with the Special Deputy Collector for Welfare and Recruitment, Tungabhadra Project area—the dam site—and discussed with him and the D.I. who was also present schemes of Adult Education for the multi-lingual population at the site—specially Telugu and Tamil. A plan of work was thought of for early operation. On the 30th Mr. Rao presided over a public meeting and a Social got up by the training school. From the 1st to the 3rd of May, Mr. Rao was at Bellary visiting Government Training School for Adults recently transferred from Udayagiri and the Training Centre for pupil-teachers in Adult Education methods run by the Government Basic Training School for women. The Inspector of the circle was present at a special social on the 2nd when Mr. Rao gave a special talk to those assembled.

Abstract

- A. E. Centres visited—6.
- Trg. Centres visited—7.
- Libraries visited—2.
- Teachers meetings addressed—2.
- Public meetings addressed—8.

answers enquires on various aspects of Adult Education. The President, the General Secretary, the Organising Secretary and the office have issued appeals and written letters to individuals numbering more than 10,000 during the period under report.

Finance.

The finances of the Association are encouraging and increasing but not stable.

A statement of audited accounts has been published in 1952 February issue of the Adult Education Review for a period from 1-5-'50 to 31-10-'51 vide page 98.

Thanks.

The Association thanks all the institutions and individuals for all the help and support so far extended by them in making the movement a growing force.

Minister Dr. M. V. Krishna Rao's Appeal.

The need for co-ordination between the Government agency and local authorities in the matter of spreading Elementary Education was stressed by Dr. M. V. Krishna Rao, Minister for Education, when he addressed the delegates to the third Annual Conference of the Chamber of Municipal Chairmen held at Rajaji Hall. Mr. T. K. Rama, Chairman of the Mudurai Municipality, and a Vice-President of the South Indian Adult Education Association, presided.

Dr. M. V. Krishna Rao said that having heard the views of some of the Delegates, he was in a position to say that they could get over many of the difficulties by direct personal contact between those who were in charge of the administration and by discussions at the level of the district authorities. They had entered upon a new era in the history of the country. Elementary Education which had been a statutory charge of Municipalities in Municipal areas had been recognised to be the first charge on the Government. The Constitution itself laid it down as the programme for the next ten years, to make Elementary Education universal in urban and rural areas. Further the Constitution enjoined on them to give special facilities to those sections of the population who were backward, socially, educationally and economically. That being so, a great responsibility had devolved on those who were responsible for the administration of the country and the Municipal administration elected by the people were also part and parcel of such administration.

The time had come, the Minister said, when the dividing line that once existed between those who were in Government service and those who were working voluntarily should disappear if it had not already begun to disappear. To all those in charge of the administration, either in Government or in Local Bodies it was a challenge to their capacity as citizens of the country to establish co-ordination, to cut down redtapism and delay in the discharge of their duties. To-day, the Minister said, they were engaged not in winning political freedom but in pooling all their capacity and resources for the education of the people, building up the health of the people, in producing food for the people, and in providing all the amenities for a decent living for the people. As the large majority of the people were without education, the problem of providing them education was the foremost that faced Municipalities as well as Governments. Therefore he

pleaded that so far as education was concerned they could not afford to miss the need for co-ordination, personal contact and avoidance of delay.

Leaving aside, however, the administrative problems relating to education, the Minister said that he was more worried about the fundamental problems involved in providing Elementary Education on a universal basis. It was no use making education free if it became wasteful and useless. The recipients were mostly from the backward classes and they had to see that the education imparted to them was in a manner and in an environment which would yield results. And so the ventilation of buildings, sanitary arrangements, provision for drinking water, playgrounds for children to play, though matters of detail, still largely determined whether the school would be a place to attract children or a place from which they would like to run away. The location of schools and the acquisition of proper grounds for schools in urban area was a big problem. Towns had grown without much of planning so that they were not in a position to secure proper space for schools. He would in this connection suggest the selection of sites within a uniform distance from crowded places, in suburban areas, i.e., places where the sites could be had at a cheap price.

Aided Schools.

Dr. Krishna Rao expressed the view that Elementary Education was a most important question and a most vital one concerning Municipalities. Some people think that Government should take up direct responsibility for it. His own view, however, was that the better way would be to allow the work to be done by Municipalities and District boards in an increasing measure, provided there was thorough co-ordination between the Governmental agency and local authorities. Such a co-ordination was possible, necessary and could be achieved if Municipalities could take up more of the work as that would solve some of the problems of the very badly-run aided schools.

Women's Responsibility for Adult Literacy.

Kumari Parukutti's Call to Workers.

In connection with the Eighth South Indian Adult Education Conference, held at Kozhikode on 18th and 19th May 1952, a Women's session was held.

The Adult Education problems were discussed threadbare by various speakers and Resolutions were adopted.

In her welcome speech Kumari Parukutti emphasised the magnitude of the task and said that Government effort alone would not do. She appealed to workers to evince enough enthusiasm that the cause deserved.

The Women's gathering met at 9-30 a.m. on Monday 19th May 1952 with Miss. E. David, Inspectress of Schools VI Circle in the chair, Miss. D. Frank, Retired Inspectress of Schools, and Mrs. K. Loganathan, Principal, Vidyodaya Residential School, Madras, Miss Devanayaki, Inspectress, Coimbatore, were among those present.

Welcoming the delegates Kumari Parukutti said:

More than half the total number of Adult Illiterates in the world live in India and the percentage of illiteracy in our country is so high as to be a blot on our national honour. The problem of Adult Education in India is of tremendous magnitude that it cannot be tackled successfully by Government alone. It can be solved only with mass enthusiasm and voluntary help from private organisations and individuals interested in constructive social work. Women who constitute more than 50 per cent of our population have their own distinctive contribution to make towards the successful implementation of our literacy programmes.

Adult Education workers are faced with many problems. First of all is the problem of securing regular attendance at Adult Education Centres. With the help of non-official Committees consisting of women we should try to transform our Adult Education Centres for women at least into Social Education Centres so as to attract more adult women.

Women's organisations should co-operate with Adult Education workers, to collect statistics, to publish suitable reading materials for the adults and in arranging talks cinema shows etc., for the benefit of adult women. Women's organisations should try to run at least a few model Social Education Centres in towns and rural areas.

After the welcome address by Kumari Parukutti, Miss David in her speech pointed out how far back India was among the other countries of the world in literacy. Had they too begun like other nations to stamp out illiteracy from the country a hundred years ago, they would not be having such a high percentage of illiteracy.

Mrs. C. K. Nair, the next speaker, explained the practical difficulties that workers had to meet with in bringing together the adults at various centres. She suggested that Educational Institutions should try to attract adults for the prescribed course and that in other cases, instructions in reading and writing should be imparted in the homes of the Adults and not in a particular centre and that to suit the convenience of the Adults. She explained the difficulties the adult trained teachers were facing to conduct a class on satisfactory lines. It was further pointed out that several books in Tamil, Telugu etc., were exhibited the previous day and that there was not a single Malayalam book. Hence it was necessary that they should get ready a few Malayalam books for the adult schools here.

Devanayaki, Inspectress of Schools, Coimbatore, in her short speech made the audience understand the difficulties that she as Deputy Inspector of schools had experienced in connection with the Adult Education classes in her Range. Though Deputy Inspectors were the most suitable persons to carry out the work, yet she felt that there should be special officers entrusted with Adult Education schools etc., because of the pressure of work. The case of the Adult Trained Teachers was much the same because she or he had to run the class after a day's strenuous work as a teacher in the Elementary Schools.

