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[No. 1]

Relapse into Illiteracy must be Prevented in order to make Adult Literacy Drive fruitful

In his inaugural address to the Adult Education Conference held in Coonoor in May 1951, the then Governor of Madras said that the Adult Literacy Drive would be worth while and considered fruitful only if the danger of relapse into illiteracy was realised and averted.

Holding the same view Dr. Frank C. Laubach, the world adult literacy leader, has encouraged Mr. T. J. R. Gopal to launch the weekly news-sheet *Anandam* for the benefit of the new literates. Who can edit such a weekly better than this dedicated soul, "Adult Education Gopal"?

The first issue of *Anandam* is very well brought out, and promises a good variety continuation literature feast every week to the hungry and thirsty new literate. It gives a gist of current events avoiding party tinge and sectarian odour, but it is not meant to be exhaustive.

Every Adult Education Centre should buy at least six copies of *Anandam* every week and put them into circulation, so that at least sixty new literates can read it and become fundamental literates before long.

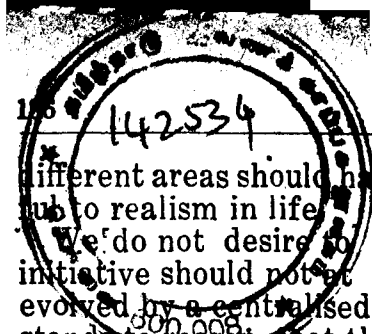
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MADRAS 1



different areas should have been helped to realism in life. We do not desire to suggest that initiative should not at all times be evolved by a centralised effort. But it stands to reason that this should be exceptional. The local units should mainly be allowed to develop initiative, more especially in a matter like literature for the adult which has necessarily to reflect the whole life of every social unit.

One further disadvantage in a centralised effort in the first instance has to be guarded against. For example, one of the objectives in the draft working paper is to consider the scientific methods for testing the manuscripts. Specialists at the top are likely to examine the whole anatomy of writing and prescribe definite formulae very good in themselves. But in the hands of Departments who work out schemes mechanical application of these formulae becomes the rule and a rigidity develops which destroys the very soul of the productions. Most text books prepared for children are so many examples of lifeless instruction. In Adult Education informality and elasticity are a fundamental necessity. We fear the time is not yet to evolve scientific methods to test the manuscripts which must necessarily mean scientific methods to write. Some further growth should be allowed in Adult literature before the pruning scissors should be taken up. Even here the produced literature in every language or State should be examined and from the best that is available broad principles should be evolved and then it may be time to present the same to a central text.

Again when we consider the introduction offered by Dr. S. R. Ranganathan it looks dangerously akin

to the Chaturvarna ideology. The fourth quartile—literate or illiterate he creates is almost an untouchable class. He puts 25% of the people in the intellectual scale into this class and tells us that these cannot absorb ideas through printed word even though they be made literate. This must necessarily imply that energy spent on the attempt to make this 25% literate is thrown away and the funds invested in this behalf is wasted. Literacy is for self-education and if a fraction of the population is pronounced not self-educable literacy is out of court for them. They must always depend on somebody else to give them glimpses of knowledge through audio-visual methods. What tests should be applied to separate off this 25% of intellectual untouchables may have to be discovered and applied probably to the detriment of human relationships. It is some comfort to hear from Dr. Ranganathan that the production of Adult Literature for the last quartile has not yet been attempted even in other countries except sporadically. "But," says Dr. Ranganathan, "for the global development of India in the present renaissance, it is desirable that this Seminar pays equal attention to the production of literature necessary for this category of adult readers also. We may possibly look for a learned disquisition at the Seminar from Dr. Ranganathan on this subject."

Just to show the impractical ambition of the Seminar if it has to be guided by his introduction. While speaking of style Dr. Ranganathan speaks of technical terms and tells us that standard terminology forms a major problem in adult books in the first field. He is perfectly right in describing it as a major

problem. He calls upon the Seminar to establish diverse methods by which terminology in the different languages can be coined or developed with the greatest common element among the different languages of the country. Here again, it is the different languages of the Country that must speak first and then the Centralised guidance should be framed and communicated. Even if an attempt should be made at the Seminar in the way Dr. Ranganathan desires, it is by itself a sufficient subject for one Seminar unless the constituents of the Seminar are asked to gulp what is ready made for them by some one in the uppermost quartile of intellectuals.

In a democratic age it is not a very happy procedure to send down instructions from the top to the bottom with a show of consultation and conference. These instructions on paper are evolved by great theorists and remain part of the theory. They are rarely applied. The value of the Indore Conference which tried to deduce laws for the Indian village from the experiences of foreign countries recorded in books or from the little experience under metropolitan conditions is yet to be determined. In a similar way the value of the Delhi Seminar on Adult Literature also should not be a matter for determination by intellectual processes. Institutions should be allowed to develop fairly at the lower and bottom level, if need be with a few

general guiding hints and then opportunity should be taken to formulate centralised systematisation. To hold premature centralised Seminars to deal with detailed examination of problems of a practical kind is probably equalent to put the cart before the horse.

Further, the Seminar meets in Delhi, far away from many scenes of activity. Very many friends in intensive effort will have little opportunity to attend. Governments of States have a habit of deputing top officials of their Departments to the exclusion not merely of their field Staff, but even the top rank men in non-official endeavour. Therefore, local Seminars or at least small congregations should meet in the meanwhile and consider the issues raised in the working paper and Dr. S. R. Ranganathan's introduction. It is best that State Governments undertake to cause such congregations to meet in collaboration with nonofficial agencies that are at work for each language separately, representatives of publishers also being called in as Observers to give such advice as may be sought of them. These small congregations may send their reports to the All India Seminar through their accredited representatives and the States may help by deputing these accredited representatives and we do hope that the National Seminar which meets at Delhi will leave some matters in the working paper and Dr. Ranganathan's paper alone for the present.

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

Some Problems of Single-teacher Schools

BY J. P. NAIK

Our attitude to single-teacher schools has now been undergoing a significant change. Till about 1924, we seemed scarcely conscious of their existence. Then the Report of the Royal Commission on Agriculture condemned them as inefficient institutions which contributed largely to wastage. This verdict was endorsed by the Report of the Hartog Committee whose recommendations on the subject led, in some areas, to a determined crusade to abolish them altogether. In Baroda, for instance, almost all the single-teacher schools were abolished, either by closure or by the appointment of an additional teacher, and a rule was adopted to the effect that no new primary school would be opened unless there were at least 75 children to attend it. The results were disastrous. The total number of primary schools in the State fell from 2,996 in 1926-27 to 2,542 in 1937-38. In the latter year, the number of single teacher schools was only 33! As many as 1325 small villages (out of a total of 2,969 in the State) which could not manage to send 75 children to a school and whose population was 4,95,347 or 21 per cent. of the total population of the State, had no educational facilities whatsoever. Moreover, these villages were largely inhabited by backward tribes like the Rani Paraj who needed education most and it was precisely they that were denied of it under this policy*. Experiences of this type began to turn the tide of educational opinion. As early as 1919 J. A. Richey had advocated the view that single-teacher schools were indispensable to India and could be improved. Littlehales strongly condemned the Baroda policy of eliminating single-teacher schools and said:

"There will always be small villages, where the employment of a single teacher is all that can be economically justified and wastage in school effort will always be with us especially when illiteracy is large, so that single teacher schools will have to remain in parts of Baroda just as they remain in small and out of the way

villages in other parts of the world. What is desirable is that where a single-teacher school exists, the teacher should be conscientious in character and trained. It has not been found impossible in other countries for a single-teacher to conduct several small classes in a small village; it should not be impossible in Baroda. I advise the opening of single-teacher schools in places where they have been closed and transfer to them trained teachers".

This saner view has now come to be accepted and the reformer's emphasis has shifted from the elimination of the single-teacher schools to the more important and practicable problem of their improvement. This is indeed a happy sign and augurs well for the future of rural education.

If the single-teacher schools are to be improved, it goes without saying that their problems must be squarely faced and solved. These are almost innumerable and have not unfortunately received that attention from research students and administrators to which they are entitled on merits. As my humble contribution to the study of this interesting problem, I propose to discuss here some important issues that arise in the administration of single-teacher schools which exist almost exclusively in backward rural areas.

Reduction in Number.

Although the proposition that single-teacher schools cannot be abolished is irrefutable, it stands to reason that every attempt should be made to reduce their number. Some of the important suggestions put forward and tried from this point of view are given below:—

(a) *Branch Schools*:—Since the main difficulty of single-teacher schools is that the teacher has to handle 4 to 5 classes at a time, the idea of establishing a central or suzerain school in a biggish village with branches in small neighbouring villages is often put forward. The central school is necessarily a multi-teacher school; but the branch school is a

single-teacher institution and teaches only the two lower standards. Under this plan, therefore, several advantages are secured at once. The very young children are not required to walk over long distances to reach the central school and can study for some time in their own village. (The grown-up boys and girls can, of course, attend the central school without inconvenience). Secondly, the teachers of the single-teacher schools have to handle only two classes at a time and, therefore, can maintain a higher level of efficiency; and thirdly, the branch schools are not regarded as independent units but merely as parts of the central school and are placed directly under its control. Therefore, the constant supervision of the central school helps materially in maintaining the tone of the single-teacher branches. The experiment was given a very large trial in the Punjab and at one time, the State had as many as 2,707 branch schools.

The main objection to this proposal is that it creates a large number of *incomplete schools* i.e. schools which provide a course whose duration is shorter than 4 years. It is common knowledge that such schools do not impart permanent literacy and that those of its students who do not pursue their studies elsewhere (generally they do not) are very likely to relapse into illiteracy. A drive to eliminate the incomplete schools is also recommended as a method of reducing waste and it appears that, under the plan of branch schools, we fall into one evil while avoiding another. The Punjab experiment, therefore, did not succeed and the enthusiasm with which the Hartog Committee recommended it is no longer shared. Nevertheless the idea can be tried in areas where, owing to compulsory education, it is possible to compel older children to attend the central school and where the distance between the central school and its branches does not exceed one mile and a half. No great results can, however, be expected from this device, although it has a useful application in a limited sphere.

(b) *Compulsion*:—Better results are obtained by the expedient of introducing compulsory education. Take, for instance, all villages with a population between 500

and 1,000. When attendance is voluntary most of such villages usually have an enrolment of 30 to 50 in the local schools and ordinarily only one teacher is appointed to conduct each of them. Under compulsion attendance will rise to 15, or at least 12½ per cent. of the population and hence all such villages will have an attendance of 70 or more children and can be given two or more teachers. The universal introduction of compulsion, therefore, is the surest way to reduce the number of single-teacher schools.

(c) *Co-education*:—The third device of reducing the number of single-teacher schools is to adopt co-education at the primary stage. When girls' schools are separate, they are very often single-teacher schools only and one usually comes across biggish villages with a multi-teacher boys' school but a single-teacher girls' school. There is no justification for the segregation of the sexes at the primary stage and the popular prejudice against it is dying fast, even in rural areas. Travancore-Cochin has, for instance, already adopted co-education at this level. *Bombay City has followed suit since last year; and, given the right approach and educative propaganda, it should be possible to introduce co-education in all our primary schools and also to appoint mixed staffs in a fairly large number of them. This reform, if carried out, would probably have the most far-reaching effect in reducing the number of single-teacher schools. It will, of course, have several other important advantages as well and

*As Shri M. D. Jivanayakam writes: "Though a Chief Inspectress of Girls' schools has been retained and a few Assistant Inspectresses of Schools for inspecting Girls' Middle and High Schools (English, Malayalam and Tamil), primary schools are now inspected by women or men Assistant Inspecting Officers whether they are boys' primary schools or girls' primary schools. Even in 1931, more girls studied in boys' schools than in girls' schools; but in 1933 the number of girls in co-educational schools was 1,18,350 out of a total 207,684; in 1939 it was 261,377 out of a total of 294,401. The staff has also become mixed. Therefore, there are now primary schools and not boys' primary schools and girls' primary schools. This is very economic, as will be apparent in a place which has enough boys and girls to fill one school completely, but not enough boys for one school and enough girls for another. Under the old order where two schools with two sets of staff and equipment were necessary, now one school suffices" (Primary Education in Travancore, Teaching, Vol. XIV, p. 125).

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No 9

EDITORIAL

National Seminar on Production of Adult Literature Including Audio-visual Literature in Delhi (20th to 27th December 1952)

We understand that a National Seminar on Production of Adult Literature including Audio-visual Literature will be held in New Delhi between the 20th and 27th December 1952. One of the objects mentioned in the draft working paper for the Seminar is to survey and study the literature already published and to consider how far it is suitable and meets the needs of the country. We consider this a very important piece of work. It is probably the preliminary to study all other aspects of Adult Literature.

We have in India at least fifteen major Indian languages and we have nearly as many States. Each language and each state has had its own Adult Literature produced through various agencies—some of the languages and States producing literature in a larger measure than the rest. That such an authority as Dr. Ranganathan should have missed to mention Mysore in particularising attempts to produce Adult Literature for new-

literates shows how centralised attempts are naturally limited. To sit and review this whole literature at a central place like Delhi in seven days is a huge task. It is likely that what is done will be perfunctory or certain languages or States will receive a share of attention which will be exceedingly disproportionate. Preliminary Seminars should be held in all the language areas and States and then it will be time for a Central Seminar to undertake the review of the whole problem. In regard to the other points put down for consideration at the Seminar also they are not all such as can dispense with the preliminary step. For instance, one other object is stated to be to suggest Centres for Adult Literature keeping in view adult interests and their felt needs. It may be fairly true that certain adult interests are uniform but the felt needs may vary from place to place. The felt needs in Kerala may not be the same as in Bengal. So, to base all-India conclusions on a preliminary survey in

one feels that it ought to be accorded a very high priority.

Leave of Teachers.

Another important question that needs administrative planning is that of granting leave to the teachers of single-teacher schools. The general practice is this: casual leave to the teacher is to be sanctioned by the Chairman of the local school committee; and other kinds of leave are to be sanctioned by a higher official—generally the Chief Executive Officer of the School Board or Committee employing him—who can also appoint a substitute to take charge of the school. In practice, these arrangements break down very often. In several places, there is no local school committee at all or even if there is one, it does not function satisfactorily. In these instances, the teacher is a law unto himself. A common trick practised by an unscrupulous teacher is to write a report saying that he had to proceed on leave on account of unavoidable circumstances (the unusually fertile imagination of such teachers can invent any number of them), to leave it in the school, and then to go away on an unofficial leave. If any officer turns up in his absence, he is shown the report. If no one does, the teacher tears out the report on return and fills in bogus attendance as if he was on duty. The best way to avoid such irregularities is to set up an active school committee or at least to have an active chairman. But this is not always possible.

Another common evil is that the school remains closed for a long time when the teacher goes on leave and a substitute is not or cannot be appointed. Although teachers are required to intimate their intention to go on long leave sufficiently in advance, this is not always done, and sometimes it is not also possible. When this happens, great delays are caused in appointing a substitute because the official making the appointment has to follow a prescribed procedure. Some time is lost before the news of the teacher's absence reaches the headquarters; then the office red-tape must have its time and sooner or later an order of appointment is issued to a candidate from the approved list. Some more time is lost before the candidate gets the order and joins his post. Sometimes he chooses not to join; then the

order has to be sent to another candidate, and so on until somebody turns up at the school. And all this while, the school remains closed for lack of a teacher!

It must be made clear that the evil is not imaginary. It is very real and very grave. A pilot survey carried out for an year in six districts of an important State showed that more than 10 per cent. of the single-teacher schools had remained closed at some time or the other because the teacher went on leave and a substitute was not appointed in time; that no substitute was generally appointed (or could be appointed) if the duration of the leave was less than 30 days; and that several schools had remained closed for longer than a month owing to difficulties of the type mentioned above. The situation has, therefore, to be taken note of and duly remedied.

One proposal, made after a careful statistical investigation carried out in Bombay State is this: The single-teacher schools in a district should be divided into convenient groups of 18 to 25. A big primary school, central to this group, should be selected as the controlling school and an extra relieving teacher should be attached thereto. Whenever a teacher of a single teacher school proceeds on leave of more than 7 days duration, he intimates the headmaster of the controlling school who at once sends the relieving teacher to take charge of the school and then sends the papers to the headquarters for formal orders. Under this arrangement, the chances of a single-teacher school remaining closed are reduced to the minimum and prompt action to send a substitute is made possible. The only drawback is that it needs a reserve of relieving teachers at 5 per cent of the total number of single-teacher schools and its financial implications are formidable in some areas.

Training of Teachers

Coming to personnel problems, it is generally agreed in theory that the work in a single-teacher school is, in several ways, more difficult than that in a multi-teacher school. It is, therefore, essential to place the former under trained, capable and conscientious teachers. But in practice, this does not ordinarily happen. The single-teacher schools are mostly situated

in small scattered villages which are generally difficult of access and where amenities of life like a bazar, post-office, good-drinking water and medical aid are often not available. Teachers are, therefore, generally unwilling to serve in these schools. Moreover the number of trained, capable and conscientious teachers is small and the bigger full-fledged primary schools have a prior claim on them. Consequently, it is usually the untrained and the junior teacher that happens to be posted to a single-teacher school; and very often, a recalcitrant teacher is transferred to it as a form of punishment! Under these conditions, it is hardly a matter for surprise if the quality of work turned out in single-teacher schools is generally poor.

The real solution of the problem is to increase the percentage of trained teachers to the maximum. State Governments should accept the principle that no primary teacher should be confirmed in service until he is trained; or they should take steps to so increase the number of training institutions that every new recruit to the cadre of primary teachers would either have been trained already or can be sent in for training within three to four years from the date of his appointment. If this reform is carried out, and if the recruitment to the cadre is carefully made—this may involve a radical alteration in our present system of recruiting primary teacher and perhaps some reduction in the powers of local bodies in the matter—it will be possible to place single-teacher schools mostly under trained and capable teachers. In the meanwhile, the administering authorities should try to make the best of a bad situation and see to it that single-teacher schools are placed, as far as possible, in the charge of trained, or at least, conscientious teachers. Where it is not possible to do so for some reason or the other, the deficiency may be made up, to some extent at least, by arranging short refresher courses or by providing a closer supervision over the work of the teacher through a system of central school controls on the lines described earlier.

Whether the teachers of single-teacher schools need any special training for their job is another issue that arises in this context. Unfortunately, the problem has received but scant attention. Most of our training colleges for primary teachers are

situated in urban areas and hence the trainees never get an opportunity to see a model single-teacher school in action or to practise in it. Moreover, the method of training usually adopted is to make the trainee give a number of isolated practice lessons. This is suitable for a multi teacher school where a teacher is in charge of one class at a time or where the teaching is arranged subjectwise, but is hardly of any use in a single teacher school. The special methods required to be adopted in a single-teacher school are not at all included in training institutions of several States, and the subject is totally neglected. In some States, the topic is included in the curriculum but its actual teaching becomes theoretical and is restricted to one or two lectures of a hackneyed type. It would, therefore, be no exaggeration to say that the average teacher who comes out of our training institutions is generally ignorant of the special methods to be adopted in single-teacher schools or is incapable of using them successfully. This is a matter which needs immediate attention. Since nearly 50 per cent of our primary schools are single-teacher institutions, it is almost a certainty that more than half of our teachers will have to serve in single-teacher schools for some part of their service. The special techniques to be adopted in single-teacher schools should, therefore, form an integral part of the curriculum of every training for primary teachers; every teacher under training should be required to do continuous practice—teaching in a single-teacher school for a period of not less than a week; and most training colleges should either be shifted to rural areas or an experimental single-teacher school should necessarily be conducted in association with each of them. Another useful method would be to arrange special refresher courses whose duration need not exceed about a week or two, and to make every teacher who has been placed in charge of a single-teacher school to attend them.

Equipment

Equipment is an important aid to teaching and carefully planned equipment can often take the place of the teacher by setting the pupils to work on their own. A liberal provision of good equipment is, therefore, a great asset to a single-teacher school where the person in charge has to

keep 4 or 5 different units of pupils simultaneously busy. Here too, the usual policy is to neglect the single-teacher schools and today they are the most poorly equipped of all. The earlier this unimaginative outlook is abandoned the better.

Fresh Admissions

Fresh admissions to the lowest primary class should be made in the first one or two months of the school year so that the class becomes homogenous and shows better progress. This rule is essential for all primary schools; but it is often not enforced in large areas. In single teacher schools at any rate, a scrupulous observance of this rule is very essential; otherwise, the lowest class gets subdivided into a number of further units depending upon the progress of children and the work of the teacher becomes all the more difficult.

Shift System

A useful device to reduce the number of classes which the teacher of a single-teacher school have to handle at a time is to adopt the shift system. In a scheme where the primary course consists of 4 classes, the adoption of the shift system would mean that the teacher has to handle only two classes at a time—a comparatively simple affair. It would be very interesting to find out whether the children studying under such a plan learn less than those where the teacher teaches all the four classes at a time. The chances are that, in so far as the achievement of the pupils is concerned, the two systems would just be equal in result; and the shift system would have the additional advantage of making the task of the teacher lighter.

An Educational Inspector in the Bombay State, tried a very interesting experiment to meet this difficulty without involving additional expenditure. He grouped all schools within a radius of 5 or 6 miles into one unit, and placed them under the direct control of the Headmaster of a conveniently selected central school. Whenever the teacher in charge of a single-teacher school in the group desired to go on leave, he was required to get the permission of this Headmaster. He could easily do so because he lived within a convenient distance of the controlling school. If the duration of the leave exceeded seven days, the Headmaster immediately sent one of his assistants to conduct the single-teacher

school. The central school was short of one teacher no doubt; but as it was a multi-teacher school, the work could somehow be managed. As soon as a substitute was appointed by the Head Office and joined duties, the teacher of the central school resumed his own post. In this way, all the extra financial burden involved in the former proposal is avoided and the work of the single teacher school is kept going by shifting the inconvenience to a neighbouring multi-teacher school which can overcome it more easily. The plan also makes it possible to control the teachers of single teacher schools when no efficient local school committee can be set up to supervise their work. In fact, the more one thinks of it, the more one feels convinced that the experiment is full of potentialities and deserves wide recognition and publicity.

Private Single-Teacher Schools

So far, the problems of single-teacher schools under public management alone have been discussed. Some of the suggestions made above will also apply to single-teacher schools under private management; but in certain respects, alternative measures will have to be adopted. The problem of the leave of teachers, for instance, is not acute in respect of private schools. It would be enough to insist that the management (who is very often the teacher himself) should make some acceptable arrangement for the work of the school to be carried on in the absence of the teacher on long leave and, as a safety measure, a panel cut in the grant-in-aid should be imposed if the school remains closed for a long time. Similarly, special facilities must be given to the teachers of private single-teacher schools to get themselves trained (i.e. by award of stipends, free-studentships in training institutions, etc.) and an inducement for the purpose may also be offered by giving a higher grant-in-aid to those schools which are in charge of trained teachers. Finally liberal specific purpose grants should be given to these schools for the purchase of equipment may also be supplied in kind.

Research and Production of Literature

Probably, the most important need of the hour is to carry out a good deal of research and experimentation on the problem. It would, for instance, be interesting to

The Village Colleges in England

The importance of providing suitable educational and social facilities for the rural areas in our country cannot be overemphasised. Nearly 85 per cent of the population of India lives in villages. This vast population (to quote the Report of the University Education Commission) "has been scarcely touched by secondary or higher education, except by the permanent withdrawal from village life of those able young people who have left the villages for the universities. The extreme poverty and lack of cultural opportunity of this population is common knowledge. The course of wisdom is not to deny or to ignore this glaring lack, but rather to create the types of educational opportunity which are appropriate to Indian rural life, and to give a quality and range to that life which will remove the disparity which is now a reality." We must also realize that life in the rural community cannot continue if villages were to lose the distinctive character and moral influence which gave them in the past great reserves of life and power. It is being increasingly recognised all over the world that the economy of the nation can be improved only by building up a vigorous rural civilization and that the countryside should have a proper system of Education specially adjusted to its needs for this purpose. In other words, the rural region should be adopted and preserved as

a cultural and social unit. The general advancement of rural India will call for an ever increasing range and quality of skill and training. To supply these and to meet the requirements of an educated citizenship, a system of rural colleges and universities has been recommended by experts and a beginning must be made in this direction as part of our planning programme.

Some attempts have been made recently to reorient education along these lines and our programme of Social and Basic Education has emphasised the objectives. The view that education should combine practice in the every day processes of living and working with more formal training, is steadily gaining support and application in the educational world. One important experiment in this direction is the programme of the people's colleges in the Scandinavian countries. As a result of this movement, the Danish people "have risen from ignorance and poverty to about the highest general level of education and well-being of all the peoples of the earth."

A movement was set afoot through private enterprise in England to establish countryman's colleges and the system has so developed since then that it is regarded as one of the "most original and remarkable experiments in the field of education and social life in contemporary England." In

compare the achievements of pupils in single and multi-teacher schools. The investigations carried out in the State of Bombay by the Gokhale Institute of Politics and Economics, Poona, showed that the single-teacher schools were not worse off than the multi-teacher schools in respect of stagnation, wastage and lapse into illiteracy. There is, therefore, enough ground to feel that the evils of single-teacher schools have been unduly magnified and further investigations are urgently called for. Experiments to evolve better pedagogic techniques for use in single-teacher schools are of extreme importance and it is in this field that private enterprise can make a significant contribution. Further, it would be very useful to collate together the practical experience of good and successful teachers of

single-teacher schools and make the useful devices discovered and used by them in actual practice known to the larger body of teachers through journals and suitably produced pamphlets. In U.S.A., a good deal of very useful literature is available to the workers in single-teacher schools. Kate V. Wofford's *Teaching in small schools or Modern Education in the small Rural School* are good examples of such literature. In the various Indian languages such literature is conspicuous by its absence. The Government of India may do well to publish some literature on the subject in English and Hindi; the State Governments should then adapt it to their own local conditions and publish it in their regional languages as hand-books for teachers.—*The Education Quarterly*.

an agricultural region in the country of Cambridge, several attractive village colleges have been established and are functioning, whose success has been already demonstrated and if they can be multiplied all over the way, they may well open the way to a veritable revolution in rural life. Some of the attractive and significant features of these colleges which may be interesting to educationists and workers in this field are described below.

The village colleges were conceived by Mr. Henry Morris "a man of farseeing vision and penetrating mind" who was the Education Secretary of the Cambridgeshire County Council. In a memorandum "On the provision of educational and social facilities for the countryside," which he submitted in 1925 Mr. Morris suggested the establishment of village colleges, as an attempt to arrest the decay of rural civilization in England and to give to the rural community a sense of purpose, unity and strength. The countryside which was fast losing all sense of real independence and out of which life, vigour and initiative were being drained was considered to be a national catastrophe. He held that a healthy civilization should be based on and be the product of the intermingling of two cultures, urban and rural. The attempts made so far to revive the village tradition had proved partially successful, for they touched only a part of rural life, and concerned the revival of the past without reference to modern conditions and developments of social structure. Mr. Morris therefore viewed the problem in the light of how the countryside was likely to develop in the next hundred or two hundred years. His conclusion was that the independent village by itself as a social unit cannot "provide the fuller life both culturally and socially that increased leisure and facilities make possible, and which the young are determined to have." The solution lay in "the adoption of the rural region as a cultural and social unit parallel to that of the town. The choice was no longer between village and town, but between the rural region and the town." Morris had in mind the type rural region formed by the group of villages centering round a larger village which could be made a successful cultural unit. He also believed that the rural problem should be attacked as a whole, and that the countryside should

have a congenial, indigenous system of education. In natural geographical centres, the country councils could effect a grouping and coordination of all the educational and social agencies, both statutory and voluntary in rural areas. The nucleus of the community centre could be the post-primary school for the children from 11-14 but the college should comprise and coordinate within a single range of buildings all the statutory educational, and cultural services of the country council. These services include educational facilities for adults as well as children, accommodation for agricultural and domestic instruction, for the school medical and public health services, the school library and the public library, and outdoor recreative facilities for young and old. In addition, rooms are provided in which the Parish Councils, charged with the local government of the area, might meet and the voluntary organizations of the district could have their headquarters and carry on their activities. The facilities are also to include a prenatal and infant welfare centre, a nursery school for children between the ages of two and five, a primary school for the children of five to eleven living in the main village, a post-primary school drawing children of eleven to fourteen or fifteen from all the villages in the region, centres for handwork and domestic science which could be used by both children and adults, a school providing rural education of a secondary type, a public library. In a block or wing of the building reserved for adult use, there are rooms for adult education, for games, for social and public activities, and for meeting of committees. There are to be clinics for the school and public health services, a gymnasium and a swimming pool, an employment bureau for the placing of boys and girls in rural occupations, and, surrounding the buildings, gardens and a large recreation ground.

These facilities are not merely to be grouped and co-ordinated; they are to be organized and used to fulfil a definite purpose: education in the fullest sense for rural life.

"The need of the countryside" wrote Mr. Morris in his original memorandum, will not be met until, by a recasting of the elementary school system, the villages are provided with an education, primary and secondary, which will fit boys and

girls for life in its widest sense as countrymen and countrywomen; until the countryside is provided with an institution in which the wide provisions of the great consolidated (Education) Act of 1921, especially in regard to higher and technical education, can be applied to and expressed in terms of rural life; until the population of the countryside has guaranteed to it a social and recreational life based on stable foundations."

"And, — a vital point — the provision must be clad and the purpose illumined with beauty and dignity."

Through the vision, energy and enthusiasm of Henry Morris, the work done by him has become an example for progressive rural education over the whole country.

At the Sawston village in Cambridgeshire such an experimental village college, the first of its kind, was formally opened in October, 1930. It is characterised "as a bold and original attempt of the Cambridgeshire country council to show how the English countryside may be given opportunities for education, social life and recreation equal to those enjoyed by dwellers in the great cities." This college was established to serve the needs of nine villages for a population including industrial and agricultural workers. The total cost of building, £ 16,000, was collected out of grants, donations, and local and extra-local aid.

Sawston was planned as the first of the eleven village colleges which were to cover the entire rural areas of Cambridgeshire. Only four of the eleven have yet been built. Bottisham was opened in 1937, Linton in 1938, and Impington in 1939. But these have demonstrated how abundantly worthwhile the experiment has been. Although these four colleges offer, with minor variations, identical activities, yet each college is distinctive in the tradition it has developed. As and when resources have increased additional facilities have been provided. Bottisham, for example, has a nursery school and a primary school, with medical service rooms, waiting room and bath room, a clinic and accommodation for an infant welfare centre.

By far the finest college is Impington, its imposing building is flanked by trees; the school wing is away from the noise of

the road, catching all the morning sunshine and commanding a fine view over open fields. The adult wing and the school wing of the school, though working independently, are knit together into a harmonious whole. The adult wing has the dignified "college" atmosphere. It comprises a library, a common room with canteen attached, three game rooms, a lecture room, a committee room. The assembly hall has a fine stage and is equipped for sound films. The school rooms are used by the adults in the evenings for both educational and social activities.

The people have evinced keen interest in these institutions. During 1942-43 there were 15 societies. Clubs or educational classes in active operation for adults, and eight for young people between the ages of 14 and 20. Varied subjects like country dancing, wood-work, metal work, dressmaking, French and German were taught as also practical classes in shorthand, typewriting and first aid. In addition, there were University extension lectures on current affairs, comparative religion and the care and upbringing of children. The Agricultural and Horticulture Society, the Dramatic Society, the Music and Gramophone Club and the Choir had and continue to have large and enthusiastic memberships. For the young people there are a boys' and girls' club, a young farmers' club and a hobbies club, junior dramatic society, discussion groups and classes in recreative physical training and dancing. Besides these, public lectures, film shows and dramatic productions are arranged.

In addition, the unique system of self government which obtains at all the colleges provides a common purpose and a common interest which has helped to transform the people into a harmonious community. A democratic structure is set up in which the executive control of each college is in the hands of the Cambridgeshire Education Committee and the Board of Managers. The Board has representatives chosen by the Education Committee of each village in the region, a representative of each Parish Council. The Students' Council is elected by all the members enrolled at the centre. All the programmes are drawn by the Council which appoints sub-committees to organise the various adult services. This system of Government

News and Notes

Mobile Unit Propaganda.

The Mobile Unit of Social (Adult) Education, Godavari Division, Kakinada, arrived at Nidadavolu with its crew from Kovvur. The Propaganda Officer, Sri T. N. Rao, B.A., L.T. met the Secretary of the Abhyudaya Samithi and organised wide publicity in this tour and Sonneswaram and Basivireddipetta. Propaganda lectures were delivered by him in several important areas of the town, one in the slum areas and in the Harijan colony of Basivireddipetta. Large crowds gathered at each centre and listened to the lectures with rapt attention. At Sonneswarapuram where there was a concentration of labourers on account of tank-silt clearance work the coolies and illiterate masses were attracted to the spot by playing gramophone records. Mr. T. N. Rao, delivered a lecture to the people gathered and emphasized the point that the only way for improving their earning capacity was through literacy. Mr. Rao, enlisted the co-operation of official and non-official gentlemen of the concerned localities in his propaganda work, and visited the Adult Literacy Centres of Nidadavolu, and Basivireddipetta. This was followed by film-shows in the night, and interesting educative films were effectively exhibited to very large audiences composed of men, women and children with intervening and introductory lectures. As a result of intensive propaganda, one lady Miss Chakka Padmavathi came forward to open an Adult Literacy School for Women at Nidadavolu under the auspices of 'Mahila Samajam' (Women's Welfare League) from 15-7-52. The Propaganda

provides a valuable training in political citizenship—"a democracy in action."

These colleges are supported largely by the taxes paid by the villages they serve, and by the grants from the Ministry of Education as well as a certain number of endowments. They are not however, charitable institutions. Enrolment at the Centre is free, but most of the services (canteen, games, classes, library) are paid for by the members who make use of them. The lecture and meeting rooms are let at a moderate cost, paid for by the associa-

tion who wish to use them. Voluntary work can take the place of financial contributions; thus at Impington, 70 village women, working in shifts, prepare and serve meals and refreshments in the canteen.

The President of Abhyudaya Samithi (Social Development Service League) Nidadavolu, Sri K. Sesha Sayee, and the Secretary, Sri Goparaju Venkatanandam, the Treasurer and Joint Secretary, Sri Royaprolu Ramalingu Dikshikulu, a number of local teachers, and leading gentlemen enthusiastically co-operated with Mr. Rao, in making propaganda intensive and effective.

The S. I. A. E. Co-operative Publishing Society.

A meeting of the Board of Directors of the South Indian Adult Education Co-operative Publishing Society, Limited, was held at 5 p.m. on Saturday, 28th June 1952 in the premises of the South Indian Adult Education Association.

Sri G. Harisavottama Rau, President of the Society, was in the chair. The following members were present. Sri G. Harisavottama Rau, Sri K.S. Ramaswami Sastri, Sri S.S. Avadhaniyar, Sri T. J. R. Gopal and Sri P.S. Subbian.

The minutes of the previous meeting were read and recorded.

A Committee was constituted, consisting of the President, the Vice-President and the Secretary, to formulate and work out a scheme of inviting authors and publishing 50 books on various subjects in each of the Tamil, Telugu and Malayalam languages.

It was resolved to form one Committee of experts for each of the three languages—Tamil, Telugu and Malayalam—and to

define its functions, the President and the Secretary of the Society being the Chairman and the Secretary respectively of every Committee, and the three Regional Secretaries of the South Indian Adult Education Association joining the respective language Committees as members ex-officio. The Tamil Committee members are: Sri K.S. Ramaswami Sastri, Rev. John G. P. Naumann, Convener M.R.C.C. Adult Literacy Committee for Tamil Nad. The Telugu Committee members are: Sri K.J.G. Sundaram, Dornakal, Sri G. Ramachandra Rau, and Sri N. V. Subba Rau, Headmaster, Government Training School for Adult Teachers, Choudripet, Guntur. The Malayalam Committee members are: Sri E. Raman Menon, Vice-President of the South Indian Adult Education Association, Miss Parukutty Amma and Sri L.M. Pylee. Mr. J.L.P. Roche-Victoria, M.L.A., and General Secretary of the South Indian Adult Education Association, was co-opted as one of the Directors of the Board.

It was resolved to send a deputation to the Hon'ble Minister for Education, to seek Government support for the scheme of publishing 50 books in each of the three languages, and to authorise the Committee formed for the purpose of the scheme to act as the deputation.

Consideration of the question of paying royalties to authors was postponed to the next meeting of the Board.

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

The first meeting of the General Council of the South Indian Adult Education Association elected at the Eighth Annual South Indian Adult Education Conference held at Kozhikode in May '52 was held at 6 p.m. on 28th June '52 in the premises of the Association, 2/21 First Line Beach, Madras, Sri G. Harisavottama Rau, Chairman of the Council, presiding.

Letters of apology for being absent received from Sri L.M. Pylee, the President, Mr. J.L.P. Roche-Victoria, the General Secretary, and others were read and recorded.

The Chairman extended a warm welcome to the members and appealed to them to make their best contribution for the growth of the Association and in the achievement of its objective.

The members present introduced themselves to the gathering, and to one another

Sri S. Brahmiah, Chairman Municipal Council, Ellore, and Sri E. Raman Menon, President of the All Malabar Adult Education Workers' Association, were elected as additional Vice-Presidents of the Association.

Sri P.S. Krishnaswamy, Director, the Arundale Adult Education Centre, Adyar, Sri T. Neelakantan, Secretary, the Asoka Society, George Town, Madras, Sri A. Tirugnanasambandam, Secretary, Madras City Adult Education Association, Sri V. Giddaiah Chetty, Municipal Councillor, Kurnool, Sri S. S. Avadhaniyar, S.I.A.E.A. Honorary District Organiser, Tanjore, Sri A. Ayyanar, M.L.A. Rev. John G. P. Naumann, Convener, the M.R.C.C. Adult Literacy Committee for Tamil Nad and Mrs. R. Radha, Lecturer, Queen Mary's College, Madras, were elected as the members of the Working Committee of the Association.

Then, the gathering, which was practically of members of the Working Committee, began functioning as the Working Committee, the non-members of the Committee present being considered as honored invitees.

The report on the activities of the Association from the Seventh to the Eighth Annual Conference presented by the Organising Secretary was approved.

Consideration of the Association's budget for 1952-53 was postponed to the next meeting of the Committee.

The Committee resolved and requested the Chairman and the General Secretary to convene meeting of Educational and Social Service institutions and organisations, to get the Hon'ble Minister for Education to preside over the meeting, and get constituted at the meeting a Central Committee for celebrating the Third South Indian Adult Education Week.

It was resolved that a Working Committee be formed consisting of the President and the other office-bearers of the Association and including Mr. L. C. Richard, Sri P. Konda Reddy, Sri T. Neelakantan, and Miss V. Parukutty Ammal for conducting the Second South Indian (Regional) Seminar on Adult Education at Ernakulam.

The Chairman the General Secretary, Sri K.S. Ramaswamy Sastriar, Sri T.J.R. Gopal, Sri P.S. Krishnaswamy, Sri T. Neelakantan and Mr. S. Airavatham of the Working Committee were requested to form the deputation to the Hon'ble Minister for Education for presenting to him the Kozhikode Conference resolutions.

South Kanara District Adult Education Committee

A meeting of the South Kanara District Adult Education Committee was held on 5-5-52 with the Collector in the Chair. The Collector explained to the members present the purpose of convening the meeting. He appealed to the Joint Secretary Sri U. Keshava Rao to reconsider his decision to resign his office and explained to him that the members of the Association really meant to do some useful work in the eradication of illiteracy and that he would be useful to them as Joint Secretary. Sri U. Keshava Rao withdrew his resignation.

Sri. M. Appu Rao was duly elected as the Treasurer of the Association.

The Joint Secretary gave an idea about the funds available with the Association. It was decided that the amount available should be spent usefully in the cause of Adult Education and that it should be recouped during the Adult Education Week.

On the suggestion of Sri T. Raghavan Nair, District Educational Officer, it was resolved that half the cost of Patromax light bought by any school should be borne by the Association, and that a bonus of Re. 1 should be given from the Association to the teacher who converted one illiterate into a literate person.

It was also resolved that voluntary Welfare Associations like the Guild of Service, Bhagini Samaj, Social Service League of St. Aloysius College, the Social Service League of the Government College and the Y.M.C.A. should be requested to run Adult Education Classes with the help of trained men.

It was decided that the Presidents of the Major Panchayats should be asked to run Adult Schools in their towns. The President said that he would address the District

Panchayat Officer on the subject and request him to see that every Major Panchayat opened at least one Adult School within its limit. He also said that the trustees of selected temples would also be requested to run Adult Education classes after obtaining the necessary help from the District Educational Officer.

The President stated that work in the direction of promoting Adult Education in the selected firkas will be intensified and that the Rural Welfare Officer would be instructed to have classes opened in as many places as possible in the selected firkas.

* * * New Centre for Women.

An Adult Education Centre for Women at Sathambadi in Gingee Taluk, South Arcot District, was opened on 1-7-52 by Sri B. Seetharaman Honorary S.I.A.E.A. District Organiser. It started with 19 adult women on rolls, between ages 14-20. Copies of Tamizh Padi Books I and II, the Laubach chart (big and small) were supplied to the Centre by the local Social Adult Education Council, Sathambadi. Miss Y. Saroja is the teacher in charge. The Centre works from 7-30 to 9 p.m.

A public meeting organised by Sri B. Seetharaman was held at Sathambadi on 30-6-52, the Tahsildar and Vice-President of the Gingee Taluk Adult Education Committee presiding, and addressed by the Health Inspector, Gingee, the Highways Supervisor, and the Headmaster of the Board School. They emphasised the value, importance and urgency of Adult Education, cleanliness, grow more trees and Elementary Education. The Tahsildar explained the significance of the Harijan Day and promised to render every possible help to Harijans.

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National Planning must aim at Creating a new type of mind, Says Maulana Abul Kalam Azad

In the course of his inaugural address to the Central Advisory Board of Education, Maulana Abul Kalam Azad, India's Education Minister, said:

We want in the India of the future men and women of vision, courage and honesty of purpose who will be able to play their part worthily in the field of national activity.

I feel that National Planning must, therefore, aim not merely at the utilisation of our existing resources, but at the creation of a new type of mind. This is what makes creative education so important for the future welfare of the nation.

What is needed is not only expansion of the facilities but also an improvement in the quality of education; this would mean an immense educational effort which unfortunately we cannot carry out on a nation-wide scale for lack of adequate finance.

We must, however, do all we can to raise the standard of teaching and transform the educational ideology of our institutions at all levels.

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**First South Indian Regional Seminar on
Adult Education held at Adyar
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(All Correspondence should be addressed to the Organising Secretary)

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EDITORIAL

Equip the Teacher Better

The memorandum prepared by Sri G. Harisarvottama Rau and presented to the Hon'ble Minister for Education on behalf of the South Indian Adult Education Association is published elsewhere in this issue. The reader will find that Mr. Rau urges better equipment of the teacher who has to conduct Adult Education. We may point out here that the equipment of the ordinary run of the Elementary School teacher is today not sufficient to carry on his duties even at the Elementary School. Elementary Schools which have five classes are sometimes run by a single teacher. Two and three teacher schools are very common. One or two or three teachers are expected to run five or even eight classes and they are expected to teach varied subjects. The children by the time they pass out of a Higher Elementary School are presumed to have acquired a sufficient knowledge of the world about them to enter life *i.e.*, to perform the duties in the normal life of an adult in this country. Therefore, while there is a difference in the approach to the subjects and the time occupied for instruction between the education of the child in an Elementary School and of an adult in an Adult Education Centre the content of the teaching is fairly identical. Today the education of the child also is crying for improvement. The better equipment of

the teacher is called for in the interests of child as well as Adult Education. In regard to the improvement of the equipment of the Elementary School teacher no doubt some attempt is being made departmentally. There are set up what are called Centre Classes. The aim, as we understand, is to set up such Central classes at the rate of one each for teachers within a radius of five miles. These classes are held once in a month, generally on Saturdays. The Deputy Inspector of the Range or his Junior is expected to be present. Where the Department is short-handed or where the Range is fairly heavy the attendance of these officers is not very regular, the Secretary of the Centre taking charge of the work for the time being. The time devoted is generally half of a working day because of the fact that the Deputy Inspector in charge has very often to cover two Centres in a day. A general routine is followed of which the most important part is not imparting of more knowledge to the teacher. An essay is supposed to be set and the more enthusiastic of the Deputy Inspectors give a talk on a subject of their choice. The Deputy Inspectors are generally graduates and sometimes the Juniors are Secondary Grade men. They can possibly handle their one subject in a fair measure. Even this is difficult of achievement; for the Deputy Inspector is an

officer overburdened with travelling and office-work and it is a miracle if he keeps abreast of the times reading and acquiring more and more up-to-date knowledge even in the subject nearest to his heart. Therefore while the system of Centre Classes has a potentiality in it of great good, it is not having the least little effect in improving matters. It must be said here to the credit of certain of the Deputy Inspectors that they have attempted their best to attract other Departmental officers as well as outsiders to give talks to the Centre Classes. But alas! colleagues of other Departments have such little respect for the Deputy Inspector who has no powers to wield over mankind except that of knowledge, that not much has come out of the attempts of these enthusiastic men. Therefore, it is necessary that at the Government level the question of overhauling the Centre Class system should be considered in the interests of education as a whole. Mobilising other Departmental officers to help in the conduct of the Centre Classes may be of some use, but it will not go a long way because we may not expect them to take interest to the detriment of their regular duties. Therefore, they cannot be available systematically at the time and the place that may be fixed

The third Adult Education Week

The meeting of representatives of the sponsoring bodies on the 23rd of August 1952 at the premises of the South Indian Adult Education Association with Dr. M. V. Krishna Rao, our Education Minister, as President has decided that the third Adult Education Week be celebrated for five days from the 8th of November 1952. This is expected to synchronise with the last week of an Adult Education Mandalam proposed to be inaugurated from the 2nd of October, the day of Gandhi Jayanti, as per a suggestion made by the Director of Project areas. In the Project areas there are specially trained men who will look to the other aspects of Adult Educa-

tion than mere Literacy and the Director has therefore suggested a forty-five day Literacy Drive through the agency of School Children. His notion that 50 per cent of literacy i.e. the development of capacity to read a specially edited newspaper, may be developed by painting letters on walls of temples, mosques, and chavadies and letting loose of children above the grade of Class Four and upto the Third Form to teach, the adult in the after forenoons has a flight of fancy about it. It certainly has a propaganda value but it does not appear likely to achieve results; for, to get the adult to snatch time during the afternoons is an impossi-

bility. He may be available only after dark at which time painted letters on walls are not of use. Nor is it likely that that Adult will easily regard urchins studying in Middle School classes as competent to be his teachers. While we entirely agree with the Director of Projects that reading should be cultivated first, that within a period of forty-five days an adult may be taught to read and that that should guide us in our Adult Education endeavour and that our energies should be directed to enabling the next elections to be held without the use of pictures, we do not feel that through the methods he proposes we can achieve

literacy. However, if the Government agrees he has a right to try the experiment. We should suggest a very limited area in the first instance. To apply the method outside such area as a general direction by a Government order replacing the present order of systematised work in all areas may end in very dire results. As we recognise the propaganda value of his general scheme, we would suggest that it should suitably be applied for that purpose. Anyway, it is well that our Adult Education Week is so timed as to get the benefit of previous propaganda if the Director's scheme is generally put into force.

Friends in all Departments, Please note

Sri C. Rajagopalachari's Government are issuing orders separately reiterating the instructions in G. O. No. 2180 Education dated 3-8-1950 regarding the need for the officials of other Departments frequently visiting Adult Education schools and giving useful talks there. We congratulate the Government upon the com-

mendable attitude they are taking. Their attitude is not enough. The official community as a whole should equally respond. We do hope that Collectors in charge of districts will first move and by proper guidance enable their district staff to contribute to the great educational upheaval that the country is in need of.

Third South Indian Adult Education Week

Central Committee Constituted

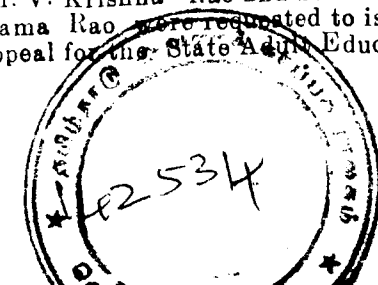
A meeting of representatives of organisations interested in and devoted to Adult Education, convened by the South Indian Adult Education Association, was held at 6 p.m., on Saturday, 23rd August 1952, in the premises of the Association, the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, presiding.

Mr. J. L. P. Roche-Victoria, M.L.A., General Secretary, welcoming the gathering, gave an account of the Second South Indian Adult Education Week celebrated in February 1951 and appealed for co-operation in celebrating the Third South Indian Adult Education Week for five days, from 8th to 12th November 1952.

A Central Committee was formed with the Minister as the President, and other office-bearers for the Week were elected.

Sri K. M. Unnithan, I.C.S., Education Secretary, who was present, explained the Community Project educational campaign for a Mandalam, and invited suggestions as to how the Week could be fitted into the Mandalam campaign. Sri G. Harisavottama Rao, Chairman, Working Committee of the Association, Sri K.S. Ramaswami Sastri, Sri T. J. R. Gopal and others took part in the discussion.

Dr. M. V. Krishna Rao and Sri G. Harisavottama Rao were requested to issue a joint appeal for the State Adult Education Fund.



All the Government Departments will work for Adult Education.

Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, addressed an appeal, in a letter dated 7-5-'52, to Sri C. Rajagopalachari, Chief Minister, Madras, to give impetus to the Adult Education movement by requesting the Collectors to implement G. O. No. 2180, Education, dated 3rd May 1950.

The Organising Secretary has been favoured with the following reply dated 12-1-52 from Sri K. M. Unnithan, I.C.S., Secretary to Government, Education Department:

I am to state that the Government are separately issuing orders reiterating the instructions in G. O. No. 2180, Education, dated 3-8-1950, regarding the need for the officials of all Departments frequently visiting Adult Education Schools and giving useful talks there. The other requests made in your letter are under the consideration of the Government.

In the course of his letter to the Chief Minister, the Organising Secretary, S.I.A.E.A., stated:

We are grateful to you for the assurance that the policy of Prohibition would be enforced and not relaxed. Prohibition and Adult Education are closely allied. Released from the drink octopus, the adult would take to education with avidity and equip himself for citizenship responsibility. Adult Education widening his horizon and clearing his vision, the adult will come to see for himself how beneficial Prohibition is, and henceforth cease to be a party to illicit distillation.

Prohibition is undoubtedly the greatest piece of Social Reform. Without successful Prohibition a Welfare State cannot be built. So far, Prohibition has not succeeded anywhere in the world. It has the best chance of success in India, more particularly in Madras State, and you are the only authority on the subject who can also enforce it. The success of Prohibition would depend mainly on the spread of Adult Education. Therefore we crave leave to suggest that your Government should take steps to expedite the processes of Adult Social Education in the State.

In G. O. No. 2180, Education, dated 3rd May 1950, the Government of Madras

declared that liquidation of illiteracy must be the concern of the whole administration in all its departments and not the duty of the officers of the Education Department alone. The aims and intentions of the aforesaid G. O. are being implemented in letter and spirit in South Arcot District alone, where, the Collector, Mr. H.S. Paul, is deeply devoted to the cause. What is being done in South Arcot should be no less possible in the other Districts of the State.

No additional work is entailed on the Collector and the officers of the various Departments who are doing a considerable amount of touring work. The G. O. expects them, while on tour, to visit Adult Education Centres which function only in the evenings and give talks to the people explaining the work of their respective departments. Thus, the touring officers would be helping both Adult Education and their own Departments. The main point in the Collector must play his part, is the manner of Mr. H. S. Paul, the Collector of South Arcot.

An appeal to the Collectors addressed by you urging them to implement the G. O. will give a tremendous fillip to the Adult Education movement. We request you to issue such an appeal.

Large-scale inter-departmental Co-operation Required.

—:o:—

Education Minister Receives Deputation from the S.I.A.E.A.

A deputation from the South Indian Adult Education Association, consisting of members of the Committee set up at the Eighth Annual South Indian Adult Education Conference held at Kozhikode in May 1952 to take steps to get the resolutions adopted by the Conference implemented, waited upon the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, Madras State, in his Secretariat Room, in the afternoon of Monday, 28th July 1952.

The discussion lasted for nearly two hours. Sri K.M. Unnithan, I.C.S., Education Secretary, was present throughout and took active part in the discussion, giving information and seeking clarification where necessary. The Minister evinced a helpful approach, now and then lapsing into cordial and pleasant informality.

The deputation comprised office-bearers of the South Indian Adult Education Association: Sri G. Harisarvottama Rao, Chairman of the General Council and of the Working Committee, Sri K. S. Ramaswami Sastri, former President and now senior-most Vice-President, Sri A. Srinivasa Rau, Vice-President, Vitapalam, Sri T. J. R. Gopal, Organising Secretary, Sri S. Airavatam, Publicity Secretary, and Sri T. Neelakantan, member of the Working Committee.

The Conference resolutions were explained to the Minister in detail, and he gave a patient hearing. The need for creating at the Secretariat level a new Department for Adult Education and for setting up an Advisory Council with adequate powers and so as to give due place to the un-official wing of the Adult Education movement was urged. Promising to consider the proposal, the Minister said that he would try to bring about co-ordination between the various parts of the Governmental machinery.

The procedure relating to the celebration of the Third South Indian Adult Education Week was explained to him and the Minister agreed to preside over the meeting to be held on 23-8-52 of representatives of sponsoring institutions and organisations, to constitute the Central Committee for the Week and be its President.

A memorandum prepared by Sri G. Harisarvottama Rao was presented to the Minister. The following is the text:—

Adult Education—A Mass movement.

The Adult Education movement, more especially the purposeful literacy side of it, is a movement for the mass of the people, about 85 per cent of them, in our land. Crores of people have to grow literate in a very short period if the adult

voter has to play his part well and get his food, raiment and shelter in a decent way. He must be capable of self-education. This cannot be achieved by mere Departmental or even Governmental agency. Popular enthusiasm has to be aroused and every educated man and woman in

the country should be influenced to educate others. This requires non-official work on a large scale and inter-departmental co-operation of a very real character. Adult Education being considered the business of every Department of Government.

Therefore, two primary lines of action become necessary:

First: Non-official organisations working in the field of Adult Education should be substantially assisted by the Government, in their day to day work for running their endeavour at State, district and local levels,—both on the propaganda and the practical sides.

The South Indian Adult Education Association requests the fullest encouragement. The Association has on its immediate programme the running of a Regional Seminar at Ernakulam. We request that a special grant Rs. 2,000 be made. We request further that an annual grant of Rs. 3,600 may be made to help it to organise different branches of activity through its provincial office.

We have also our South Indian Adult Education Co-operative Publishing Society which has now proposed to bring out as early as possible 50 booklets in Telugu and 50 in Tamil as also 50 in Malayalam as follow up literature for the new literates. In the past the Madras Government gave us a subsidy of Rs. 1,050 to publish 10 booklets in Telugu and 9 in Tamil, secured by the Government through a competitive scheme. Similar help may be rendered to our Publishing Society for the 150 booklets we propose to publish.

We are already developing a good Community Centre at Swatantra Nagar, Madras, where we are trying to cultivate Co-operative life amongst a homogeneous population. We have received great encouragement from the Madras City Corporation, more especially from the present Commissioner and the Co-operative Department. We have proposed to develop one Community Centre in every district and estimated that we may have to spend about Rs. 6,000 a year per Centre. We request that the Government may give us a half-grant as and when we start such a Centre.

Second:—The Governmental side of the Adult Education business should be so organised as to make all the development

Departments of Government, the Local Bodies and non-official organisations feel that they are real sharers in the endeavour. To this end, the Adult Education movement should be handled by a Board on which all these are as well represented as the Education Department with an Executive Officer appointed by the Government to carry out the programme and policy laid down by the Board.

As the premier non-official organisation in South India we request that we may be given adequate representation on the Board that may be constituted as also on other bodies that are or may be constituted for the furtherance of the cause including the Central Committee under the Madras Public Libraries Act.

Adult Education Teachers.

Though the original intention of the Government of Madras was not to restrict the training of Adult Education teachers to Elementary School masters or to the profession of teaching, the Department has now restricted it practically to the profession. As the movement has to be a mass movement, measures should be taken to widen the scope and throw it open to all classes of people. This can be done on a proper scale when the grant-in-aid system is liberally administered. There are signs that the Department has just recognised that aided managements should be helped to run training institutions. The first of this type has not yet started as the intentions of the Department have not had time to be broadcast and the Department itself is not accustomed to broadcast such matters.

Because of Departmental management even ten days pass out of forty-five days of training before the last admissions are made. The work at the training institutions necessarily suffer in efficiency. The Department itself has suggested, on other grounds which may not be discussed here, that the period of training for Adult Education purposes may be shortened to thirty days. If aided institutions are allowed to spring up and thus the number of those to be trained is widened, it may be necessary, in the interests of quickness, to reduce the period of training to one month. In that case refresher courses should be provided to better equip the general run of the Elementary School

teacher, to step up his informational level and to raise his standard of attainment to cope with the demands of Adult Education. We may also note that this is not the only type of training necessary. A special type of training is absolutely necessary to man our Community Centres, covering a period of six months on the model that is adopted in Cochin Travancore and other States to-day.

Further, as the movement grows in volume and takes the mass trend, short-training courses for the village folk who have not known a school above the Fifth Standard as also for students whose voluntary work has to play a very substantial part in Adult Education are always necessary. These also should receive encouragement.

Project Schemes.

We are happy to note that with the UNESCO and Ford Foundation assistance Project Schemes are coming into existence. Our particular request in this affair is that the Education Ministry may take sufficient interest and induce the authorities in-charge of these schemes to give us and the Adult Education cause a proper place in carrying out these schemes; for, we are convinced, without a vigorous drive for Adult Education, the other aspects of the scheme must necessarily be handicapped to a larger or a smaller extent.

Grant-in-aid.

On the whole there is no reason why the grant-in-aid system should not be widely employed in the field of Adult Education.

The Adult Education movement has to run on as many parallel lines as schools, Colleges, University and special education for children. In fact, it has to run more widely than child education. We instance our Workers Night High School at Perambur. Developing higher and higher standards in Adult Education may not be resisted very much longer. The State can never hope to meet all the demands except through the grant-in-aid method.

Railways, Jails, etc.

Railways, Jails, Industrial concerns and the like contain hordes of illiterates. The adult's education in such concerns has also to be systematised. The Railways

and Jails have attempted work. But for want of trained personnel and technical advice much headway has not been made. In the Railways, Ticket Collectors have been entrusted, with the result the classes close down. In the Jails children's education has been imparted to adults with the Education Department ostensibly in charge of Adult Education also. So, even enthusiastic Jail Superintendents find themselves handicapped. All these problems need examination.

Equipment.

Equipment supplied to Adult Education institutions has been scanty. Even purposeful literacy has no chance of success until supply of lights, books, charts, daily and other journals as also of equipment for the social atmosphere which is vital to the development of such centres is done on a planned basis. Though it is true that some small attempt has been made to supply certain of the items mentioned, it has all been sporadic. We would request that the question be thoroughly examined and speedy arrangements made in this behalf as otherwise the whole attempt at purposeful literacy may have to be pronounced a failure.

Mobile Units.

The part that the Mobile Unit plays in propaganda is not small. When associated with proper non-official workers it has a very much greater opportunity. The greatest advantage is in its capacity to gather crowds. So every equipment that is necessary to make it useful as a great "Caller" should be provided. The present Mobile Units for Adult Education in the Madras State are very defective in this matter. These defects must be remedied immediately. Mobile Units should be dust proof to save not only the health of the people travelling in them but also keep the machinery from being damaged too soon by fine dust. This is one of the glaring defects in the present Madras Mobile Units. This has to be remedied. The films and records provided should not be chosen at random. Special film reels and gramophone records should be prepared for Adult Education to suit our conditions. General type of films must certainly be there. But not exclusively. No thought has so far been best-

owed on preparation of appropriate films. Not even Adult Education propaganda songs have been gramaphoned. Fresh supplies of films and records should be made from time to time and they must all be kept. The present vans are equipped with Microphone Radio and sound film projector. The Microphone and the Radio do not seem to be in use. We reliably hear that in certain of the Units, the microphone has not been available for years. The management of these vans should be much improved. Sometime ago a Special Officer was appointed to examine issues relating to the vans. We do hope his report will be made available to our Association. The vans employed to-day are too heavy and unfit to move out on good even roads. They are therefore not fit to cover more than twenty per cent at best of our villages. Lighter vehicles must be found. It is much better to have Mobile Units of a higher type at one each for two districts. The present staff arrangements are very unsatisfactory. For five vans we have only five sets of workers. Out of the three employees—driver, operator and the officer—if any should take leave the business stops or becomes ineffective. Because the staff

is expected to be on duty the whole month, doing work in the night, much room is left for grumbling and malingering and on the average hardly a third of the work that may well be done is extracted. It is best to employ extra sets of workers and run the Units on all the days of the month and to the fullest extent everyday. The red-tapsim under which the officer in charge of the van works has also to be greatly relaxed if he has to render efficient service. His discipline and control over the other staff of the Unit should be fairly full. To give him equipment for efficient control he may get training in operation work and motor driving, say, for six months. It also appears useful to pool Mobile Unit services now run by various Departments and intensify the work of spreading knowledge of all types to the adult in the mass. We understand that if that is done about 30 Government vans may be efficiently employed.

It may be helpful if non-official organisations like the South Indian Adult Education Association and non-official workers like the Honorary Organisers are assisted to run audio-visual programme on their own to stimulate effort all along the line.

Brief report of the work done by the Social (Adult) Education Mobile Unit, Anantapur, in June 1952.

By Sri P. NAGESWARA RAO,

Deputy Inspector, Propaganda, Anantapur.

The Unit which was touring in Cuddapah district in May 1952 continued the same, in Cuddapah taluk on 1 and 2—6—1952 :—

Leaving Gopalapuram (in Cuddapah taluk) where it did propaganda on the night of (30—6—1952, the Unit proceeded on 1—6—1952 to Gondipalli (via) Nandimandalam. A public meeting was addressed, after playing gramophone records, in the afternoon, and the Adult Literacy Centre of the village encouraged to function better. The Unit next proceeded to Kotha Gangireddipalli, where also an Adult Literacy Centre was functioning and there also a public meeting was addressed by the Propaganda Deputy Inspector. The Unit then proceeded to Palagiri—for the night

halt (Palagiri being in the interior the van could not reach the village).

On 2—6—1952, a large public meeting was addressed at the Gruel Centre in Palagiri, in the forenoon at which Sri K. Sundarachari, Junior Deputy Inspector of the Range (Cuddapah), presided. The poor who came for gruel were served first with necessary advice re: a permanent cure of their poverty and other ills, by the Propaganda Deputy Inspector; the President of the meeting suitably brought up the rear and impressed on the audience, that the way to material salvation lay only in their becoming enlightened to begin with and self supporting thereafter. The inseparability of enlightenment and self-

sufficiency was well illustrated by both the speakers.

In the afternoon, a meeting of the local teachers and other elite of the place was addressed at Palagiri (a big village with a population of over 3,000) and the Adult Literacy Centre functioning in the village looked into.

The Deputy Inspectors then proceeded to Obulareddipalli where an Adult Literacy Centre exists and there also addressed a public meeting near the village school.

The Unit next proceeded to Vempalli (in Pulivendla taluk) which it reached by the evening.

At Vempalli that night the Adult Literacy Centre of the Harijan Cheri (run by the Panchayat Board, Vempalli) was visited and a public meeting addressed by the Propaganda Deputy Inspector. A Social worker of the place and Physical Training Instructor of the Local Board High School introduced the speaker.

On 3—6—1952, the Deputy Inspector, Propaganda, contacted the Executive Officer of the Panchayat Board and the Headmaster of the Board High School, Vempalli, and convened a meeting of all the teachers and elite of the town. The meeting was presided over by the Headmaster of the Board High School, the Executive Officer of the Panchayat Board, the Sub-Registrar, the Deputy Inspector of Schools and the Junior Deputy Inspector of Schools, Pulivendla, with other elite of the town, besides the teachers, being present. The Propaganda Deputy Inspector the Deputy Inspector of the Range—Sri C V. Seshaiiah, one of the social workers of the town, and the President of the meeting suitably addressed the gathering. The President of the meeting evinced particular earnestness and requested the Deputy Inspector, Propaganda, to arrange for enlightening the teachers and others interested in the effort, in regard to what they can actually do, day to day, in furtherance of the effort. The Deputy Inspector, Propaganda promised, to give the town an opportunity of hearing also Sri G. Harisarvothama Rao, the Honorary Organiser and the Adult Education Officer, Andhra, on the subject and requested the Deputy Inspector of the Range to supply them with the available literature on the subject viz., syllabuses etc., text-books and booklets in the field. He pointed out particularly that the teachers

of the secondary schools can help in the teaching of the cultural subjects, in an attractive and efficient way, by participating in the work once or twice a week by turns. The enrichment of adult literature also was to be attempted by them mostly. The secondary school students can render the best of help in doing propaganda locally and popularizing the movement, while the senior among them may also help in teaching by turns on a voluntary basis.

On 4—6—1952, public meetings were addressed at Vemula, Kuppagattupalli, Peda-Jutur, Bokkudupalli and Akkulagari-palli of Pulivendla taluk :—

At Vemula and Peda-Jutur Adult Literacy Centres were promised to be soon opened, while in the other three villages the existing Adult Literacy Centres were covered by the propaganda meetings. The meetings at Peda-Jutur and Akkulagari-palli were largely attended and the Propaganda Deputy Inspector impressed the audiences on the national importance of adult literacy and Adult Education and set forth the nature of the part the literate of both sexes have to play in this gigantic endeavour. The Deputy Inspector of the Range also addressed the gatherings suitably.

On 5—6—1952, the Teachers' Association Centre, Pulivendla, was addressed, the Deputy Inspector of the Range presiding. In the evening the Unit proceeded to Thondur where after visiting the Adult Literacy Centre, the Deputy Inspector, Propaganda addressed a large public gathering of people. On 6—6—1952, Agudur, Narayana-palli, Kondreddipalli and Atchavalli villages were visited by the Unit. At Agudur, a big village with an aided Higher Elementary School, but without an Adult Literacy Centre, a large gathering was addressed and a promise for the starting of an Adult Literacy Centre was obtained from the teachers of the local Higher Elementary School; one of the prominent members of the public also spoke and promised the full co-operation of the villagers for the effort which the Propaganda Deputy Inspector advised them to launch upon as a 5 or 10 year plan for the village. At Narayapalli and Kondreddipalli where Adult Literacy Centres are functioning, public meetings were addressed. At Atchavalli, where the Teacher-

Manager of the working Adult Literacy Centre, and other teachers and young men of the village took a keen interest in the progress of the Adult Literacy Centre, an impressive function was got up. The prize distribution ceremony of the Local Board Elementary School and the convocation of the Adult Literacy Centre were arranged for the day and a largely attended gathering of the residents of the villages round, a large number of prizes were distributed to the winners in the sports previously held for the school children (boys and girls) and the adults and literacy certificates were distributed to the literates turned out by the Centre. The Deputy Inspector of Schools of the Range presided and the Deputy Inspector, Propaganda, distributed the prizes and certificates and addressed the gathering on the importance of literacy and the need for a self-imposed compulsion both in regard to Elementary and Adult Education.

On 7-6-1952, the Teachers' Association Centre, Lingala, was attended and addressed; the starting of an Adult Literacy Centre was under proposal by the teachers of one of the schools in this village. The public of the village also were present at the open-air meeting conducted on the occasion, the Deputy Inspector of the Range presiding. Returning to Pulivendla, the same evening, the Deputy Inspector, Propaganda, and party visited the local Panchayat Board Adult Literacy Centre (Pulivendla) run by a clerk of the Panchayat Board. The adults and others present were advised suitably by the Deputy Inspector, Propaganda, who pointed out that with literacy, they of the several village trades, would be in a position to improve their emoluments by improving their technical skills.

On 8-6-1952, public meetings were addressed at the following villages—viz., Balapanur, Korraguntapalli, Ankalammagudur, and Simhadripuram (all of Pulivendla taluk). The Deputy Inspector of Schools, Pulivendla, followed and arranged the meetings which were well attended.

At Balapanur, a very big village, the District Board, Cuddapah had permitted the opening of an Adult Literacy Centre for Muslims (Urdu) and as a result of the public meeting addressed here, the Hindu

population also pressed for the starting of a Telugu Centre for their benefit. The Deputy Inspector who presided promised to do the needful in the matter. At Korraguntapalli, a big village with a Board High School, the gathering represented the literate and the illiterate almost equally, the Deputy Inspector, Propaganda, impressed on the audience addressed, the need for a planned drive for literacy in every part of the country, comparing the standards of life and literacy obtaining in India, with those of the other great countries of the world, such as U.S.A., England, the U.S.S.R., Japan etc. He styled this the II Freedom struggle (against the internal enemy) and called upon the people to rally to its standard. At Ankalammagudur, a place where the Communist elements are said to be dominant in the population, the Deputy Inspector, Propaganda, made a fervent appeal to one and all, to dedicate themselves to this noble effort of national importance giving it the utmost precedence in their programmes, irrespective of all other considerations. Promises were obtained from the teachers and others interested to start Adult Literacy Centres very soon. At Simhadripuram, where a pucca Adult Literacy Centre is being run, by a trained teacher, the Centre was visited and a gathering of people was addressed in the night. The Headmaster of the Board High School, the Manager of the local Mission and the Deputy Inspector of the Range also addressed the gathering along with the Propaganda Deputy Inspector.

On 9-6-1952, the Unit returned to Headquarters having thus completed Pulivendla Taluk as programmed. After staying at Headquarters upto 18-6-1952, the Unit proceeded on tour to Bellary District on 19-6-1952:—

Enroute to Bellary town the Unit halted at Kodadarakunta, a village in Anantapur Taluk, and as the new Operator now joined the Unit gave a film-show in that village, after the Deputy Inspector, Propaganda, visited the working Adult Literacy Centre. A large gathering of villagers present was addressed at the show.

On 20-6-1952, the Unit passed through Uravakonda where the Deputy Inspector, Propaganda, contacted the Executive Officer of the Panchayat Board and discussed details in regard to the Adult Literacy

Centre permitted to be opened by them. A film-show was promised for the occasion of its opening, on the return journey of the Unit.

Reaching Bellary, the Unit contacted the Hon. Organizer for Adult Education, Andhra Desa, at the Government Training School for Adult School Teachers, Cowl Bazaar. That evening the Adult Literacy Fort Area Centres, Satyanarayanapet, (Bellary Town), both run by trained women teachers were visited by the Hon. Organizer and the Propaganda Deputy Inspector, along with the local officers and a film-show was given at the Satyanarayanapet Centre. The gathering of the people was suitably addressed by the Hon. Organizer and the Deputy Inspector, Propaganda, at the above film-show.

On 21-6-1952 in the forenoon, the Deputy Inspector, Propaganda, addressed the II batch of trainees (of Kurnool and Bellary Districts) in the Govt. Training School for Adult School Teachers, Cowl Bazaar. In the Afternoon along with the Hon. Organizer the local Officers, the Deputy Inspector, Propaganda attended and addressed the town Teachers' Association Centre. Specially convened for the occasion (in the L.M. Ele. School, Wardlow High School compound) The Junior Dy. Inspector of the Range, Sri A. P. Venkata Reddi, formerly Assistant Teacher in the Govt. Training School for Adult School Teachers, also addressed the gathering, along with the Hon. Organizer. The special problem here is that several women teachers who have been trained in Adult Education have not yet opened Adult Literacy Centres and the Deputy Inspector Propaganda, appealed to all present to take proper interest in the cause of Adult Education and play their part in it.

The same evening, the Unit gave a film-show at the Govt. Training School for Adult School Teachers, Cowl Bazaar, on the occasion of the valedictory function of the II batch of trainees, when the Dt. Edl. Officer, Bellary-Sri D. Rajagopalachar, B.A. (Hons.) L.T. delivered the valedictory address, Sri G. Harisarvothama Rao, M.A., Hon. Organizer presiding. A large gathering of the elite of the town were present on the occasion and the film-show was attended by the adults of the practising Adult Literacy Centre and the people of

the neighbourhood. The President of the function and the Dt. Edl. Officer addressed the gathering and the Headmaster of the Training School gave the vote of thanks. The trainees staged suitable scenes for entertainment and propaganda before the film-show commenced.

On 20-6-1952 in the afternoon the Unit visited Allipuram village along with the Hon. Organizer and the local Deputy Inspector of Schools, Bellary Hindu Range. After visiting the Adult Literacy Centre, the Hon. Organizer, the Propaganda Deputy Inspector and the Senior Deputy Inspector of Schools, addressed the gathering over mike (after a relay of gramophone records was given by the Unit).

From 4 p.m. on 22-6-1952 to 11-45 a.m. on 24-6-1952 the Deputy Inspector, Propaganda, availed out of duty for the annual ceremony of his father and during this period, the Unit was left in-charge of the Deputy Inspector, Bellary, and the Hon. Organizer accompanied and both continued the propaganda tour). In the evening, the Unit proceeded to Kappavachadu. As the Hagari River was unfordable, the van was left here and the Hon. Organizer and party in chiding the Deputy Inspector's Hindu Range and the Headmaster of the Govt. Training School for Adult School Teachers, Sri I. V. S. Prakasa Rao, M.A., B. Ed., proceeded across the river to Rupanagudi, where they visited the Adult Literacy Centre and then accompanied by the adult pupils and the people of the village, came back to Kammarachadu where a film-show was given and the gathering of people addressed. The Unit returned to Bellary the same night.

On 23-6-1952, the Hon. Organizer and the Deputy Inspector of Schools, contacted the Railway Station and Central Jail authorities and discussed with them the arrangements made in each place, in regard to Adult Education. In the afternoon, the Hon. Organizer addressed a meeting in the Basic Training School for Women, Cowl Bazaar, Bellary, and in the evening the Unit proceeded to Sanganakal Village, where after a relay of records, the Hon. Organizer addressed the gathering suitably over the mike. Thereafter, the Unit proceeded to Kappagal, where they gave a film show and the Hon. Organizer addressed the gathering. The Unit returned to Bellary for the night.

On 24-6-1952 (after the return of the Deputy Inspector, Propaganda, to duty) the Unit proceeded to Kallukambha in the afternoon accompanied by the Deputy Inspector of Schools, Hindu Range, Bellary. The Hon. Organiser was with the Unit. At Kallukambha, the 2 Teacher-Adult Literacy Centre was visited and after a relay of records, the gathering of people was addressed by the Hon. Organiser and the Dy. Inspector, Propaganda. They then proceeded to Yemmiganur where after the 2-Adult Literacy Centres of the village were visited, the Unit gave a film-show to a large gathering of people. The Hon. Organiser addressed them in Kannada; (and the Dy. Inspector of Schools introduced him in Telugu):

On 25-6-1952 the Unit and party proceeded to Yerringelingi, in the Forenoon. Here, a gathering of people was addressed in Kannada by the Hon. Organiser after a relay of records given by the Unit in the main village. The Adult Literacy Centre in the Harijan Cheri was then visited and the gathering of adults and the oherians again addressed.

In the afternoon the Unit returned to Bellary town and in the evening proceeded to Alur which they reached at 7-30 p.m.

The Hon. Organiser and party visited the IV Ward Adult Literacy Centre (of the Harijan Cheri) and then gave a film-show in its premises, and it was largely attended. The Dy. Inspector, Propaganda and the Hon. Organiser suitably addressed the gathering and impressed on them the need and urgency of adult Literacy and education.

On 26-6-1952, in the forenoon the Hon. Organiser was interviewed in the T. B. Alur, by the President, Panchayat Board, Alur, the Tahsildar (and Rural Welfare Officer, in-charge) Alur and the Women Welfare Organiser of the town. The Deputy Inspector, Propaganda, who was present, participated in the discussions. In the evening, the Unit with the Hon. Organiser and the Tahsildar, Alur, proceeded to Namakkal where the Dy. Inspector of the Range (Sri C. V. Seshiah) joined them. The Unit then covered the following villages by the evening, viz., Chippagiri, Kundanadurthi and Belladona. At Ceippagiri, after looking into the Adult Literacy Centre and giving a relay of records, the gathering of people was address-

ed by the Deputy Inspector, Propaganda, the Honorary Organiser, the Tahsildar of the Taluk and the Deputy Inspector of the Range. In Kundonadurthi, as the Van could not go into the village, the relay of records was given by the Unit from outside the village. The Honorary Organiser and party proceeded into the village where an Adult Literacy Centre was to be opened by a Board School Teacher recently relieved from Adult Literacy Training. They addressed a gathering and declared the Centre opened. In a similar manner at Belladona also a large public gathering was addressed and Board School Teacher recently relieved from Adult Literacy Training was assisted in opening an Adult Literacy Centre.

In the evening, the Unit proceeded towards Molagavalli, 9 miles from Alur Town but as the famine road was unsuitable returned to Alur and proceeded directly to Adoni which they reached by 9 p. m. At Molagavalli and Kottala near it, 2 good Adult Literacy Centres of the Taluk are functioning.

On 27-6-1952 in the morning the Honorary Organiser left the Unit and the Unit then met the Adult Education Officer, Andhra, in his camp at Adoni after his return in the afternoon from Yemmiganur.

In the evening, the Adult Education Officer, inspected the Van and its equipment. Accompanying him, the Deputy Inspector, Propaganda, and the local Deputy Inspector of Schools visited the two Adult Literacy Centres run by two women teachers in the town viz., the Venkannageri and Mandageri Adult Literacy Centres and a film-show was given covering both in the Harijan Hostel maidan in between. The Deputy Inspector, Propaganda, addressed the gathering suitably.

On 28-6-'52, the Adult Education Officer left for Bellary in the morning and the Unit accompanied by the Deputy Inspectors of Schools, Adoni East (Sri K. N. E. Narasimhan, B. Sc., B.Ed.) and Adoni West (Sri P. Ranga Rao, B.A., B.Ed.) and the Attendance Officer, Adoni East, Sri B. Venkataratnam, B.A., proceeded by the afternoon to Nandavaram where the Teachers' Association Centre was in session. The gathering of teachers was presided over by the Range Deputy Inspector-Sri P. Ranga Rao—and addressed by the Deputy Inspector, Propaganda, and the Deputy Ins-

pector, East Range, who impressed on the teachers the noble role they had to play in this nation-building endeavour—bringing to bear on it a spirit of sacrifice and patriotism, besides their sense of duty as teachers by profession. The magnitude and nature of the task were clearly explained to them by the Propaganda Deputy Inspector who also put before them the ideas of tackling the problem in well-conceived 5 and 10 year plans suitable to each locality and both for men and women. After the meeting, since it was a shandy day in the village, the Unit gave a relay of records at the market place and the large gathering of people present was addressed by the Deputy Inspector, Propaganda, over the mike.

In the evening, the Unit and party proceeded to Yemmiganur (sub taluk of Adoni) where 2 Adult Literacy Centres, one Telugu and another Kannada are functioning. A film-show was given in the shandy (market) place and a very large gathering of people was present. The Deputy Inspector, Propaganda, who was introduced by the Deputy Inspector, Adoni, East Range, addressed them suitably associating the films shown, with the industrial and other development necessary in the country, compared with what obtains in the other great countries of the world and pointed out that literacy and further technical education suitable to each individual were basic needs for the ultimate attainment of the standards of progress, development and life on a par with the great neighbours of the world.

On 29-6-1952, the Unit gave a relay of records in Kotekal village and the Deputy Inspector, Propaganda, addressed a gathering and paved the way for the opening of an Adult Literacy Centre by the District Board School Teachers. Proceeding to Adoni, the party addressed the Town Teachers Association Centre (specially convened for the purpose) the Deputy Ins-

pector, Adoni East, presiding. The town teachers' psychology was analysed and tackled by the Deputy Inspector, Propaganda, who impressed on them that the usual attitude of indifference adopted by them in their professional work, would lead them and the country nowhere—both materially and morally and that clear thinking reveals the need for some self-less and earnest effort on their part, as well as on the part of all public servants, non-official workers and other sentient members of the professions and the public—to uproot illiteracy and pull the standards of production and life and even administration in the country.

In the evening, the Unit proceeded to Nadangam and Harivanam where two Adult Literacy Centres are functioning. At Nadangam after visiting the Kannada Adult Literacy Centre, the Deputy Inspector, Propaganda, and the Deputy Inspector, Adoni West, addressed the gathering of people at the relay of gramophone records. At Harivanam, a film-show was given (after the visit to the Adult Literacy Centre) and the large gathering of people was suitably addressed by the Propaganda Deputy Inspector.

On 30-6-1952, the Unit visited Santhakudalur village in the foreman where a record relay was arranged and the gathering of people addressed over the mike by the Deputy Inspector, Propaganda, in the Harijan Cheri, where a new Telugu Adult Literacy Centre is functioning under Mission management.

In the evening, the Unit proceeded to Kosigi Town where one Adult Literacy Centre is now functioning and more is to be opened by the Panchayat Board. A film-show was given in the slum area and a large gathering present was addressed by the Propaganda Deputy Inspector.

(The Unit continued its work till 2-7-'52 and returned to Headquarters on 3-7-1952).

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

News and Notes

Nehru's Advice to Project Officers

Seventy Community Projects Officers began a four week training course in organising Community Projects at a township, Nilokheri, near Delhi on July 21. The course was inaugurated by Prime Minister Mr. Nehru. Addressing the officers over the radio, Mr. Nehru said 'through this work we have to take the country forward and make the 35 crores of people of this country live a better life.'

Mr. Nehru asked officers to learn their work in Nilokheri with diligence, but warned them that when they went back to their respective places they should not begin ordering the villagers about. There was a lot that the officers should learn from the villagers. Only by a spirit of mutual give-and-take could the officers win the confidence of the villagers and take them forward.

He had seen many workers going to the villages. They made speeches there and offered advice and came back home. This was not the way of work. "If you want to go to the villages, first of all you have to realize that you can learn a lot from the villagers. If you hear the voice of the villagers you will be helping your own cause to go forward. In that case, you will both learn from them and teach them too. Both these things should go together."

The Project Officers, Mr. Nehru continued, had to make the villagers feel that they were partners in a stupendous task. They had also to create respect for manual work, which was despised and looked down upon by large sections of the people. In his opinion, every student should be made to devote considerable time in doing manual work in fields or factories.

Mr. Nehru said the Project Officers had embarked on a very big task. They must understand the significance of this scheme, which was to uplift the poor people of the country and not to better the prospects of any individual. Through this scheme, the burden of poverty and

unemployment was to be lifted from the shoulders of the people.

Poverty and unemployment could not be wiped out by the Parliament passing laws. Wealth was created through human effort and this was the country's main strength.

Referring to the Community Projects, Mr. Nehru said that 55 such projects had been started. By and by more places would be selected for such projects and their number might go up to 500 and more. "We want ultimately to have this kind of project in every village in India".

Mr. S. K. Dey, Community Projects Administrator, who addressed the officer trainees after the Prime Minister's broadcast, said "the officers had to develop a 'stern determination to build for ourselves a bright future'".

Stressing the importance of the Community Projects, Mr. Dey said, "In India a new system of administration had to grow up. The world was changing and no longer could the present system be retained for long". During the period of training, the Project Officers will learn to use pick-axe and shovel and dig canals, and build roads. After the training, the officers will return to their respective States and guide the Community Project work there.

Seminar on Literature for Neo-Literates

The Third National Seminar on "Preparation of Literature for Neo-Literates" which is scheduled to begin in Delhi on December 20, will be held in Jamia Millia, Okhla. The Vice-Chancellor of the Jamia University, Professor M. Mujeeb, has kindly agreed to place at the disposal of the Indian Adult Education Association one of the University buildings for the Seminar.

The Director of the Seminar, Shri T. Madhe Gowda, M.P. who is in New Delhi these days, is examining the suggestions on the draft Working Paper received from various Adult Education agencies and workers. The final Working Paper is expected to be ready in August.

Advisory Board for Social Education

An Advisory Board under the Presidentship of the Education Minister has been formed in Delhi to create interest and enthusiasm among the public to take necessary steps to implement the Social Education Scheme of Delhi State.

The Board will formulate proposals for the expansion of Social Education in Delhi State. The Board will also receive and consider periodically reports on the progress of Social Education.

Members of the Board will be expected to visit the Centres and field work and to offer suggestions. This Board will consist of 21 members. It includes representatives of various agencies working in the field of Social Education and individuals interested in and working for Social Education. Mr. S. C. Dutta will represent the Delhi State Adult Education Association. Mr. Jagdish Singh, Social Education Officer, Delhi State, will act as the convenor of the Board.

New Approach to Social Education: Shafiq Saheb's Suggestion

The Education Minister of Delhi, Shri Shafiq-ur-Rehman Kidwai, has suggested a new approach for the development of Social Education in the city. Addressing a meeting of the Field Staff of the Social Education Department of the Delhi Municipal Committee on July 20, Shri Kidwai called upon the workers to organise what he called cells of groups of citizens in each locality of the city. He said, instead of opening more Social Education Centres, the field staff of the existing centres should try to develop groups of fifteen to twenty citizens in each mohalla or locality to organise programme of Social Education according to their needs. The Social Education Centres and the co-ordinating Centre of the Department should provide suitable services to these cells and groups. The Department should try to work out short courses, lectures, demonstrations and projects in Fundamental Education and provide them to these cells. Every Centre should have twenty to forty cells or groups within its locality. This approach, Shri Kidwai said, would create

necessary atmosphere in favour of Social Education and would generate necessary enthusiasm among the people who should be made to feel that it was their responsibility to ask for programmes and services from the Social Education Department. Shri Kidwai suggested that each cell or group should be formed round homogeneous interest.

Shri Kidwai also emphasised the need to develop personal contact with the families in each locality and show them by demonstrations the method of cleanliness, hygiene etc. Each lady worker should carry thread and needle and show the ladies how to mend their clothes. They should demonstrate the right method of bathing babies washing clothes arranging kitchen, burning refuse. Thus Social Education worker should not only act as a teacher of 3 R's but as a demonstrator, a helper, a friend and a guide. Only then the message of Social Education would reach every house in the city.

Social Service Camps in Ajmer State

The Ajmer State Directorate of Education successfully organised 'Social Service Camps' in selected villages of the State by mobilizing the services of teachers and students during summer vacation on a purely voluntary basis. 1,200 volunteers—teachers and students—took part in Social Service work at their own expense in the rural areas of the State. 30 villages spread over the three sub divisions of the State were selected and Camps were organised there for a period of 4 weeks in the month of June, 1951. The volunteers were formed into 30 groups of 40 each and each group was assigned a village. Two of the thirty villages selected for Social Service work were taken by teachers and girls of Girls' Schools.

Before launching this special scheme, a three day conference of 120 teacher-leaders was arranged in which training to these leaders was imparted by the officers of Directorate of Education and representatives of various Development Departments in the State.

After training, the leaders went to their respective villages, and conducted necessary survey of conditions prevalent there, and drew up their programme of work accordingly. Actual field work of the camper-

commenced from 1st June, 1952 and lasted upto the 30th of June, 1952. During this period they enlisted the active co-operation of the villagers in the execution of varied programme of rural development and uplift.

During the period of their stay in the villages the campers led intensive village sanitation drives, conducted discussion groups thereby showing the farmers the need and importance of better breeds of cattle, pure seeds and compost manure. Literacy classes were also conducted. In the evening they organised entertainment and instructive programmes of dramas, variety shows and camp-fires.

* * *

Pepsu to Liquidate Illiteracy in 5 Years

Sardar Gian Singh Rarewala, Chief Minister of Pepsu, has said that the Government stands committed to a programme of mass education, and no person, young or old will remain illiterate in Pepsu after five years. He was presiding over an Education Conference at Jarg recently.

The Chief Minister said he had decided to lay stress on Primary Education, and during the current year 100 Primary Schools would be opened in rural areas.

The Chief Minister also stressed the necessity of establishing a University in Pepsu.

* * *

Rural Uplift through Social Education

Mr. Salig Ram Pathik, Hon. Adviser on Social Education to the Govt. of U. P. and Associate Secretary, Indian Adult Education Association, is carrying out a novel experiment in rural uplift through Social Education in village Malan, near Allahabad with a band of District Board teachers.

He is having his classes at present with 27 persons who have been drawn from seven or eight Gaon Sabhas of Panchayat Inspector's circle. These persons have formed a better Farming Co-operative Society to be developed ultimately into a full fledged Co-operative farm and have pooled their 44 acres of land into a compact block. To improve the irrigation facilities in this block a tube-well is under construction. It is intended to start similar work of Co-operative farming and Social Education in other parts of the district gradually.

Fillip to Social Education in Bombay

Bombay State is to receive 500 radio sets and 500 gramophones under the Colombo Plan for propagating Social Education in the State. These radios and gramophones will be installed in selected villages in the 28 districts of the State with a view to attract adults to Social Education Centres and give instruction to them with special programmes devised for the purpose of Adult Education.

Australia is willing to give these equipments for promoting Social Education in countries participating in the Colombo Plan.

* * *

International Seminar on Museums' Role in Education

An International Seminar on the role of museums in the education of children and adults will be held under Unesco's auspices in Brooklyn, New York, from 14 September to 12 October. Forty-five experts, including specialists in museum activities and persons responsible for teaching programmes, will attend. They will represent more than fifteen European, Asian and American countries. Mr. Dough Allan, Director of the Scottish Museum of Edinburgh, will be in charge.

The Seminar has been organised because of the increasing awareness in museum and educational circles of the need for closer co-operation between museums and schools. In most countries, museums can offer very valuable source material for teaching the arts, history and science. But in order to place these resources systematically at the disposal of classes or study groups, as well as of teachers willing and able to use them, various changes have to be made in the training of staffs and the adaptation of programmes.

The Seminar will consider a broad range of these possible improvements particularly such subjects as: the public to be reached; museum teaching materials; the qualities required of teachers; problems of use and presentation. It will also be entrusted with arranging for an exhibition on the role of museums in education, prepared by the International Council of Museums, which is to be presented in U.N.E.S.C.O.'s Member States.

Plan to Eradicate Illiteracy

Two members of the Union Parliament from Punjab, Sardar Teja Singh Akalpur and Sardar Gurmukh Singh Musafir have presented to Maulana Azad a scheme for eradicating illiteracy from the State. The scheme makes it obligatory on every student to complete a period of service in the literacy campaign before he can earn his annual promotion. Every Government or teacher of a recognized school must have certificates of having completed this service to earn his annual increment.

The Education Minister is understood to have agreed to forward the scheme to the Punjab Government.

* * *

Literacy Among Industrial Workers

The work of promoting literacy among industrial workers in Ahmedabad, Sholapur, Hubli, East and West Khandesh has been transferred from the Deputy Commissioner of Labour to the Education Department. This work will now be conducted by the Social Education Committees of the area.

The four Workers' Literacy Boards ceased to function from July 1 and the literacy classes formerly conducted by the Boards have been made over to the Social Education Committee of the area.

* * *

Cultural Life in China

Dr. Jha's Impressions

Dr. Amaranatha Jha, President, Indian Adult Education Association, who recently visited China, addressed several meetings in U. P. giving his impressions about educational, social and cultural life in China.

Dr. Jha stated that the standard of higher education in China was low. The reason for it was shortage of books in their own language. Moreover, Communism dominated the pattern of University education. In the People's University, established two years ago in Peking, books of Marx, Lenin and Mao were being taught. The aim was to produce effective party cadre. Although in other Universities, Science, Philosophy, History, Economics and foreign languages were also being taught, yet the real emphasis was not on these subjects. Agriculture and engineering were the two leading subjects of study and there was no doubt that within a short time great advancement had been made in these subjects. Mandarin, the national language of China, was the medium of instruction from the earliest to the highest stage.

Illiteracy

Referring to the problem of illiteracy in China, Dr. Jha said multipronged attack on this evil was being made. Nursery classes were being opened in large numbers to impart education to children between three and eight years. In Peking alone there were 18 such schools. He said proper attention was not being paid to the next stage of education but in a number of big cities peasants and workers' centres have been opened where workers and peasants were provided with instruction and recreational facilities. Short-term courses were providing great impetus to Adult Education. Seeking to educate persons of 18 years to 35 years of age, these classes aimed at making the students eligible for admission to Universities. There was close and intimate contact between the teachers and the taught in such schools.

Arts and Literature

Speaking on the attitude towards art and literature, Dr. Jha said that Mr. Mao Tse-tung had urged the literateurs and artists to bring out creations pertaining to peasants, workers and soldiers. Such artists and literateurs enjoyed great respect. Dr. Jha said a synthesis had been evolved between the old tradition of folk art and new themes.

Dr. Jha said there was not much social life in China. Women participated in social function entirely because of their personal status in society and not by virtue of being wives or relations of prominent persons.

Freedom of Press

Dr. Jha also said that freedom of expression through the Press or platform was not permitted in China. No one could object to day to the basic principle of freedom of expression, but in China there were no proper outlets and means for the expression of free and frank opinion. Newspapers, English as well as Chinese, carried very little world news. Foreign news which had some bearing on the Chinese affairs found some space in the columns of the newspapers. This applied to news from India also. No foreign news agencies worked in China. There were only two English newspapers. No mass meeting was organised except those under the auspices of the dominant political party. The entire atmosphere seemed "stifling".

Activity in South Kanara District.

The District Educational Officer, South Kanara, writes:—

Four Training Courses for Adult Education Teachers were conducted during 1951-52 at Padubidri, South Kanara, and 111 teachers were trained. Two courses for women were also conducted at Mangalore and 46 women teachers were trained. About 75 teachers were trained in 1949-50 also. One course of training is in progress at present at the Basic Training School, Ujre, for the outgoing Senior Basic students. The strength of the class is 30. Thus we will have at the end of the month 250 trained teachers.

But the progress of Adult Education has by no means been satisfactory. The trained teachers have not been too keen in opening Adult Literacy Schools. Under the pressure of Deputy Inspectors, some of them have opened schools, but it is only a few of these schools that have worked for more than say six months. Altogether the number of schools opened would be more than 75, but the largest number working at any time was 46. It has now come down to 28.

The reason always given for the closure of schools is want of attendance. The minimum attendance prescribed for an Adult Literacy School is only 10. However Adult Literacy teachers are not able to secure this attendance. It is the rule that every Adult Literacy School should run continually the four months literacy course enrolling fresh adults. Enrolment of fresh adults has not been an easy job. Adults simply do not want to join a Literacy School. Many Adult Literacy Centres were carrying on with their original enrolment. It was only when the rule regarding fresh enrolments every 4 months was insisted on that schools began to close down.

Should an Adult Literacy School succeed, there must be local enthusiasm. That is what is wanting now. The Adult Literacy School teacher who has opened a school cannot unaided create local enthusiasm. Though in every case a Local Committee is created to help the teacher, the Committee seldom functions. How to create

enthusiasm for literacy in villages and towns—that is the problem which needs solution.

Every Adult Literacy School is being supplied with the following newspapers and magazines, free of cost by the Department: (1) Madras Information; (2) Grow more Food Journal; (3) Belaku; and (4) Nava Bharat.

* Adult Literacy Centre opened at Varaganeri

Janab P. H. Mohamed Nasiruddin, Municipal Councillor, presiding, Mr. P. J. Louis, Honorary District Organiser, S. I. A. E. A. declared open on Independence Day a new Adult Literacy Centre in the Elementary School in Varaganeri, a part of Tiruchirappalli. Janab Abdur Rahman recited Urdu verses of prayer. Mr. Stantanasamy, the teacher, conducted a lesson with the help of the Laubach chart. The Chairman appealed to the adults of all classes and communities to avail themselves of the education offered. The Tiruchirappalli Municipal Chairman, Dr. E. Mathuram, the Municipal Commissioner, Sri K. Ramalingam, the Municipal Health Officer, Sri K. B. Venkoba Rao, and other officers were present on the occasion.

* Madurai Collector opens Adult Education Centre

Sri N. S. Arunachalam, I. C. S., Collector, Madurai District, opened an Adult Education Centre equipped with Radio and Reading Room in Tengilipathi village on the Independence Day, 15-8-'52. He said: The blessings of education especially to people in rural areas battling with Nature could not be over-estimated. The radio would give them all useful information, besides entertaining them with music.

Sri P. V. Narayanasamy Chettiar, Deputy Collector for Kallar Reclamation, and Sri T. R. Raghavan, Honorary District Organiser, S. I. A. E. A., addressed the gathering and urged co-operative effort. A drama was enacted by students showing the value of Adult Education.

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Education means acquisition of Moral and Spiritual Values, not Mere intellectual exercise

In his recent public speeches, Dr. S. Radhakrishnan, Vice-President of the Indian Union, has been emphasising the need for radical changes in the aims and objectives of our educational systems, to meet and satisfy the moral and spiritual requirements of Independent India.

In a Convocation Address at Bombay Dr. Radhakrishnan expressed concern about the existing volume of illiteracy and asked why the Union and State Governments should not utilise the vast numbers of educated unemployed in a concerted plan to liquidate illiteracy. This very idea has been drilled into the ears of the authorities by the South Indian Adult Education Association.

Laying the foundation stone of the Andhra Education Society of Delhi on September 21 India's Vice President declared that most of India's troubles were due to the fact that the aim of education had become mere intellectual exercise, and not, as it should be, acquisition of moral and spiritual values. The need of the hour is leadership and a crusading zeal.



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EDITORIAL

Liquidating Illiteracy.

India's Vice-President, Dr. S. Radhakrishnan, suggests that both the Central and State Governments should utilise the energies of the unemployed intellectuals in the country to liquidate illiteracy. Delivering the Convocation Address of the Srimathi Nathibhai Damodar Thackersey Women's University, Bombay, on August 28, he said :

We are in a very unfortunate position. Eighty-five per cent of our population is illiterate. On the other side you see that most of our intellectuals are unemployed. Both these are great dangers to the stability of the State. If the local Governments take this task seriously bringing one into relationship with another they will at the same time give occupation to the unemployed intellectuals and liquidate illiteracy. I do not know why the Governments are not taking up this as their main task. We always complain that young men, when they leave Universities, are feeling frustrated, embittered and disillusioned. They have a right to the security of the future. We are not able to provide them with these facilities. Here is a task which is awaiting serious thought, not merely thought, but action on the part of our Governments. If you want to save these intellectuals from despair, if you don't want them to feel frustrated why then do you not apply their energies in this supreme task of educating the masses? You talk about democratic constitutions. No democratic constitution can function pro-

perly unless your electorate is also educated."

The Central and State Governments have recognised the urgency of the need to liquidate adult illiteracy. Maulana Abul Kalam Azad, India's Education Minister, has done his best and given a lead to the workers in the field. An International Seminar was held in Mysore in 1949. Two National Seminars have been held under the auspices of the Indian Adult Education Association, the first in December 1950 at Jabalpur and the second in December 1951 at Indore. The first South Indian Regional (Seminar) was held in Adyar, in April 1951 under the auspices of the South Indian Adult Education Association with the approval and aid of the Government of India. Preparations are being made by the Association to hold the Second South Indian (Regional) Seminar early next year at Ernakulam. So far as unofficial effort is concerned there is nothing lacking. The two South Indian Adult Education Weeks organised by and celebrated under the auspices of the South Indian Adult Education Association have caused a great awakening: about 3000 Adult Education Centres have been functioning under the supervision of District, Taluk, Firka and local Adult

Education Committees. Unfortunately, official enthusiasm has been very much wanting and official effort very much halting. The Central Government gave a grant of about Rs. 7 lakhs stipulating that the State Government should set apart an equal amount for a three-year State-wide Adult Literacy Drive. The Director of Public Instruction produced a scheme in the second half of 1950. The first step in the scheme was taken early in 1951. Nothing more has happened since then. Four Mobile Units have been moving about the Districts, more or less regularly, but they have been doing Social Education propaganda. It was not fair to have entrusted Adult Edu-

cation to the already over-worked Directorate of Public Instruction. What one individual occupying high office could do, Mr. K. M. Unnithan, I. C. S. Education Secretary, Madras Government, did when he invited proposals for the expansion of literacy effort from the South Indian Adult Education Association. He took pains and got useful data collected. But before he could place the proposals and the data before the Government, real Republican India was born. It is now for the Rajaji Ministry to frame a policy, and formulate and carry out a plan of action. It is to be hoped the very best would be done at least from now onward.

North Arcot District Adult Education Committee, Vellore.

A special meeting of the above Committee was held at 5 p.m. on Thursday the 7th August '52 at the Office of District Educational Officer, Vellore. Sri N.V. Sugavanam M. A., Collector of North Arcot, presiding. The following members were present:

1. The minutes of the previous meeting held on 5.5.52 were read and confirmed.
2. The report of Janab Abdul Latheef Sahib about the Conference at Kozhikode was read and recorded.
3. The letter of the Organising Secretary, South Indian Adult Education Association, Madras, dated 12-5-'52 was read and the Secretary of the District Committee was requested to go to Madras for personal discussion and settlement of accounts.
4. The list of books and charts sent by the South Indian Adult Education Association was perused. As such books were already supplied to the District Educational Officer for distribution among Adult Education classes, the Secretary was requested to arrange to return them to Madras and recover the cost of Rs. 585.
5. It was resolved to request the Collector and the District Educational Officer, to issue instructions to the Tahsildars and the Deputy Inspectors of Schools to form Divisional and Taluk Committees to have

more effective control over Adult Education Centres.

6. It was resolved to have monthly meetings at 5 p.m. on the first Saturday beginning with the 4th October 1952 at the Office of the District Educational Officer to have a correct idea of the progress of the work in the district.

7. Sri Muthuramalingam, Municipal Commissioner, Vellore, was elected as Joint Secretary.

8. Sri K. S. Ramaswami Sastriar, Honorary Adult Education Organiser for Tamil Nad, gave an instructive talk on the nature of the work done in the Conference at Kozhikode and generally in the Tamil Districts in the Madras State with special reference to South Arcot. He requested the members, both official and non-official, to take genuine interest in this kind of important social work of education of the adults.

9. Sri N. V. Sugavanam assured the Committee that he would do his best in liquidating adult illiteracy and expected the Deputy Inspectors of Schools to meet him during his camp to acquaint him with the progress of Adult Education in the District.

With a vote of thanks to the President, the chief guest and the members the meeting terminated at 7-15 p.m.

Third World War Unlikely

Mr. Louis Fischer's View.

Mr. Louis Fischer, well-known American journalist, said recently a Third World War was most unlikely. He said he was too serious and far too cautious to make any definite prediction, but it seemed to him that "if we have no war until the middle of 1953, there is not going to be a war at all—I mean by that a major world war."

Mr. Fischer expressed this view in the course of a broadcast to-night from All-India Radio, Madras, on the impressions of his European tour. Mr. Fischer visited England, France, Germany, Italy, Yugoslavia and also Turkey, Israel and Pakistan.

Mr. Fischer said that American participation in Korea served notice on the Communist aggressors that if there were any Communist aggression, the United States and its allies would be on the side of the victim. "This is one effect of North Korean aggression; the other was that America became frightened." The United States was disarmed in June 1950 when the Korean war began, but since then it had armed and was infinitely stronger, and so were the other Western Powers. "I think, in these circumstances, Moscow will not provoke a war. Governments go to war because they hope to win. I have never lent credence to the dictum that bombs or guns go off by themselves; they must be touched off by Governments. And Governments go to war when they think they can win, but it is pretty clear from the experience of the Second World War and from the intensification of armaments and the evolution of the atomic bomb that nobody is going to win the Third World War. I am convinced that America does not want a war and will not begin a war and I also believe that Stalin and Stalin's heirs will not go to war because they too know what destruction it would bring in their own sphere of influence."

"Stalin Never Takes Risks"

Proceeding Mr. Fischer said: "I have recently written a biography of Stalin and it required me to read all his published articles and speeches and letters that are published in 16 volumes in Moscow and to review all his know public and private acts. To the extent that it is possible to

make any absolute statement about a human being. I think it would be that Stalin has never gambled; he is no political gambler; he has never taken a know political risk. He has made plenty of mistakes which involved risks, but he has never taken a know risk, and a war now, even if he might hope to win, would be such a risk that he and the whole group of leaders whom he has trained, will in my opinion abstain from provoking a world war. Nor do I believe in incidents or accidents, because if Stalin had wanted a war, he could have had it over the Berlin airlift; he could have shot down one of our American or British planes; there could have been a collision in the air. If he had wanted a war, he could have had it over Korea; or since he certainly would like to crush Tito, he could have attacked Yugoslavia. But he has refrained from any acts which would involve Soviet armed forces because he knows it would bring American into the war and that would mean a world war and he will not take the risk."

Mr. Fischer concluded that the safety of all countries outside the Iron Curtain—outside the Soviet Empire and China—resided in Western armed strength.

Lady Willingdon Training College Adult School, Triplicane, Madras

The inaugural meeting of the Adult Education Union of the Lady Willingdon Training College, Madras, was celebrated on 6th August 1952 at 3-30 p.m. in the Assembly Hall of the Lady Willingdon Training College, Madras. Mrs. Chellammal B.A.L.T. Head Mistress Lady Willingdon Girls' High School, Madras, presided. Nearly 100 illiterates attended the same. About 60 Basic students and 4 teachers also attended the meeting. There was a short entertainment with a few items such as Bajana, Kummi, Kolatam and dance. The adults were asked to take part in the Bajana. Mrs. Chellammal B.A.L.T. gave an interesting speech on the importance of Adult Education. The adults were a little noisy at first but settled down at the end. The adults were taught a song at the end and the meeting came to an end at 4-30 p.m.

Seminar on Production of Adult Literature

—:o:—

Dr. S. R. Ranganathan's introductory note

Arrangements are being made for holding in Delhi a National Seminar on the "Production of Adult Literature including audio-visual literature" under the auspices of the Indian Adult Education Association, from 20th to 27th December 1952. The following introductory note on the Seminar by Dr. S. R. Ranganathan is circulated with a view to help eliciting suggestions for modifications in the Working Paper.

0 Field to be covered.

0 The adults in India fall into four groups as measured by intellectual capacity and self-educability. We shall use the following terms in referring to them:—

First or Uppermost Quartile:—The top 25 per cent of the community in the intellectual scale who are fully self-educable.

Second Quartile:—The people who are above the normal but below the first quartile in the intellectual scale.

Third Quartile:—The people who are below the normal and still with potential capacity for self-education through the printed word.

Fourth or last Quartile:—The last 25 per cent of the people in the intellectual scale who cannot absorb ideas through printed word even though they be made literate.

Upper Quartiles:—The first three quartiles.

Middle Quartiles:—The second and the third quartiles.

The four groups into which the adults fall are:—

0 The literate among the first two quartiles.

1 The literate among the third quartile.

2 The neo-literates in the three upper quartiles.

3 The fourth quartile—literate or illiterate.

00 The Seminar is not concerned with group '0'.

01 We do not have a sufficient variety of books on varied subjects and in different standards to suit the needs of the second group. Stimulation of adult literature for this group is one of the main subjects to be pursued in the Seminar.

This may be referred to as the First Field.

02 During the last few years, some attempts are being made to produce adult literature for new literates—particularly in Madhya Pradesh and Jamia Millia. Stimulation and production of this class of literature to meet the needs of all the linguistic areas is also a matter of immediate concern, though it may be a transitory one. This may be referred to as the Second Field.

03 The production of adult literature for the last quartile has not yet been attempted even in other countries except sporadically. But, for the global development of India in the present renaissance, it is desirable that this Seminar pays equal attention to the production of literature necessary for this category of adult readers also. This may be referred to as the Third Field.

04 In dealing with each of these three fields, attention should be paid to:

1. Subject matter;
2. Standard;
3. Style;
4. Illustrations;
5. The physical side of book production.
6. Finding the authors;
7. Finding the artists; and
8. Co-ordination of the work.

1 First Field.

The adult literature falling within the first field may be referred to as "Adult Literature for Self-Education."

11 Subject Matter.

The Seminar should strive to establish a scale of priority among the subjects for which such literature should be produced.

Attention should also be paid to the mutual relation of the books of this class. For example, books may be written on each subject independently of one another and without any relation to the primary interest of the adult readers. These may be called "Stray Books without Bias." In the alternative, it is possible to produce related groups of books centered round a specific craft. These may be referred to as "Craft-Centered Omnibus Literature." The Seminar should examine the relative value of these two classes of books, the practicability of producing them and the proportion in which these two classes of books should be produced.

12 Standard.

The scatter of standards needed to give comfort to the various people in the third quartile is much greater than for the people in the first two quartiles. The Seminar should strive to fix the scale of standards in which books should be written on different subjects—both as Stray Books and as Omnibus Groups. The determination of these standards should largely be based upon a factual survey of the mental capacity of the third quartile. The Seminar should strive to suggest methods by which

1. the scale of standards can be determined by the Adult Education Centres; and
2. the drafts of books can be tested at the manuscript stage in the Adult Education Centres and adjusted to the standards which they are intended to reach.

13 Style.

Technical terms are lacking in most of the languages in many of the fields of knowledge. Standard terminology forms a major problem in adult books in the first field. There is also the style in which books should be produced to suit different standards of readers. The Seminar should strive

1. to establish diverse methods by which terminology in the different languages can be coined or developed with the greatest common element among the different languages of the country;

2. to lay down suggestions regarding the style to be adopted; and
3. to devise methods by which the effectiveness of different styles may be tested in Adult Education Centres.

14 Illustrations.

Books in the first field may have to be enriched by some illustrations. The proportion and the nature of the illustrations needed should be studied by the Seminar. In so studying them, the modern technique of the production of illustrations should be gone into.

15 The Physique of the Book.

The people in the third quartile will need persuasion to take to books. This implies that the physique of the book should itself be as attractive as possible. The Seminar should therefore go into the question of:

1. the colour and quality of paper;
2. the type face and the lay out of the printed page including margins, the space between lines and so on; and
3. the binding and the jacket of books intended for adults.

Standards must be laid in regard to these matters. An attempt should be made to lay down methods by which the appeal of the physique of the books may be tested in Adult Education Centres and in libraries intended for the public.

16 Authors.

While authors are born and not made, the present demand for books in India makes it imperative not only that the born authors should be discovered but also that they should be helped to appreciate the present problems of the day. The Seminar should explore the various means by which promising authors can be discovered in the community. For example by

1. Award of prizes to best books;
2. Arrangement of competition;
3. Appealing to the teaching profession to take to the writing of books as a subsidiary occupation;
4. To seek the help of the publishing trade in spotting out potential authors; and
5. All other methods.

17 Artists.

The illustrations in any book should be organically related to letterpress. This is best realised if the authors are themselves illustrators. But this seldom happens. At the same time the experience among the illustrated weeklies in the different languages of India during the last two decades has disclosed the great potentiality which the community possesses in this matter. The Seminar should strive to find out the means of discovering these illustrators, putting them in reapproachment of the authors and in every other way harnessing the artists in the community in the service of adult literature. The design of an effective jacket is an important function of the artist.

18 Co-ordination.

The Seminar should also explore the part to be played in the building up and the ensuring of adequate Adult Education literature in the first field by:

1. Individual Adult Education Centres;
2. State Adult Education Associations;
3. The Indian Adult Education Association; and
4. The Governments of the constituent States and of the Centre.

2 Second Field.

The adult literature falling within the second field may be referred to as "Adult Literature for Neo-Literates."

21 Special Nature.

The chief problem in the production of adult literature in the second field is proportion of letterpress to illustration. For the very first grade, the proportion may have to be as 1:9. This proportion must be slowly increased in successive grades until it is reserved. The Seminar should examine the way in which the theme of the book should be developed through pictures and the most effective and economical way in which words should be supplied. In doing this the Seminar should bear in mind that there is a double purpose to be served by the books in the second field, viz: 1. to communicate information to the neo-literates; and 2. to make them more and more at home in regarding printed words. In particular the Seminar should bring out the essential difference between books

written for children who are in the first few standards and for neo-literate adults. A comparative study of existing material in this country and in others should be made by the Seminar. In the books for neo-literates, the artist has a more vital part to play than the author.

22 Other Matters.

The other matters are similar to those discussed for the first field.

23 All-India Basis.

For most of the literature for neo-literates, nearly 70 to 75 per cent of the cost of production of the books will go to the illustrations. The preparation of the blocks and the printing of these illustrations may be done on an all-India basis at a cheap cost. What the linguistic areas will have to do will be only to provide the letterpress. In this way considerable economy can be effected. This matter should be carefully explored in detail by the Seminar.

3 Third Field.

The adult literature falling within the third field may be referred to as "Audio-visual Literature." The people in the fourth quartile cannot, with comfort, pick up information via the printed word. Their intellectual development is such that they are more at home in picking up communication through eyes and ears—through pictures and shows, and through music and spoken words. At least 25 per cent in a community belong to this class. They have been neglected practically in all the countries till now.

31 Audio-Visual Methods.

During recent years some attempt is being made to reach this last quartile by mass methods of communication which employ audio-visual aids. But these mass methods are not sufficient. They can only stimulate interest. They cannot feel continued interest since the rate of absorption of ideas even through audio-visual aids is very low in this class of people. Provision should be made for their coming back again and again to the same topic and to re-pick up the information whenever they are in a mood to do so. The essential use of books in the service of upper quartiles consists essentially in this that, whereas if they learn from a teacher or if they listen to a lec-

turer or if they pick up items in the radio, those that revolve their idea in their head and have difficulties in clarifying them, cannot pick up what they require at their will either from the teacher, or from the lecturer or from the radio. Books alone can give them the necessary aid. They can read them at their own time, in their own privacy and at their own speed. A similar help is necessary in the case of the lowest quartile. To meet this demand, the Seminar should examine the desirability of the production of audio-visual literature which may consist largely of a set of pictures which develop a theme with a few words labelled in them, and a set of gramophone records placed at the end of the book, which develop and expound the pictures to a degree which is more penetrating than what the adult is capable of perceiving by himself. They have been called speaking-books and the Columbia University and one or two centres in Great Britain have of late been experimenting on this kind of material.

32 Co-ordination.

The production of this new type of audio visual literature needs considerable cultivation in our country. The vastness of our population would make it worthwhile. At present the Western countries find that the cost of production is very high. But in view of the large number of copies which India will have to produce, the Seminar should examine whether the cost can be brought to a considerably low level. The Seminar should also remember that the idea is not that each adult should possess a copy of the book. It will certainly be impossible. But these should be stocked in Public Libraries and Adult Education Centres and lent out as books are lent out. This is a new type of thought which the seminar may pursue with profit and arrive at some preliminary findings.

33 All India Basis.

For this class of books, as in the case of literature for neo-literates, the illust-

ration part of the book can be made in bulk for the whole of India. It is only the gramophone plates that will have to be in different languages.

Draft Working Paper for National Seminar.

The following is the draft Working Paper for the National Seminar on Adult Literature prepared and circulated by the Indian Adult Education Association, Delhi:—

1. To determine the objective and suggest standards which literature for adults should satisfy keeping in view the needs and requirements for adults at various stages of reading. To survey and study the literature already published and to consider how far it is suitable and meets the need of the country.

2. To suggest contents for adult literature keeping in view adult interests and their felt needs.

3. To consider the techniques of presentation of the written material and in particular to consider the place of: (a) stories; (b) dialogues and conversations; (c) cartoons and illustrations; and (d) humour, jokes and tit-bits.

4. To consider the scientific methods for testing the manuscripts. In what way the Social Education centres, training college and schools of social work could help in testing the material?

5. What should be the machinery for carrying the literature to the people for whom it is meant? How to organise its distribution so as to make it easily accessible to the adults? How to popularise it and attract adults?

6. To consider the agencies for the production of each literature and in particular to consider the responsibilities of Governments, both National and States in this field. Should the Governments undertake the production of literature themselves or promote and encourage Adult Education agencies and organisations to set up publishing houses for this purpose or do both. To consider what would be the most efficient, economical and swift method for the production of literature.

Mobile Unit Social (Adult) Education Propaganda

By Sri P. NAGESWARA RAO,

Deputy Inspector, Propaganda, Anantapur.

The following is a brief report on the work done by the Mobile Unit, Anantapur, during July 1952:—

The Unit continued its tour of Bellary District (from the previous month) from Cosigi where it gave a film show on the night of 30-6-52. On 1-7-52, the Deputy Inspector, Propaganda, addressed a teachers' meeting at Cosigi, presided over by Sri K. Ranga Rao, B.A., B.Ed., Deputy Inspector of Schools, Adoni West. The Executive Officer of the Panchayat Board of the village was also met and advised regarding the starting of the Adult Literacy Centre proposed to be shortly opened by them. Some of the teachers who were feeling shy of accepting service in the Adult Literacy Centres to be opened by the Panchayat Board and the District Board were encouraged to accept service, pointing out the advantages occurring from such a step—viz., free supply of petrolmax light, teaching equipment such as maps of the world, continents, etc., and the addition in due course of something to their pay, on the management's initiative.

Having thus completed Adoni Taluk, the Unit proceeded, the same day, to Bellary and gave a film show demonstration to the 3rd batch of trainees (of the Chittoor District) of the Government Training School for Adult School teachers, Cowl Bazaar, in the school premises which the adults of the practising Adult Literacy Centre and other people of the surrounding locality also attended.

On 2-7-52, the trainees were addressed by the Deputy Inspector, Propaganda, on the subject of Adult Education in general and how to make it attractive and useful in particular. The inculcation of the citizen's outlook and the broadening of their horizon beyond their environment, and their country, to the greater material prosperity abroad, and the exertion necessary to emulate it, were stressed as fundamentals to the success of the Adult Literacy campaign.

Literacy was also pointed out as essential to prepare the masses for better cottage industries as well as for the age of modern machinery and electricity. The Headmaster of the Training School, Sri I. V. S. Prakasa Rao, M.A., B.Ed., who presided, brought up the rear suitably. In the evening, the Unit proceeded to Uravakonda where the Deputy Inspector, Propaganda, visited the new Adult Literacy Centre started by two Board Elementary School teachers. A film show was given on the premises, after due advertisement and the Executive Officer of the Panchayat Board, Sri A. Adeppa, helped in the arrangements and was present at the show, which was largely attended. The Deputy Inspector, Propaganda, suitably addressed the gathering.

On 3-8-52 the Unit returned to the headquarters where it stayed till 11-7-52, attending to the preparation of reports and returns and servicing of the van, etc.

On 12-7-52, the Unit left headquarters on its tour of Nellore District and reached Nandyal. Passing through Giddalur, the Unit reached Podili on 13-7-52. On 14-7-52, the following villages in Podili were visited by the Unit: Konakanamitta, Yedurallapadu and Kalukuvvulapadu. At the first two places, record relays were given and the gatherings addressed over the mike by the Deputy Inspectors of Schools, Podili, and Propaganda. Konakinamitta Harijan cheri Adult Literacy Centre was to avail of the permission previously granted and Yedurallapadu teachers promised to open one soon. At Kalujuvvalarpadu, a Teachers Association meeting specially called for the occasion was addressed, the Deputy Inspector of the Range, Sri K. Suryanarayana, B.A., B.Ed., presiding. A film show was given in the night and it was attended by a large gathering of people from the villages round about. The Deputy Inspector, Propaganda, addressed them suitably. The way was also paved for the opening of an Adult Literacy Centre in the village.

On 15-7-52, the Unit visited and did propaganda in the following villages—viz. Rayavaram railway colony (including Venkatapuram village adjoining), Seethanagulavaram and Tarlupadu. In the former two villages, record relays were given and the gatherings addressed over the mike by the Deputy Inspector, Propaganda. The railway colony school teachers promised to open an Adult School soon and Seethanaglavaram has already been granted permission to open one.

At Tarlupadu, a big village, with a Board High School, a public meeting was addressed in the evening, in the High School premises, with Sri C. Ramaswami Rao, M.A., B.Ed., Headmaster, in the chair. The Deputy Inspector of Schools introduced the Propagandist, who addressed this gathering of the teachers and the elite and impressed on them the urgent need for an all-out campaign against illiteracy in well conceived 5 and 10 year plans for the men and women respectively. All teachers, local leaders and sentient literates were awakened to their responsibility to the illiterate masses and through them, to their country. The Headmaster who began with a note of pessimism ended with a spirit of enthusiasm for the cause, whose nature and urgency were so well portrayed by the Propagandist.

As rain prevented an open air gathering a film show was given in the Board Urdu School hall that night. To make up for this contingency, in the morning, on 16-7-52, a record relay was arranged at the Harijan and Muslim localities of Tarlupad and the large gathering which assembled was addressed over the mike by the Deputy Inspector, Propaganda, who appealed fervently to them for making themselves literate to improve their material condition and prepare for the greater and wider life of the prospective, co-operative Commonwealth of India.

On 16-7-52, leaving Tarlupad, at noon the Unit proceeded to Tadivaripalli where it gave a record relay and a public address over the mike and assisted the Adult Literacy Centre already permitted to be opened, to become popular. The gathering consisted largely of women, who were suitably advised by the Propagandist, to become literate and gradually improve so as to get to be on a par with their sisters in the West and in America, with skyscrapers and automobiles for each household and

electricity to serve all their daily needs, like a house main. A similar meeting was addressed at Gotlaguttu, after a relay of records, and the Unit proceeded to Podili to give a film show that night. But rain came and prevented the show.

On 17-7-52, a relay of records was arranged in the last Harijan palem (Dedili) and the gathering addressed. Gundlasamudram village was next visited and after a relay of records, the gathering of people was addressed. This covered a working Adult Literacy Centre, run by the woman teacher in the Harijan cheri of the village. The same day in the evening, Talamalla village received a record relay and a public address and at Uppalapadu a film show was given for the night. A large gathering was present and suitably addressed. The working Adult Literacy Centre, run by a secondary grade teacher, was also visited.

Early on 18-7-52, the Unit returned to Podili where a meeting of all teachers in the town and the senior students, previously arranged, was addressed in the Board High School, Sri D. Sitharama Das, B.A., B.Ed., Headmaster, presiding. The teachers and the students present were exhorted to play their inevitable role in the campaign against illiteracy and pave the way for the great future of our motherland, in the comity of modern nations. The President of the meeting and the Deputy Inspector of Schools also appealed suitably to the audience. The development of a scientific attitude to this problem as to the many other problems confronting the country, was the main point in the appeal made by both the Propagandist and the President. (Tackling the problem of illiteracy in 5 and 10 year plans for men and women for each locality was put before the audience) Next, a relay of records was given in the bus stand of the town and the gathering of the people addressed by the Deputy Inspector, Propaganda, in the style suitable to the masses and to the townsmen. In the evening, the Unit proceeded to Unnaguravayapalem village where it gave a relay of records and addressed a gathering of the people. This covered 2 Adult Literacy Centres at Kunchepalli and Gollapalli and in the vicinity, by previous arrangement. Returning to Podili by the evening, the Unit gave a film show in the bus stand. The large gathering present was whipped up to a realisation of the need for literacy

as the first step to better agriculture and industry-envisaged in the five year plan and through Co-operative farming etc.) Even the agricultural labourers and cobblers could improve their lot by becoming literate and thereby acquiring a capacity for running tractors in place of the present ploughs and hand or leg machines. Immediately after this show, the Unit proceeded to Mallavaram, 2 miles from Podili, where, by previous arrangement, adults from 4 Adult Literacy Centres at Mallavaram, Juvvaleru, Akkacheruvu and Butchannapalem were awaiting, and gave a film show. The Deputy Inspector, Propaganda, addressed the people and advised the adults suitably.

On 19-7-52, the Unit proceeded to Barsi. As the Deputy Inspector of Schools was in camp at Denakonda, the Deputy Inspector, Propaganda, drafted a suitable programme in consultation with the office and proceeded to Lankojanpalli village nearby, where an Adult Literacy Centre was working. Here, a record relay was given and the gathering of people addressed. The Unit gave a film show that night at Darsi near the town choultry catering to the 3 Adult Literacy Centres functioning in that town, and the Deputy Inspector, Propaganda, suitably addressed the large gathering present.

On 20-7-52, the Unit proceeded to Kurichedu, where the Deputy Inspector of Schools, Sri V. V. Appalacharyulu, B.A., B. Ed., having arrived earlier, convened a teachers meeting in the Board High School. This meeting was first addressed, and then after a relay of records, the people of the town were addressed in the bus stand. Next, the Unit proceeded to Marella, where by arrangements made the previous day, 5 Adult Literacy Centres, viz., of Gangana-palam, Purimetla, Vemparla Harijan cheri and Mavalla were represented through adults and teachers. A film show was given and the large gathering of people present addressed by the Deputy Inspector, Propaganda.

On 21-7-52, in the F. N. the Unit proceeded to Pothakamur, where after a relay of records, the gathering of people was addressed. In the afternoon a meeting of teachers of the Elementary School and the Board High School was also addressed, the Deputy Inspector of Schools presiding, (these covered the Adult Literacy Centre at

Singapalem in the vicinity) in the evening, the Unit proceeded to Pedarikatla (in the Peddili Taluk) the last village in Podili Taluk on the way to Kandukur Taluk. Here, by previous arrangement, and propaganda, a large gathering of teachers and people was present at the film show given in the temple square of the village. The audience was suitably addressed by the Deputy Inspector, Propaganda. The Adult Literacy Centre, which is worked earnestly, was visited. The adults who included some women, had also prepared some scenes for presentation, but due to uncertain weather, they could not be staged.

On 22-7-52, in the evening a meeting of teachers and students was addressed in the Board High School, Peddarikatla, Sri G. Sivaramamurthy, B. Co., Headmaster in charge presiding. The Unit, then, proceeded to Kandukur Taluk (via) Kanigiri and reached Kotapati Agraharam, by 12 noon where the Junior Deputy Inspector of Schools, Kandukur, Sri M. Subramanyam, met them by previous arrangement. A record relay and a public address were given here and the teachers of the Board Telugu and Urdu Schools advised to start an Adult Literacy Centre with a section for each of the 3 hamlets of which the village consists. They next proceeded to Pennalur and there gave instructions to the teachers and others for arrangements for a film show for the night, and proceeded to Singarabhotlapalem in the vicinity and there gave a relay of records and the Deputy Inspector, Propaganda, addressed the gathering. The village Adult Literacy Centre of long standing is run by 2 Sec. grade teachers one of whom is trained in Adult Education and is one of the best in the District. Returning to Pennalur by the evening, the Unit gave a film show which was largely attended. The Board Adult Literacy Centre of the village was visited and the gathering of people at the film show addressed by the Propaganda Deputy Inspector.

On 23-7-52, the Unit proceeded to Kandukur whereafter a detailed programme was drafted in consultation with the Deputy Inspector of the Range, Sri E. Audt-Seshaih, B.A., B. Ed.. The Unit proceeded to Oellapalam village, where after visiting the Board Adult Literacy Centre, the Deputy Inspector, Propaganda, addressed a large gathering, at the film show given in the village square.

In the forenoon on 24-7-52, the Unit gave a record relay at Singarayakonda, covering the Board Adult Literacy Centre started and the Deputy Inspector, Propaganda, suitably addressed the gathering.

The same evening, Muppavara village with an old night school (the single one of its kind in the District) with 3 teachers was visited by the Unit. After a relay of records, the Deputy Inspector, Propaganda, addressed the gathering and they then proceeded to Kondapi and there gave a film show. The Adult Literacy Centre of the Harijan cheri was visited and the large gathering of people present at the film show addressed. The Headmaster and staff of the Board High School also attended the function.

On 25-7-52, Chinna Venkannapalem and Thumadu villages were visited by the Unit. At the former place an Adult Literacy Centre was proposed to be started by the teachers of the six Aided Elementary Schools and at the latter place, the working Adult Literacy Centre was covered. At both villages, record relays and propaganda talks were given.

As one of the tyres of the van got punctured at Thumadu, some delay was caused and the Unit reached Kandukur in the evening where the Deputy Inspector, Propaganda, met the Dist. Education Officer, Nellore, in camp there. He, then, proceeded on casual leave to his native place leaving the Unit in charge of the Deputy Inspector of Schools, Kandukur. He returned to duty at Kandukur again on 28-7-52, at 6-30 a.m. In the meantime on 27-7-52 the Unit gave a film show at Kandukur, to cover the Amalanadunuvuri street Adult Literacy Centre where the Junior Deputy Inspector, Kandukur, looked after the arrangements.

On 28-7-52, F. N. the Unit left Kandukur Taluk and took up work in Kovur Taluk. The first place visited was Kappalathippa where an Adult Literacy Centre run by a secondary grade women teacher trained in Adult Education—Headmistress of the Board Higher Elementary School of that Settlement area), is functioning for the benefit of the settlers. A relay of records was given and the gathering addressed over the mike. The Deputy Inspector Propaganda in his speech brought home to this special type of audience, the need for literacy, to improve their material and other conditions.

Proceeding next to Kovur and drawing up a detailed tour programme for the Taluk in consultation with the Senior Deputy Inspector of Schools, Sri K. Rangaswami, B.A., B. Ed., the Unit proceeded to Indupur for the night film show. The Adult Literacy Centre of the place was visited and a film show given and the gathering addressed by the Deputy Inspector, Propaganda, and Kovur (as the mike failed, the audience was addressed-orally in between film displays).

On 29-7-52, the Unit visited Kodavaler, Yellayapalem and Buchireedipalem. At Kodavaler and Yellayapalem record relays were given and the audience addressed over the mike (which was set right at Kodavillur). An Adult Literacy Centre was promised to be opened at Kodavaler by the Teachers of the 8 teachers Board Elementary School, and at Yellapalem, the working Adult Literacy Centre with a teacher trained in Adult Education in charge, was covered. (The teacher was sick and could not attend the relay and lecture). A large gathering was present at the Isanaka Annapurna Memorial Library premises, where the relay was given, and the audience included the elite of the place and the illiterate. Moved by the speech of the Propaganda, the library management through the Secretary proposed to take up Adult Education work, by opening an adult Literacy Centre in their library premises and the Deputy Inspector, Kovur, was requested to give suitable advice and bring the Adult Literacy Centre into being, soon.

At Buchireddipalem, a film show was given that night and the new Adult Literacy Centre (opened under District Board management) with two teachers trained in Adult Education, visited. The gathering of people at the film show was addressed by the Deputy Inspector, Propaganda.

On 30-7-52, in the forenoon, Challayapalem was visited by the Unit. A 3 teacher Adult Literacy Centre is functioning in this village. A record relay was given and the audience addressed in the Harijan cheri. The Unit next proceeded to Kovur, where a special T. A. centre of the town teachers was convened. The Junior Deputy Inspector of the Range, Sri D. Venkatasubbiah, presided, and the Deputy Inspector, Propaganda, addressed the teachers (The Headmaster of the Board High School, Tallur, Darsi Taluk was also

present) The teachers were well impressed of their paramount duty to Adult Education in the building up of a strong Indian Republic based on the ideals of the Welfare State, both in its material and moral aspects. The drawing up and execution of 5 and 10 year plans for the achievement of literacy for men and women of the town was emphasised. The methods for enlisting the co-operation of the literate public were also enumerated.

Having thus completed Kovur Taluk, the Unit proceeded by noon (30-7-52) to Nellore. Here, the Propagandist met the Personal Assistant to the District Educational Officer, Nellore, Sri M. David, B.A., B.Ed., and the District Board Educational Officer, Sri S. Venkataraju. After drawing up a detailed programme for work in the Taluk, the Unit proceeded to Venkatachalasatram in the evening accompanied by Sri I. Manikyalara, Junior Deputy Inspector No. 11 of the Range. Here in Dodrajupalem area where an Adult Literacy Centre run by a teacher trained in Adult Education is run, a record relay and a public address were given. The Unit next proceeded to Manubole and gave a film show that night in that village. The Adult Literacy Centre run by 2 teachers one of whom is trained in Adult Education, and is an S.S.L.C. as well was visited. The Deputy Inspector, Propaganda, suitably addressed the large audience present. (These two villages form part of the Development Firkas of Kanupur and Survepelli with Headquarters at Venkatachalasatram.

On 30-7-52, the Unit visited Tatamanur, where it gave a record relay and the Deputy Inspector, Propaganda, addressed the gathering. The teachers of the Board Elementary School volunteered to open an Adult Literacy Centre here soon. (This also is an important village in Kanupur Firka.

On its return journey to Mulmudi the Unit stopped at Venkatachalasatram and the Deputy Inspector, Propaganda, contacted Rural Welfare Officer Sri C. Hanumantha Rao. The Unit then proceeded to Mulmudi where it gave a record relay and the Deputy Inspector, Propaganda, addressed the audience; this covered the Adult Literacy Centre of the place run by a teacher trained in Adult Education in the Harijan cheri.

For the night, the Unit proceeded to charvapalli side, picking up the Rural Welfare Officer on the way at Venkatachalasatram. At first, Josephpet of Sarvapalli was visited. After a relay of records some adults of the Adult Literacy Centre sang a few songs over the mike. The Deputy Inspector, Propaganda, and the Rural Welfare Officer (Sri C. Hanumantha Rao) next addressed the gathering. In their speeches, they struck the golden mean between cottage industries on the Gandhian plan and mechanized agriculture and industry of the modern States as the immediate objectives of all our present national planning and effort, including national education, both basic and social.

At Sarvapalli, a film show was given and the gathering addressed by the above speakers. The local school teachers rose equal to the occasion and promised to open an Adult Literacy Centre forthwith for the village.

The Unit returned to Headquarters on 5-8-52 after doing more work in Nellore District (as programmed.)

Eluru.

The Mobile Unit of Social (Adult) Education, Kakinada Division, arrived here from Gudivada on 16-8-52. The Propaganda Officer, Sri T.N. Rao, B.A., L.T., immediately contacted the District Educational Officer and local Deputy Inspectors of Schools and arranged a programme of intensive propaganda work. On 17-8-52, the Unit visited Mundur along with the Senior Deputy Inspector of Schools, Sri M. V. N. Seshacharyulu, B.Sc., B.Ed., and Sri P. Rajayogisastri, B.A., B.Ed., Junior Deputy Inspector of Schools, Eluru East Range, and arranged lecture and film show in the village. Sri T. N. Rao, along with the Inspecting Officers, visited the Harijanwada Adult Literacy Centre and Women Welfare Centre. Folk-dances and music were also arranged effectively and much enthusiasm was roused among the illiterate masses for literacy and other welfare activities.

On 18-8-52, the Unit proceeded to Nayudugudem, and Pedapadu along with Sri K. Venkateswarlu, B.A., B.Ed., Senior Deputy Inspector of Schools, and gave lecture, and film-shows in Harijanwada of the village to large audiences, and also visited Adult Literacy Centres of both

men and women, and encouraged their effort in literacy and social progress. On 19-8-52 Sri T. N. Rao, visited Gundgolani along with Sri A. Veerraju, B.A., L.T., District Educational Officer, West Godavari, and the Senior and Junior Deputy Inspectors of Schools of Eluru East Range. This being a shandy day at Gundgolani there was a very large gathering of people to witness the film show given. Sri Rao gave film comments and emphasized the need for literacy and social advancement. Thanks are also due to the local High School Headmasters, Sri D. V. Ramanarao B.A., L.T., and teachers, and Sri Mavuleti Somaraju, the benevolent donor of several educational institutions, for the excellent arrangements made for making the propaganda a great success in the locality. The Headmaster in his turn promised to form a Social Service League and start an Adult Literacy Centre under its auspices at an early date.

Work done during July 1952

The Mobile Unit of Social (Adult) Education Godavari Division, Kakinada started on tour on 5-7-52, and visited 10 Ranges, Kovur, Eluru, Gannavaram, Vijaiwada, North and South, Vuyyur, Pamarru, Masulipatam East and West and Avanigadda during the month, and served in all 20 Adult Literacy Centres and made efforts for starting of new centres in 28 places. The number of lectures delivered by Sri T. N. Rao, B.A., L.T., Propaganda Officer, on Social Education, health, agriculture Social Service is 56. The number of Propaganda meetings held for teachers is 10. Lectures were also delivered on Rural Uplift in Development areas of Kovali and Pothunur and also Harijanwadas and slum-areas during its tour. Sri T. N. Rao, contacted Sri Shivagopal Lunani, Secretary of Sri Krishna Jute Mills, Eluru, and gave lectures and film-shows for the benefit of workers and illiterate labourers. As a result of propa-

ganda Mr. Lunam promised to open an Adult Literacy Centre for mill workers.

At Vijaiwada Sri T. N. Rao contacted the Municipal Commissioner, and after lectures and film-shows the Commissioner announced to open 6 more Literacy Centres in different wards of the town besides two already sanctioned. Sri G. H. Rao, Hon. Organiser, Adult Education Andhradesa, joined the Unit, and intensive propaganda was done with film-shows at Kondapalli and Kondur. The District Educational Officer, Kistna, Sri M. Pitchuramiah M.A., B.Ed., Srimathi, S. Sitaramamma B.A., L.T. Senior Deputy Inspector of Schools, Vijaiwada South Range and Sri K. Raghunatha Rao, B.A., B.Ed., S. D. I. North Range offered their willing and hearty co-operation in making propaganda effective and successful. After visiting a number of rural libraries, the Unit visited Poranki, a village 6 miles from Vijaiwada. Here the Hon. Organiser, the District Educational Officer, Sri M. Pitchuramiah, and the Propaganda Officer, Mr. T. N. Rao, addressed a huge gathering on the importance and urgent need of literacy in a democratic country like India. Inducement was also given for starting of Women Literacy Centres at Kovur, Harijanwada, Nidadavdlu, and in Government Lady Amphill Training School for Women at Masula under auspices of Mahila Samajams.

Social Service Leagues in Govt. Training School, Govt. Labour High School, Masula and Aranigadda High School were proposed and efforts were successfully made to start Adult Education Centres thereunder. Sri T. N. Rao, also delivered lecture on good citizenship and Social Service to the Social Service League in the National College Masulipatam, followed by film-shows. The Unit has served a very useful purpose in paving the way for starting new Centres by its intensive and successful propaganda campaigns.

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

News and Notes

Adult Education Propaganda at Arkonam

The Madras Adult Education Mobile Unit visited Arkonam on 24-8-52 and 25-8-52.

24-8-52:—A public meeting was held in the C. S. I. Central Elementary School maidan at 6 p.m. Sri R. Subburangan, Deputy Inspector of Schools, pointed out the importance of Adult Education and requested the Vice-President of the Panchayat Board to preside over the function. Mr. T. Manuel, Vice-President of the Panchayat Board, appealed to the public to educate the illiterate Adults. The Unit exhibited an educational film show. The Van Officer, Sri Arumugam, and Sri P. Kannayya addressed the gathering. A large gathering including illiterate adults was present.

25-8-52:—There was a public meeting and a film show in the Harijan colony, Arkonam East. First Sri R. Subburangan, Deputy Inspector of Schools, Arkonam, stressed the importance of Adult Education and requested Sri T. Manuel, Vice-President of the Panchayat Board, to take the chair. The President in his address requested the illiterate Adults to attend the Adult Literacy Schools regularly and asked the literates to teach the illiterate adults. The Van Officer, Sri Arumugam, also spoke. A large gathering including illiterate adults was present. It has been decided to open three Adult Literacy Schools in the Panchayat area within a short time.

Leather Craft Training in Social Education Centres.

Quite a novel experiment in Adult Education is being conducted by the Bombay City Social Education Committee in the form of a Leather Craft Training Centre for its teachers and workers. One such centre has just completed a three weeks' course at the Imamwada Girls' School, Centre where 25 Social Education teachers have learnt the art of preparing sandals or "chappals". Other two centres have been

working-one at B. I. T. Chawls Sub-Office of the Committee near Sri J. J. Hospital and the other at Prabhadevi Hindi Municipal School Centre. The former is attended by Social Education women teachers and the latter by Hindi-speaking men teachers.

It is generally accepted that if the common man in addition to his own usual vocation had some supplementary source of income, it would help him very much to have a better standard of life. Such a trade easy to learn and practise and requiring a very small outlay of capital is that of "chappal" making. Apart from the economic factor, another value of this training is to inculcate among the workers the importance of the dignity of labour. People of all classes can learn this useful activity within a short time.

Shri Hussaini's efforts.

It was this aspect which appealed to Shri Afzal Hussain Hussaini very much and he has been teaching people in Delhi, Bombay and elsewhere this craft. Shri Hussaini is not only an artist and a craftsman, but also a social worker of varied experience in Aurangabad, Hyderabad, Delhi and Bengal. He has exhibited paintings in Delhi and Calcutta and had worked as a relief worker in the Bengal famine.

Cottage Industry

The Leather Craft Centres organised by this Committee have achieved great success within a short time due mainly to the efforts of Shri Hussaini, who is working honorarily as the instructor. Already a hundred workers of the City Social Education Committee have learnt this trade and it is intended to introduce it in the Social Education classes with the ultimate goal of developing it as a minor cottage industry in leather craft in its various forms like making of chappals, bags, purses and other useful articles.

Adult Education Review

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Vol. III]

OCTOBER, 1952.

[No. 12]

Adult Education means Strenuous and steady Pursuit of culture

Knowledge is power and gives true happiness, and must be acquired for its own sake. This is the purpose of all Adult Social Education effort: the citizen should be enabled to live a full and rich life; he must pursue culture for its own sake.

In an interview on Education, Professor Albert Einstein, the famous authority on Mathematics and Science, says:

"It is not enough to teach a man a speciality. Through it he may become a kind of useful machine, but not a harmoniously developed personality. It is essential that the student acquires an understanding of, and a living feeling for, values. He must acquire a vivid sense of the beautiful and of the morally good. Otherwise he—with his specialised knowledge—more closely resembles a well-trained dog than a harmoniously developed person."

Einstein continues: "The student must learn to understand the motives of human beings, their illusions and their sufferings, in order to acquire a proper relationship to individual fellowmen and to the community."



Published by:
Sri T. J. R. GOPAL,
Organising Secretary,
The South Indian Adult
Education Association,
Madras-1.

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OFFICIAL REPORT READY

First South Indian Regional Seminar on Adult Education held at Adyar in April 1951

PRICE: RS. 2-8-0 THICK WRAPPER

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**The South Indian Adult Education Association,
2/21, First Line Beach, Madras-1.**

ADULT EDUCATION REVIEW

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

Vol. III

OCTOBER, 1952.

No. 12

EDITORIAL

All-India Adult Education Conference Pooling of Knowledge.

The Ninth All-India Adult Education Conference will be held in Nagpur at the end of December 1952. We are certainly happy that our Editor Sri G. Harisarvottama Rao presides at that Conference. Before the session of that Conference begins an Adult Education Seminar would have been held at Delhi. The subject intended to be discussed at that Seminar is "Adult Literature" Sri Harisarvottama Rao has already issued an appeal in that behalf requesting that Regional Seminars be held on a language basis or language Associations meet and prepare memoranda on the literature so far produced. It is understood that steps are being taken for the purpose. We publish elsewhere another appeal that is made in behalf of the Ninth All-India Adult Education Conference. All-India Seminars discuss particular issues, as for instance Adult Literature this time. But if our movement has to be the reality that it is expected to be, there should be a pooling of experience all along the line over the whole country. There is not the slightest doubt that the All India Conference can do this best. It is therefore gratifying to note that Sri G. Harisarvottama Rao has requested that workers all over India should send up papers to the

Conference detailing their experiences in their own sphere. He has given indications as to the topics about which practical workers may send up papers. He has given twelve categories. They are certainly very interesting. There should be many more subjects that may suggest themselves. It may be noted that Adult Literature is purposely omitted as it forms the single issue before the Seminar at Delhi immediately preceding the Conference. The Seminar will fully go into it and make its own recommendations. The main consideration in sending papers to the All-India Adult Education Conference should be to present actualities as far as possible. As indicated in the appeal, it need not be that the worker actually attends and presents the paper himself. We do hope that when papers have been received the authorities responsible for the Conference will cause decent summaries to be made of all the papers sorted out into groups. On perusal of the abstracts it may be that, to the extent time permits, the Subject Committee may ask some particular paper be read at the Conference even though the author be absent. All the papers sent may usefully go into the Conference report subject to the finances available. The sum-

maries when made available to the Delegates as the Conference starts may be useful in making up their minds regarding topics for resolution. It may be permissible here to draw attention to the very short time that the Adult Education theme gets at the Conference because the session is held along with the bigger Educational Conference with its various sub-sections and side engagements. Adult Education for some time has been treated as mere literacy of the adult or at best Social Education adumbrated by the Government of India. Even as it is Adult Education has developed problems, as indicated by the categories of subjects mentioned in Sri Harisarvottama Rao's appeal, which require careful consideration

Third South Indian Adult Education Week

We have published in this issue the full text of the General Circular and the Brochure issued by the South Indian Adult Education Association explaining the purpose of, and giving details of the programme to be followed for, the celebration of the Third South Indian Adult Education Week; and we request our readers to peruse the same closely. The first Week led to the second Week, and the second Week has made a third Week absolutely necessary, and it goes without saying that the Week will be an annual event of increasing importance and growing value. That is but natural. Adult Education is a dynamic, nation-building, non-sectarian, non-communal and non-party movement; it is essential to the evolution of a healthy and vigorous democratic order; it is the *sine qua non* of a Welfare State.

You may formulate all-inclusive five-year plans and initiate big

involving time. As Adult Education further develops, as it has just begun to develop in some areas into higher literary, scientific and technical culture for the adult in whatever walk of life he may be employed, its scope would have extended to as large a sphere as the education in schools, College and the Universities for the boys and girls of the country. Therefore may we ask if it is not time that the All India Adult Education Conference be held independently of the General Educational Conference? We do not desire to dogmatise in this matter, because we have no doubt a joint session has its advantages in certain directions and in the initial stages.

development schemes and pass laws aiming at Public Health and Social Reform, but all these schemes will not work unless the people for whose benefit they are meant are able to give their intelligent co-operation. In these days of speed, and of acute struggle for existence, everybody is tremendously busy with his own affairs, and nobody is free to teach his fellowmen. Self-help is the best help in a rapidly developing democratic order. The State, like God, can help only those who can help themselves. India expects every one of her daughters and sons to work hard and grow into a good citizen and contribute richly to the commonweal.

The aim of the Adult Education movement is to stimulate thinking and action which will raise the individual higher and higher through self-education and self-help. It cannot

be conducted solely by the Governmental agency: No Government would be able to find the large sums of money that would be required. Nor can the movement be run solely by the un-official agency. The official and un-official agencies should share the responsibility and conduct the movement as a joint effort. Only then can the movement make headway. A net-work of Committees—District, Taluk, Firka and local—fully representative of all classes of people is the secret of

success. The Committees can do a good lot only if they are composed of persons of the right sort who can feel that service is its own reward. Adult Education means hard work, silent and unostentatious. Hundreds of men and women are ready and willing to do Adult Education work, if some encouragement is given. Effective top leadership at the District level is the supreme need of the hour. May the Third Adult Education Week elicit such leadership.

The Ninth All-India Adult Education Conference appeal for Papers

Sri G. Harisarvottama Rao, President-elect, Ninth All-India Adult Education Conference, writes:—

If our Adult Education Conferences on an All-India basis have to be effectively successful they must pool together the experiences of workers all over the country in regard to all aspects of the Adult Education endeavour. Therefore the presentation of papers to these Conferences should be the primary concern of workers. So I request that all my co-workers all over the country should do their best to give us the benefits of their experience, whether they are actually able to attend or not the Ninth All-India Adult Education Conference to be held at the end of December 1952 in Nagpur or the Seminar preceding the Conference. The subject for the Seminar is 'Adult Literature.' I have already issued an appeal in that behalf. I now desire to draw attention to the other subjects of importance on which papers may be presented to the All-India Adult Education Conference. They should all be based on experience: (1) Personnel for different types of Adult Education work—(a) Purposeful literacy or Social Education. (b) Workers Elementary, Middle or High Schools or Colleges. (c) Community Centres. (d) Rural Colleges, (e) Workers Craft

or Trade Institutes. (2) Share of responsibility that may be placed on the two major agencies now available for the rock-bottom levels of Adult Education—(a) the Elementary School teacher (b) the Higher grade student—independently or under guidance of his teacher, lecturer or professor. (3) Steps necessary to make the Elementary School teacher an effective agent for modern educational needs both of the adult and the child. (4) Steps taken to interest the illiterate adult in his own education. (5) Steps taken to interest the village leaders to take interest in the education of the illiterate. (6) Actual relationship between the official and the non-official elements in carrying out programme of Adult Education within the area of experience. (7) Equipment for social activities at Adult Education Centres including recreation and cultural development. Libraries as adjuncts to Adult Education Centres or Adult Education Centres as adjuncts to Libraries; Similarly Adult Education Centres as adjuncts to High Schools, Colleges etc., (9) Adult Literacy tests and agencies for their supervision. (10) Library legislation in its relationship to Adult Education. (11) Experiences with audio-visual aids. (12) Non-official Adult Education Associations and their work.

H. E. Governor's Message for Adult Education Week.

RAJ BHAVAN,
GUINDY,
Madras-22.
October 21, 1952.

To my mind there is no greater and more important work to do in our land today, than the universal spread of proper Adult Education that would give to men and women of all ages in our country elementary knowledge of civic duties and domestic virtue. We are such fierce individualists that the social sense is almost entirely wanting in us. This very effectively militates against our being able to discipline ourselves and make ourselves worthy of being citizens of a free country.

It therefore gives me genuine pleasure to know that the South Indian Adult Education Association is celebrating a State-wide Third Adult Education Week; and I send them my warmest good wishes for success in their great adventure. As would be clear from what I have said above, I attach far more importance to good training for the individual as of social person than mere literacy. Large numbers of highly literate persons can be careless of their duties by their neighbours, while a simple illiterate villager might be very solicitous of the welfare of his neighbour. So many of us must have witnessed this phenomenon at work ourselves, which would no doubt help us to have a sense of true values for the different types and aspects of human education one finds in the world around us.

A free people, especially when they have declared themselves a Democratic Republic, have to be very punctilious that every single unit is worthy of being a true citizen with a proper realisation of his duty to the State and Society, and an ever-ready and eager willingness to perform the same loyally and steadfastly. It will no doubt take a long time to make all persons in our far-flung land, literate; but it should not take very long for all of us to be informed by public talks and cinema shows, how we are to behave in life—how we are to conduct ourselves with our fellowmen while fulfilling our duties socially and professionally; and how we are to organise our homes so that we might be able to create an atmosphere for our children that would enable them to grow into decent helpful citizens in the future.

I have every hope that the Association will grow from strength to strength, and achieve its object that it so richly deserves to do. It is but right that its motto calls upon every single one of us to teach at least one other; and this teaching can be in many ways. I have no doubt that if we all go about our work in the proper way and in the proper spirit, we shall be able easily to make the ideal of the Association a living reality, when everyone can depend on every other for proper guidance and assistance in the world otherwise so full of danger and difficulty.

SRI PRAKASA,
Governor of Madras.

GENERAL CIRCULAR.

The South Indian Adult Education Association.

Phone No. 3879.

2/21, First Line Beach, Madras-1.

Dated, 10th October 1952.

Sub: Adult Education—The Third South Indian Adult Education Week.

It is now a matter of common knowledge that the First and Second South Indian Adult Education Weeks were planned in order to mobilise public enthusiasm and public support for the laudable cause of the total liquidation of adult illiteracy and were carried out with energy and ability on a State-wide scale and proved a signal triumph from every point of view. The aim and objective of the Week was twofold, viz., (1) the awakening in the minds of the placid and illiterate masses a keen desire for adult literacy as a first step towards such adult education and culture as would make citizenship a live and real factor in the nation's life and as would ensure the whole nation moving as one man along the road of social and economic and political advancement and (2) the awakening of a desire in their minds to co-operate with the responsible national Government in all spheres of the activities of the State. In view of our having become an independent sovereign democratic Republic with adult suffrage, the launching of the First Adult Education Week was not only timely but inevitable. The South Indian Adult Education Association had already done ample work for more than a decade to prepare the public mind to co-operate in the celebration of the Week. The previous Minister for Education, Sri K. Madhava Menon, not only agreed to be the President of the Central Adult Education Week Committee but also gave his full and effective approbation and co-operation for the first and second Week celebrations.

The success of the celebration of the First and Second South Indian Adult Education Weeks in 1950 and 1951 has given us the impetus for celebrating the Third South Indian Adult Education Week from 8th to 12th November 1952. Such a celebration will not only canalise the growing public enthusiasm in a very good cause but will also be a powerful lever of social and economic and political progress.

A Central Committee has been formed of able and enthusiastic representatives of several institutions and organisations with the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, as the President. Also an Executive or Working Committee has been formed with Sri. G. Harisarvothama Rao, M.A., as Chairman of the Committee.

The programme of the Week is as under:—

8th November, 1952	1st day ...	Inaugural Day.
9th November, 1952	2nd day ...	Mobilisation Day—arrangements for entertainments and propaganda meetings and exhibition.
10th November, 1952	3rd day ...	Flag Day.
11th November, 1952	4th day ...	Distribution of books, charts and Adult Education materials and collection of books to start and strengthen a library in the locality.
12th November, 1952	5th day ...	Visiting and starting Adult Education Centres and Adult Education Clubs and Libraries.

The secret of success of the First and Second Weeks was the zeal evinced by Government officials from the District Collector down to the village Karnam, from the Director of Public Instruction down to the Deputy Inspector of Schools. Political Independence having infused a new spirit, Adult Education became a call to patriotic endeavour, the official vying with the unofficial. The South Indian Adult Education Association played, as usual, its crucial dynamic part.

It behoves us to organise and conduct the Third South Indian Adult Education Week in the light of the experience we have gathered and the knowledge we have derived from the First and Second Weeks amplifying and improving upon the steps we had taken before. Our first and foremost duty is to strengthen the existing Committees and form more Committees and see that all these Committees become directing and guiding centres. Every Committee should be representative of the various elements of the local population and consist of the right sort of people, who will serve the cause in one way or another. One who would start and keep a Centre running undeterred by financial difficulties is as indispensable as one who would make generous contributions for the upkeep of the Centre.

The Hon'ble Dr. M. V. Krishna Rao has given us the assurance that the Government would do all in their power to make the Third Week a success. We have no doubt that the Government will do their very best and that every Department of Government will have to do. We are particularly concerned with what unofficial agencies will have to do. The Central and the District Committees and all other Committees will have to approach and enlist the support of the Presidents and Executive officers of quasi-official bodies like the Corporation of Madras, District Boards, Municipal Councils and Panchayat Boards and get the best out of them.

We appeal to Adult Educationists to set up Committees at the Headquarters of all Collectors, Deputy Inspectors of Schools, Rural Welfare Officers, at all Arts and Professional Colleges, Training Centres and Schools, Secondary Schools and Higher Elementary Schools, at the places of Social Service and political organisations, and in all the villages and in all the wards of Municipalities. Reports of formation of Committees should be sent to the office of the Central Committee along with the lists of members and office-bearers of the same.

We earnestly request that everyone concerned, especially District heads will kindly comply with our request as early as possible and begin organising District and other local Committees. The despatch from the Central Committee's office of literature, Adult Education flags, posters, etc., will commence from 15th October 1952 and friends organising the Week celebrations will kindly intimate their requirements to the General Secretary. The literature and posters for a unit of a Firka or a ward in a Municipality will be sent on Rs. 25 being remitted in advance to the Treasurer, Central Adult Education Week Committee, 2/21, First Line Beach, Madras-1.

The District Collectors are requested to arrange for collection by sale of flags and otherwise in Hundi boxes which they may kindly get prepared locally. The flags and the labels to be pasted on the Hundi boxes will be supplied by the Central Office.

We wish to emphasize in conclusion the fact that the Central Committee has resolved that all the collections made during the Week be utilised for strengthening the existing Adult Education Centres and starting new Centres throughout the State. All the collections made in the districts should be accounted for to the Central Committee who will then allot the money due to the districts.

G. Harisarvottama Rao,
Chairman.

T. J. R. Gopal,
Organising Secretary.

S. Airavatam,
Publicity Secretary.

Yours faithfully,

L. M. Pylee

President.

[Signature]

General Secretary.

The Third South Indian Adult Education Week

—:o:—

Education Minister Dr. M. V. Krishna Rao's Appeal for Co-operation.

The South Indian Adult Education Association is making arrangements to celebrate the Third South Indian Adult Education Week from 8th to 12th November 1952. A Central Committee of representatives of sponsoring bodies has been formed with the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, as its President. The Minister has issued the following appeal for co-operation :—

The first General Election under our Republican Constitution, held on the basis of Adult Franchise, has revealed the incongruity of a large percentage of our population remaining illiterate in a liberated country, and acting as a handicap to the evolution of a Welfare State which is our avowed objective. The fact that symbols had to be used as aid to the illiterate voters is not a compliment to a self-respecting people. The drive against illiteracy and for Social Education must be vigorously carried on, so that we may do without symbols at the next General Election and thereby demonstrate our determination and capacity for self-improvement and mass progress.

As in many other fields of constructive endeavour, South India has done good pioneering work during the past twelve years also in the sphere of Adult Education. The South Indian Adult Education Association has led the drive for Adult Literacy on a well planned basis. The first and second South Indian Adult Education Weeks organised by and celebrated under the auspices of the Association brought about widespread awakening among the people, a live sense of social responsibility among the educated classes and an intense desire for self-education among the masses. The results achieved by the first and second Weeks have rendered it desirable to continue the celebration of the Week, as originally conceived, every year.

A Central Committee for celebrating the Third South Indian Adult Education Week has been formed, and preparations are being made for the purpose. We appeal to all classes and sections of people, individuals and institutions, to extend their co-operation in making the third Adult Education Week a great success. Adult Education, which Adult Literacy is a vital part, is a nation-building process which is at once non-political and non-party, non-communal and non-sectarian and calls for co-operation from all patriotic persons.

Official and unofficial efforts should be co-ordinated not only for the brief and temporary purpose of the Week but also for systematic and sustained work on a lasting basis. Existing Committees should be strengthened and new Committees set up in places not covered so far. The Committee should be fully representative of teachers, students, official and non-official agencies and work as a model of corporate and co-operative effort. You are 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. 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 purpose. 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.

An item of the Week would be collection of money for the State Adult Education Fund by sale of flags and tickets. Adequate funds are needed for expanding the activities of the Association. What was collected during the First and Second South Indian Adult Education Weeks has helped to start a number of Adult Education Centres and keep them going. Generally speaking, these Centres have been doing some good work, and are certainly capable of doing better.

With more money, the existing Centres could do better work, and new Centres could be opened in places where the atmosphere is congenial and there is scope for real work. We appeal to all Adult Education enthusiasts to organise sales on a large and wide scale, and help this great cause.

M. V. Krishna Rao

President.

Madras.
7-10-1952.

Full Text of Third Adult Education Week Brochure.

The following is the full text of the Brochure issued by the South Indian Adult Education Association explaining the purpose and programme of the Week :—

Introduction.

The idea of organising and celebrating a State-wide Adult Education Week was originally conceived and executed as an experiment. Thanks to the earnestness evinced by the first Education Minister of Madras State in Independent India, Sri T.S. Avinasilingam Chettiar, and the co-operation extended by the State Government in all its Departments, the First South Indian Adult Education Week organised by and celebrated under the auspices of the South Indian Adult Education Association in February 1950 was a phenomenal success. The public response to the appeal for support made on behalf of the Association was magnificent and exceeded expectations both in quality and quantity and co-operation from the official side was no less genuine and patriotic and all-pervading and sustained. The Second South Indian Adult Education Week sponsored jointly by two State Ministers, the Hon'ble Sri K. Madhava Menon, the Minister for Education and Law, and the Hon'ble Mr. J. L. P. Roche Victoria, the Minister for Food and Fisheries, acting in his capacity as the General Secretary of the South Indian Adult Education Association, was equally successful and has naturally led to the celebration of the Week as an annual affair. The fact is, the First and the Second South Indian Adult Education Weeks have carried the message of Adult Education to every nook and corner of the State, and made the educated classes realise the handicap to national advancement and danger to social harmony inherent in mass illiteracy and mass ignorance and created in the illiterate adults themselves, now under the impact of revolutionary changes, a passion for self-education.

Arrangements have been made for celebrating the Third South Indian Adult Education Week. At a meeting convened by the South Indian Adult Education Association, held on 23rd September 1952, and attended by representatives of various sponsoring bodies, the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, Madras State, presiding, a Central Committee was formed, with the Minister as

its President, and also a Working Committee for the Week was formed with Sri G. Harisarvottama Rao as its Chairman and Mr. J.L.P. Roche-Victoria, M.L.A., as its General Secretary and Treasurer. A State Adult Education Fund has been sponsored by the Education Minister; and collections to the Fund are to be made by the sale of flags and tickets and by means of donations. As President of the Central Committee the Education Minister has issued an appeal to the public to contribute liberally to the Fund. As they had done in connection with the first and second Weeks, the State Government would be sending a circular letter to District Collectors requesting them to help in making the third Week a success. The officers of the Education Department will play their due part in the celebration of the Week. The Local Self-Government Department will urge District Boards, Municipal Councils and the Corporation of Madras to participate in the Week celebrations and also permit them to incur the necessary expenditure. Thus, the best of co-operation will be forthcoming from all the Departments of Government. In a G.O. issued in August 1950, the State Government have made it clear that liquidation of illiteracy should be the concern of the entire administration in all its Departments and not the duty of the officers of the Education Department alone. In pursuance of the aforesaid G.O., some good work is being turned out in certain Districts. Encouraged by the results achieved, the South Indian Adult Education Association requested the Government to take steps for extending the benefits. Readily complying with the request made by the Association, the Government have issued instructions to District officers of all Departments, while on tour in connection with their own Departmental work, to visit Adult Education Centres and give talks to the people on various subjects of practical interest to them.

The Aim of the Week

The aim of the Third South Indian Adult Education Week is, as it had been of the first and second Weeks, to do propaganda in all possible ways on the need for achieving cent per cent literacy as quickly as possible, that is to say, within a certain span of time; to afford opportunities to the literates to teach and the illiterates to learn; to emphasise the essentially national, non-political, non-party and non-sectarian character of the Adult Education effort; and above all, to start and establish a net-work of permanent Committees—District, Taluk, Firka and local—which will do systematic and sustained Adult Education organisation work, keeping pace and co-operating with the official agency. Adult Education will spread only if the adult learner evinces a passionate desire and is willing to take pains to learn. The adult does not want to be drilled; if he can, he would like to learn by his own effort. Make him a literate, he can learn by his own effort. In other words, Adult Education is self-education; and literacy is the first and foremost step in Adult Education. In the absence of fundamental literacy which is the key to self-education, what is called Social Education cannot make headway and no Welfare State can be built. Hence it is that since its inception the South Indian Adult Education Association has been concentrating all its propaganda on the liquidation of adult illiteracy. It deserves to be recalled in this connection that in his valedictory address to the first South Indian (Regional) Seminar on Adult Education held in Adyar, Madras, in April 1951, Sri K. M. Unnithan, I.C.S., Education Secretary to the Government of Madras, emphasised the need for being practical and concentrating all attention and the resources available on the liquidation of illiteracy. The value and the urgency of the need for adult literacy has been revealed in an especial manner by the first General Election under India's self-made Republican constitution, held in January 1952, when, for the first time in the history of the world, as many as eighteen crores of adults, men and women, exercised franchise. Since more than eighty per cent

of the eighteen crores of adult voters were illiterate, candidates had to be signified by means of symbols. It is now widely desired that there should be no need to use symbols when the next General Election comes to be held. The aim of the Adult Education Week is therefore to intensify and strengthen the Drive for Adult Literacy.

PROGRAMME.

To achieve this aim the Central Committee of the Adult Education Week has formulated the following programme:—

1st Day:	8-11-1952	Inaugural Day.
2nd Day:	9-11-1952	Mobilisation Day—arranging entertainments and propaganda meetings and exhibition.
3rd Day:	10-11-1952	Flag Day.
4th Day:	11-11-1952	Distribution of books, charts and Adult Education materials and collection of books to start and strengthen a library in the locality.
5th Day:	12-11-1952	Visiting and starting Adult Education Schools and Adult Education Clubs and Libraries.

How to Organise the Adult Education Week and What to do.

A local Adult Education Committee may be organised immediately in District, Firka and other headquarters and in villages to celebrate the Third South Indian Adult Education Week.

This Committee may carry out the following programme for the Week:—

Organise an Adult Education Exhibition during the Week in co-operation with all the Government Departments, private institutions and individuals, consisting of:

- Adult Literacy charts, books, and continuation reading material.
- 'Grow More Food' material, health, hygiene and sanitation charts.
- Books on Citizenship.
- Books and materials relating to cottage industries.
- Every day science exhibition from Colleges and High Schools.

PROPAGANDA.

- Arrange public meetings and lectures each day of the Week on the value of Literacy and Social Education and give an opportunity to all to express their views on various aspects of Adult Education.
- Organise polling demonstrations emphasizing the usefulness of literacy in reading out the names of candidates contesting for seats in an election.
- Make necessary arrangements to have a demonstration talk on quick literacy method. Arrange with others to have an opportunity to participate in the demonstration.
- Organise an Adult Education Conference of workers in your locality to meet and discuss the report of the progress made in Adult Literacy work since the celebration of the Second Adult Education Week last February and decide on the future intensive and systematic programme to make every home literate.
- Fix up one afternoon for a special Literacy Drive among women.
- Award book prizes to the houses in which all members in the age rank of 13 to 45 have become literate.

7. Print and distribute siraphone slides and distribute the same to cinema houses in your locality.

8. Arrange to prepare locally wall posters, "Each one—Teach one" banners and wall news sheets to be exhibited in prominent places where the people gather in large numbers.

First Day (8-11-1952.)

Inaugural Day.

Forenoon.

1. Prayers in Temples, Mosques and Churches for the success of the campaign.

- Processions by school children.
- Processions by Bhajana parties.
- Literacy marches.

Afternoon.

1. Opening of an Adult Education Exhibition and inauguration of the Adult Education Week celebrations.

2. Meeting of the local Adult Education Week Committees to explain the objects of the Week and to give publicity to the detailed programme of the Week for the locality and stressing what everyone ought to do to make the Week effective.

- Organise mass meeting.
- A detailed report of the day may be sent to all the newspapers and also to the Central Committee office.

2nd Day (9-11-1952)

Mobilisation Day.

1. Mobilise local literates by door to door visits. Help them have an alphabet chart and request them to begin teaching at least one literate each this day. Thus an adult member of the family who is an illiterate or any other illiterate adult of the locality will receive from a literate the first lesson in reading this day.

2. The day should be so well pre-planned and organised that every literate would teach at least one illiterate and every illiterate adult would go through the first lesson in reading with the help of the local literate during the day.

3. To this end every literate should be got at previously and an alphabet chart and helpful hints to teach, given to him. If there is an Adult Education trained teacher in the locality, let him give a teaching demonstration for the benefit of the literates in advance so that they can begin teaching on the Mobilisation Day.

4. Illiterate men and women between the ages of 13 and 45 may be taught this day. Literates and illiterates may be encouraged to come to the local Adult Literacy Centre for this *Each One-Teach One* effort. But there is no objection to this effort being made either on pials or in temple halls or farm houses or any other places.

5. Open a Roll of Honour board in the Adult Literacy Centre for displaying the names of local literates who are the best workers in this regard.

6. Attempt an *Each-One-Teach-One* campaign this day.

3rd Day (10-11-1952.)

Sale of flags by the local Adult Education Week Committees may be organised as follows:

- Collection of donations.
- Collection by sale of flags.

- Organise a Finance Sub-Committee and put it in charge of the Flag Day collections and accounts of the Week celebrations.
- The target of collections should be at least one anna per head of the total population of the village or town.
- Arrange with Schools and Colleges, public and private offices and Social Service organisations to depute volunteers to organise collections in the locality.
- Schools and Colleges in the locality may be requested to sell flags to students at a nominal price.

5. Public and private offices may be requested to sell flags to their officers.
6. Mills, Workshops and Plantation centres may be requested to sell flags to their workers.
7. Special flags for Motor Cars and other purposes can be had from the Central Office at a nominal price of One Rupee each.
8. Pre-planned visits may be made to philanthropists for substantial donations to *The State Adult Education Fund* to be announced during the Week.
9. Local entertainments would prove an additional source for raising funds.
10. The names of the donors of more than Rs. 25 may be forwarded to the Central Office for publishing them in our 'Adult Education Review' and local newspapers.
11. The Committee may resolve that the proceeds of the Flag Day collections have been ear-marked for the purpose of starting and strengthening Adult Education Centres in the State.
12. The collections may be made throughout the Week.
13. A detailed report of the day may be sent to the Central Office and also to all the newspapers.

4th Day (11-11-1952)

Distribution and Collection of Books

1. Inaugurate a Library in your locality if there is none.
2. If a Library already exists in the locality or with the Adult Education Centre it may be strengthened by door to door collection of books.
3. Sort out small books in simple language into a new Literates Section of the Library and encourage free use of the same.
4. Arrangements may be made with the local benefactors to purchase Adult Literacy and Education materials and distribute them gratis or at a nominal price to the illiterates and semi-literates of the locality by visiting them at their doors.
5. A Travelling Library system may be organised on wheels and may be taken out in a procession.
6. Meetings may be organised to explain the value of the Library movement and studious habits.
7. A detailed list of books for the use of the Library on Adult Education will be prepared by the Central Office and sent to you on application.
8. A set of Adult Education materials and Continuation books for new literates will be supplied by the South Indian Adult Education Co-operative Publishing Society, Ltd., along with other literature, on proper application being made.
9. A detailed report of the day may be sent to the Central Office as well as to the newspapers.

5th Day 12-11-1952.

Starting and Visiting Adult Education Clubs and Literacy Centres.

1. Inaugurate an Adult Literacy Centre to function as an Adult (Social) Education Club.
2. If an Adult Education Centre is already started and functioning, it may be decorated attractively and visited and meeting and demonstration held there.
3. Equip the Club with literacy charts, continuation reading books and recreation materials and a petromax light.
4. Arrange mass meetings in the evening to appeal to the public to help in the sustained work of the Adult Education Centres.
5. Arrange for the literates of the locality to spend their leisure in this Centre and to participate in the teaching. This form of charity-in-adversity is in keeping with the culture of India.
6. A detailed report of the day may be sent to the Central office and to the newspapers.
7. A consolidated report of the local celebration of the Week and statement of accounts may be sent the newspapers and to the Central Committee office.

Proceedings of the First Meeting of the Central Committee of the Third South Indian Adult Education Week.

A well-attended meeting of those interested in the promotion of Adult Education was held in the premises of the South Indian Adult Education Association under the presidency of the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, at 6 p.m. on Saturday 23rd September 1952 to constitute a Central Committee for the celebration of the Third South Indian Adult Education Week during the first week of November 1952.

The following were present :

1. Dr. M. V. Krishna Rao, Minister for Education, Government of Madras.
2. Sri V. S. Ratnasabhapathy, Bharat Scouts and Guides, Madras.
3. Sri J. L. P. Roche-Victoria, General Secretary, South Indian Adult Education Association.
4. Sri G. Harisavottama Rao, Chairman, South Indian Adult Education Association.
5. Sri K. S. Ramaswamy Sastriar, Vice-President, South Indian Adult Education Association.
6. Sri K. M. Unnithan, I.C.S., Secretary, Education Department, Government of Madras.
7. Rev. J. G. P. Naumann, Editor, "Anandam", Bargur, Salem.
8. Sri M. R. Perumal, Adult Education Officer, Madras.
9. Sri K. Hanumantha Rao, Adult Night High School, Perambur.
10. Sri P. Konda Reddy, District Adult Education Council, Chittoor.
11. Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association.
12. Sri A. Thirugnanasambantham, Madras City Adult Education Association.
13. Sri P. V. Veeraraghavan, Student, Presidency College, Madras.
14. Sri P. Balaraman, Pachaiappas' College Social Service League, Madras.
15. Sri V. Kandaswamy, Pachaiappas' College Social Service League, Madras.
16. Sri E. V. Mani, Ayanavaram, Madras.
17. Sri V. Krishna, Assistant Educational Officer, Corporation of Madras.
18. Sri S. Airavatam, Publicity Secretary, South Indian Adult Education Association, and Editor, *Ramarajya*, Madras 6.
19. Sri V. Veeraraghavan, Madras.
20. Sri F. X. Pereira, Treasurer, South Indian Adult Education Association.
21. Sri S. R. Sastri, Dakshina Bharat Hindi Prachar Sabha, Madras.
22. Sri P. S. Krishnaswamy, Arundale Adult Education Centre, Adyar.
23. Prof. K. Visvanathan, Kalakshetra, Adyar.
24. Sri R. G. Pereira, Messers. F. X. Pereira & Sons, Madras-1.
25. Mrs. R. Radha, Queen Mary's College, Madras.
26. Dr. P. G. S. Raghavan, Trichy Adult Education Committee.
27. Dr. R. Sambasivam, Trichy Adult Education Committee.
28. Smt. R. Rajaratnam, Lady Willingdon College, Madras.

The following resolutions were unanimously adopted :

1. Resolved that those present at the meeting constitute themselves into the Central Committee, with power to co-opt additional members, for the purpose of organising and conducting the Third South Indian Adult Education Week.
2. Resolved that the following members be elected as the office-bearers and Working Committee of the Central Committee for the Week:

President :

Hon'ble Dr. M. V. Krishna Rao, Minister for Education, Government of Madras.

Vice-Presidents :

Messrs. G. Harisavottama Rao, K. S. Ramaswamy Sastri, R. G. Pereira, L. M. Pylee, M.L.A., and Mrs. T. N. Ramamurthy.

General Secretary and Treasurer:
Sri J. L. P. Roche-Victoria, M.L.A.,

Organising Secretary:
Sri T. J. R. Gopal.

Joint Secretaries:
Messrs S. Airavatam, P. S. Krishnaswamy and Mrs. R. Radha.

- Members:*
1. Miss Rajaratnam, Lady Willingdon College, Madras.
 2. Prof. Visvanathan, Kalakshetra, Adyar.
 3. Sri P. V. Veeraraghavan, Student, Presidency College, Madras.
 4. Sri P. Konda Reddy, District Adult Education Council, Chittoor.
 5. Sri C. Ranganatha Iyengar, South Indian Teachers' Union.
 6. Sri V. S. Ratnasabhapathy, Bharat Scouts and Guides, Madras.
 7. Sri J. G. P. Naumann, M.R.C.C. Adult Literacy Committee, Salem.
 8. Sri K. Hanumantha Rao, Adult Night High School, Perambur.
 9. Janab M. S. A. Majid, Muslim Educational Council of South India.
 10. Sri F. X. Pereira (Jr) Messrs. F. X. Pereira & Sons, Madras.
 11. Sri L. Bullaiya, Special Officer for Libraries, D. P. I. Office.
 12. Sri P. Balaraman, Social Service League, Pachaiappas' College.
 13. Sri T. Neelakantan, Secretary, Asoka Society, Madras.

3. Resolved that the Third South Indian Adult Education Week be conducted in November 1952 and the Week may begin on the 8th and close on the 12th November 1952.

4. Resolved that the Executive Committee do take steps to organise local Committees: (1) at the Headquarters of all District Collectors and District Educational Officers; (2) the Headquarters of all Rural Welfare Officers and Revenue Inspectors; (3) the Headquarters of Tahsildars and Deputy Inspectors of Schools; (4) in every village and ward of Municipalities; and (5) in all Arts and Professional Colleges, Training Schools, Secondary Schools and Higher Elementary Schools, Teachers Centres, and Social Service organisations.

5. Resolved to request the Government to issue circulars to all District Collectors, Local Bodies, D. E. Os., and other Departmental officers instructing them specifically to co-operate in making the Week a success by setting up permanent Committees where none had been formed and in every other possible way.

6. Resolved to request the Government to declare one holiday to all educational institutions in commemoration of the Week.

7. Resolved that the Week be conducted for five days and the programme for all the days be followed mainly in accordance with the programme followed during the last two Weeks.

8. Resolved that the General Secretary and the Organising Secretary be authorised to prepare in consultation with the President of the Central Committee and the President of the South Indian Adult Education Association and the Chairman, a brochure on the lines of the one prepared for the last two Weeks and publish the same also in the four regional languages and distribute copies free of cost to all the Committees.

9. Resolved that all the collections made during the Week be utilised mainly for propaganda and also for strengthening the existing and starting new Adult Education Centres throughout the State.

10. Resolved that the flags may be sold on all days during the Week.

11. Resolved that the District Associations may be allowed to retain 80% of the sale proceeds of the tickets and flags and send 20% of the same to the Central Committee.

12. Resolved that the expenses incurred by the Central Committee be paid by the District Association from their collection proportionately.

13. Resolved that the Hon'ble Minister for Education, Dr. M. V. Krishna Rao and Sri G. Harisavottama Rao, Chairman of the Association, be requested to issue appeals for the successful celebration of the Week on behalf of the Committee as the former Minister of Education and former President of the Association had done on the last occasion with telling effect.

14. Resolved that a series of posters in colour showing the advantage of literacy be prepared with special emphasis laid on the special benefit of literacy to the common man i.e. it could be shown how literacy combats such evils as drink, gamblings, rumour, cooliganism, unemployment, and that these posters be made available to the various agencies working in this State at reasonable rates.

15. Resolved that the Committee do take steps and approach Travancore-Cochin, Mysore, Hyderabad and Coorg States to celebrate the Week during the month of November so as to co-ordinate the effort in South India and synchronise with our own Week Celebrations.

16. Resolved that the budget for the Week presented by the General Secretary be approved.

(Sd.) M. V. KRISHNA RAO,
Minister for Education, Government of Madras,
President.

Central Committee and Sponsoring Bodies.

Representatives of the following Sponsoring Bodies constitute the Central Committee of the Third South Indian Adult Education Week:—

1. Bharat Scouts and Guides, Madras.
2. The Adult Night High School, Perambur, Madras.
3. The South Indian Adult Education Association, Madras.
4. The Chittoor District Adult Education Council, Chittoor.
5. Madras City Adult Education Association, Madras.
6. Pachaiappas' College Social Service League, Chetput, Madras.
7. The Education Department of the Corporation of Madras.
8. Dakshina Bharat Hindi Prachar Sabha, T' Nagar, Madras.
9. Arundale Adult Education Centre, Adyar, Madras.
10. Kalakshetra, Adyar, Madras.
11. Trichy District Adult Education Committee, Thiruchirappalli.
12. The M. & S. M. Railway Employees' Union, Perambur, Madras.
13. The Muslim Educational Association of South India, Madras.
14. The Madras Teachers' Guild, Madras.
15. The South Arcot District Adult Education Committee, Cuddalore.
16. The College of Engineering, Guindy, Madras.
17. The Asoka Society, Madras.
18. The Women's Indian Association, Madras.
19. The Catholic Educational Council of South India, Madras.
20. The Saraswathi Negathanam, Vetapalayam, Guntur.
21. The Andhra Desa Library Association, Vijayawada.
22. The Women's Christian College, Madras.
23. The Education Department, Government of Madras.
24. The All-Malabar Adult Education Association, Kozhikode.
25. The Swatantra Nagar Social Service League, Madras.
26. The South Indian Teachers' Union, Madras.
27. The Lady Willington Training College, Madras.
28. The Queen Mary's College, Madras.
29. The M. R. C. C. Adult Literacy Committee, Ambur, Madras.
30. The Madras Welfare Mission, Madras.

142534

Government's Circular to Heads of Departments

Collectors urged to form and re-organise Committees.

The following is the full text of the Government Memorandum relating to the Third South Indian Adult Education Week :—

EDUCATION DEPARTMENT

Memorandum No. 42455-H/52-2 Education, dated 20th October, 1952.

Sub :—Adult Education—Third South Indian Adult Education Week—Celebration of.

Ref :—From the Organising Secretary, South Indian Adult Education Association, Re

No. A.S. 1185/A. E. 52 dated 3-10-'52 and A.S. 1,212/A.E. 52 dated 13-10-'52.

From the General Secretary, South Indian Adult Education Association, letter Re

No. A.S. 1186/A. E.-52 dated 2-10-'52 addressed to M. (Education).

The South Indian Adult Education Association which has been celebrating the Adult Education Week during the last two years, is proposing to celebrate the Third Adult Education Week throughout the State from the 8th to the 12th November. Central Committee has been formed with M. (Education) as the President and S. G. Harisavottama Rau as Chairman of the Executive or Working Committee. The programme of the Week is as follows:

8th November, 1952 : 1st day.—Inaugural day.

9th November, 1952 : 2nd day.—Mobilisation—arrangements for entertainment and propaganda meetings and exhibition.

10th November, 1952 : 3rd day.—Flag Day.

11th November, 1952 : 4th day.—Distribution of books, charts and Adult Education materials and collection of books to start and strengthen a library in the locality.

12th November, 1952 : 5th day.—Visiting and starting Adult Education Centres and Adult Education Class and Libraries.

2. The Government desire that the Collectors of all Districts and Heads of all Departments should make the celebration of Week a success. They are requested to instruct their subordinate officers to render all the help necessary in this matter.

3. Collectors of Districts are requested to form District Committees in districts where they have not been so formed, and reorganise them in districts where they have been organised but are not working properly. District Heads of all departments may be included as members in the Committee. Taluk, Firka and Village Committees may be formed within a District with prominent Departmental Officers and the leading non-officials as members.

Collectors of Districts may also arrange for holding public meetings in as many places as possible and to give wide publicity to the Week celebrations.

Those who require literature and posters for the celebration of the Week write to the Office of the South Indian Adult Education Association at 2-21, First Line Beach, Madras. Sufficient publicity materials for a unit of a firka or a ward in a Municipality will be sent on an advance payment of Rs. 25, to the Treasurer, Central Adult Education Week Committee, 2-21, First Line Beach, Madras-1.

The Director of Public Instruction is requested to instruct District Education Officers and other local education officers to give all the required information in regard to the adult education centres and the committees formed by them and also to issue instructions to all schools to render all assistance in the celebration of the Week.

The Director of Public Instruction is requested to forward to Government a report on the Celebration after it is over.

K. M. UNNITHAN,

Secretary to Government.

To the Director of Public Instruction, the Collectors of all Districts, the Heads of all Departments.
Copy to the Organising Secretary, South Indian Adult Education Association, No. 2/21, First Line Beach, Madras-1.

To the Presidents of all District Boards.

To the Commissioners of all Municipalities through Chairmen, Municipal Councils.

Copy to Local Administration Department.

Edited by Sri G. Harisavottama Rau and Published by Sri T. J. R. Gopal for S.I.A.E.A., 2/21, First Line Beach, Madras-1, and Printed by Sri S. Sundaresan, L.P.T., at the Central Co-operative Printing Works, Ltd., 1/17, Mount Road, Madras 2.—1,000-10-'52.



13.11.52

25.11.52