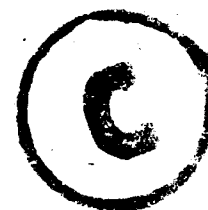


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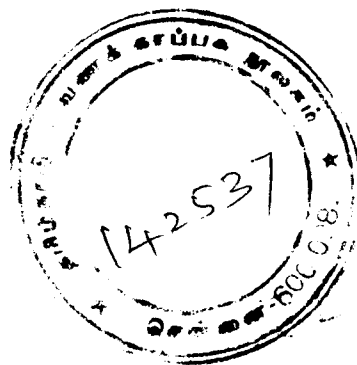
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ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarovtama Rau. M.A.

Asst. Editor. Sri. S. Airavatham.

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[No. 9

Adult Literacy Drive to be Intensified through Community Centres developed Co-operatively

Poor and falling and irregular attendance at Adult Education Schools is due, according to the common experience of field workers, to the fact that literacy alone has hitherto formed the subject of interest; and it is generally agreed among them that schools meant for adults must be made more attractive and immediately fruitful.

Community Centres co-operatively formed and developed, and catering to all the essential requirements of the people can alone make Adult Education a success.

The South Indian Adult Education Association has been developing one such Community Centre in Swatantranagar, Krishnampet, Madras, starting with a Co-operative Site Society, the foundation of which is to be laid by Professor Humayun Kabir, Joint Secretary, Ministry of Education, Government of India, on 28th July, 1953.



PUBLISHED BY T.J.R.GOPAL

INDIAN ADULT EDUCATION ASSOCIATION MADRAS

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Fitting Memorial to be raised for Shafiq-ur-Rehman Kidwai.

President Amarnath Jha's appeal.

Dear friend,

The Indian Adult Education Association has decided to build a befitting memorial to the late Shri Shafiq-ur-Rehman Kidwai. The contribution of Shafiq Saheb to the Adult Education movement is well known. His relations with the Indian Adult Education Association have been long and valuable. As a token of recognition of his work and the esteem in which the movement held him, he was elected as President of the Seventh All India Adult Education Conference held in Hyderabad in 1950. At the time of his death he was the Education Minister of Delhi State.

The Shafiq Memorial will consist of an exhibition hall, a library and administrative offices of the Association. It is proposed to display in the exhibition hall representative collection of literature produced in this country for neo-literates as well as that produced for Adult Education work in general. The hall will also be used for meetings of Adult Education workers. Shafiq Saheb during his life time devoted most of his energies, thought and time to the production of literature and the crea-

tion of a brotherhood of workers. The Association will endeavour to promote both of them through the Memorial.

The need of a well equipped library for Adult Education workers has been keenly felt for some time. The Association has also been planning to start a research section to help in the testing of new methods and techniques and evaluation of the work already being done in the various States. That was also one of Shafiq Saheb's wishes which he often mentioned to members of the Association. We would like to give effect to it and it is only proper that there should be a provision in the Shafiq Memorial for such work.

It is estimated the construction of the building alone will cost Rs. 60,000. It would appeal to all the agencies and organisations in the field of Social Education as well as individuals interested in the Adult Education movement to co-operate in this venture and contribute liberally to the Memorial funds.

All contributions should be addressed to the Treasurer of the Association, Sh Onkar Nath, Member of Council of State 30, Faiz Bazaar, Delhi.

AMARANATHA JHA,
President: Indian Adult Education Association, Delhi

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

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

Vol. IV

JULY, 1953

No 9

EDITORIAL

The Ninth South Indian Adult Education Conference.

The Ninth South Indian Adult Education Conference is timed to hold its session in Tirupati in the last week of August 1953 under the auspices of the South Indian Adult Education Association. A South Indian Adult Education Seminar was held under the same auspices in April last at Ernakulam. The Conference, we are sure, will consider the recommendations made at that Seminar. It is not enough that they do it. Between the Seminar and the Conference, four to five months would have run their course. It will be necessary that the Conference should be informed as to what progress has been made in South India in implementing the recommendations of the Seminar. Certain Committees were set up at the Seminar to carry further the work done at the Seminar. We have not so far heard what these Committees have done. We expect to hear of their activities before the Conference meets. We also expect that these Committees would meet at the time of the Conference and consider any issues that may be presented to the Conference both for purposes of publi-

city as also as constructive suggestions to the country. About two months later than this Conference a National Seminar meets in Bihar to consider the question of training of Social Education workers. The South Indian Adult Education Conference may very well popularise the subject of that Seminar and give its own suggestions, if any.

The South Indian Adult Education Association is getting the foundation stone laid this month for its Community Centre at Swatantranagar by Mr. Humayun Kabir. The Swatantranagar is being built up on a Co-operative basis. It is a rare example of the social work of an Adult Education Association. It would be very valuable if the South Indian Adult Education Conference is enabled to hear accounts of this enterprise from the very men who are residents of Swatantranagar. It would go very far to give an impetus to such community enterprises springing up elsewhere. Equally we would request the organisers of the Conference to bring on to the Conference

platform actual products of the Night High School for workers, Perambur.

This Conference is of special significance; for it is the last Conference to be held in the Andhra Districts before the Andhra State is separated off from the present composite State. We of the South Indian Adult Education Association have always stood for unity. We are sure Andhra.

Memorial to the Late Shri

We publish elsewhere in this issue an appeal issued by Dr. Amarnath Jha, President of the Indian Adult Education Association, on behalf of a memorial to the late Shri Shafiq-ur-Rahman Kidwai. Shafiq Saheb was heart and soul in the Adult Education movement. He loved making of books for the new literates and dreamt of building up of libraries for them. The Indian Adult Education Association has contemplated a very fit memorial for him. It is not a matter of concern only for the Indian Adult Educationists. This memorial will render library and cultural service of a very important order. Therefore all library organisations and all cultural organisations in the country would take this as part of their sacred duty and assist in the collections. Shri Shafiq Sahib was

The Swatantranagar Community Centre.

We are very happy that the Swatantranagar Site Co-operative Society has begun to function and that it is practically in possession of the site. A Community Centre is being built up on the site. The foundation stone of the Centre is being laid by Prof. Humayun Kabir, Additional Secretary for Education in the Ministry of Education of India, on the 28th of this month. The Com-

Tamilnad, and other areas of South India will stand united in the great cause of spreading literacy and knowledge amongst the populations of South India. The Tirupati Conference will certainly herald the reaffirmation of their unity.

The cause of adult culture is so sacred and so universal that it transcends all distinctions.

Shafiq-ur-Rahman Kidwai.

an Education Minister in the Delhi State beloved of his people. He was really a shining example of a popular Minister. Ministers and Legislators all over India will be honouring themselves if they honour the memory of the great soul that delighted in constructive service. So, it is our earnest prayer that every Legislator in India do contribute his small mite to the memorial. The Indian Adult Education Association will do well to broadcast its intention through all Indian Journals for three months intensively and then fix a day for small collection also along with attempts made for larger contributions. That would be Adult Education in itself. There must now be tens of thousands of Social Education Centres. Let them all learn of the work of a good man in the cause and offer even small coppers for the cause.

missioner of Madras Corporation Sri V. N. Subbarayan through whose kindness and love (as well as his predecessors) the property is passing to the Co-operative Society, presides on the occasion. We congratulate the South Indian Adult Education Association, more especially its Chairman and its Organising Secretary, on this very solid achievement in the cause of the poor and the illiterate.

Adult Education and the New Elementary Education Scheme

BY K. S. RAMASWAMY SASTRI.

The new Elementary Education scheme as visualised by our great and popular Chief Minister Mr. C. Rajagopalachariar and as progressively implemented to-day in rural India has been hailed by many competent persons and assailed by others. I believe that it is a measure of great wisdom and will do lasting good. Its main features are that education in the primary schools is to be for three hours a day and that there will be a happy and harmonious co-ordination of home life and school life and that there will also be a proper mingling of book-centred knowledge and life-centred knowledge and craft-centred knowledge. Though its main ideology is the improvement of the quality and effectiveness and realism of elementary education, it has a unique quantitative effect also. Under Article 45 of the Constitution of India the State should within 10 years provide for free and compulsory education of all children until they complete the age of fourteen years. But having regard to the paucity of trained teachers and of proper school buildings, it will take decades for this desideratum to become an accomplished fact. The new scheme will enable each school to work in two shifts of three hours each and hence will give a great push to the number of educated children. Three hours are enough for the book-centred knowledge now given in the elementary schools to the children.

The criticisms urged against the scheme are mostly wide of mark. The children will certainly not lose their play and pastime as urged by some critics. Nor will there be any sweated labour by their children. The gibe that it favours the caste system is absurd. All children will use their hands and not only their heads. No child will be compelled to adopt only the hereditary craft. In later life every boy

can take up such profession or trade or technical work as he likes. The scheme will bring the boys into touch with rural life and work and create in them craft-mindedness and also willingness and even eagerness to work with their hands. The girls will learn the household duties and arts and help their mothers. Above all the great evil bred by the day-long-book-centred knowledge, *vis.*, the desire for black-coated jobs-as clerks will disappear.

But it seems to me that without a simultaneous advance in the nature and content of Adult Education substantial good results may be retarded by merely pursuing the new Elementary Education scheme by itself. Under Article 41 of the Indian Constitution every man has a right to work, to education and to social insurance. Under Article 39 every one has a right to an adequate means of livelihood, and the ownership and control of the material resources of the community must be so distributed as to subserve the common good, and there must not be the concentration of wealth and means of production to the common detriment. There are also some special features in the Indian Constitution which are the special and unique products of Indian genius. That village Panchayats should become effective units of self-government is stated in Article 40. The promotion of cottage industries on an individual or Co-operative basis is urged in Article 43. The raising of the level of nutrition and public health is stated in Article 47 which also deals with prohibition of the consumption of liquor. Article 48 refers to prohibition of the slaughter of cows and calves and other milch and draft cattle.

The existing rural crafts and cottage industries are certainly as much needed now as in the past and will continue to be needed in the future. But they must be vitalised and improved and new cottage industries

needed for living a modern Indian civilised life must come into existence. More and better production and a more equalitarian distribution are the aims of the excellent Indian Five Year Plan. But all these objectives will not be attained unless and until by means of a better and more widespread Adult Education the adults of the village have higher skills in old crafts and new skills in new crafts and pass on such skills to the children in the village under the new Elementary Education scheme. To-day Adult Education is equated to adult literacy and even such adult literacy work is sparsely and irregularly and perfunctorily done. The adult schools must have amusements to amuse the adults. The daily news budget must be explained to them. By the betterment of the old crafts and by the creation of new crafts suitable to the locality the Adults' ambitions must be quickened and their income should be increased. Every village should add bee-keeping, poultry-rearing, horticulture,

mat-weaving, basket-making, compost-making etc., to its old traditional forms of life and craft. A new life must hum everywhere in the hearts of the adults who would be overjoyed to pass on their old and new forms of craft-skill to their children.

My great desire is that a new type of Elementary Education and a new type of Adult Education must rise and meet and mingle. Only then can we attain soon the two supreme objectives of free modern India, viz., cent per cent literacy and a higher social unity and economic prosperity both in rural India and urban India. I commend to all Tennyson's great stanza in *In Memoriam*.

Who loves not knowledge?
Who shall rail against her beauty?
May she mix with man and prosper!
Who shall fix her pillars!
Let her work prevail.

10,000 Adults become literate in Bombay.

New Monsoon Session starts work.

Seven hundred Social Education classes working under the City Social Education Committee have just completed their summer session from March to June 1953 and about 11,000 adults, grown up men and women, have appeared for their literacy and Social Education test during the week just over. About ten thousand adults speaking Marathi, Hindi, Urdu, Gujarati, Telugu, have passed this test enabling them to read and write their mother tongue for the first time in their life.

20,000 adults join new classes.

The Monsoon Session of the Committee started from 1st July 1953. The Committee has organised 300 Marathi, 200 Urdu, 200 Hindi, 45 Gujarati and 25 Telugu classes both

for the literacy and post literacy classes. It is estimated that some 20,000 adults including 6,000 women have joined the classes. Most of these persons are labourers working in the mills, factories, workshops, dockyards and domestic workers, municipal workers and others, about 50 percent of them being mill workers. These classes run for men during night while for women they meet during the afternoon. Along with literacy, instruction in Social Education subjects such as civics, health, sanitation, History, Geography, General Knowledge, is being given, so as to make the adults better citizens. A thing to note is that the classes are conducted in the very home of the illiterate workers and not in any schools or colleges.

Ascertaining Literacy attained by Illiterate Adults

Director of Public Instruction issues a model standardised test

The following is the text of the Proceedings of the Director of Public Instruction, Madras, R.C. 174 S.E. 2/50 dated 13-10-50 :—

Sub:—Adult Education—Testing of literacy of adults—

Read:—G.O. No. 2589 Education dated 13-9-50.

A model standardised test for ascertaining literacy attained by illiterate adults within a period of four months from the date of their admission to Adult Literacy Schools is enclosed herewith for information and necessary action.

The under-mentioned officers are requested to use the standard test with suitable modifications necessary with reference to local circumstances.

It may be noted that adults would ordinarily find it easy to give descriptive answers as distinct from answers requiring creative thinking. Questions may therefore be tuned to the level of particular groups of adults in thinking out answers.

Care should be taken to admit only illiterates in Adult Literacy Schools as bonus will have to be paid to teachers who have made them literates within a period of 4 months after enrolment.

A. Padmanabha Reddi,

For Director of Public Instruction

To
All Divisional Inspectors and Inspectresses of Girls Schools
Copy to all District Educational Officers
Copy to Honorary Organisers.
Copy to Adult Education Officer
Copy to S. E. Section (6 copies)

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D. Questions for Women

1. Questions requiring single-word answers for women

1. What is the colour of your saree?
2. How many sarees do you have?
3. What is the colour of your bangle?
4. What do you wear on your ears?
5. What do you wear on your nose?
6. Can you cook food?

7. Can you Sew?
8. Can you wash clothes?
9. Do you read any book now?
10. Do you work in the field?
11. Do you go to bazaar?
12. Do you pound rice?
13. Is there a mirror in your house?
14. Do you chew betels?
15. Do you read fowls?

Adult Literacy Test

Sample questions to be set.

The following list contains examples of the questions (in English) that may be set in the regional languages for the Adult Literacy Test. They are to be taken as examples and are not meant to be used word for word, over and over again in a stereo-typed manner. The Officer setting them is expected to be resourceful in framing questions to suit individuals to be tested. The following points may be borne in mind :—

(1) It must be remembered that the average adult that takes the test has hardly put in 60 attendances, spread over 4 months.

(2) The simplest and shortest possible familiar words should be employed.

(3) Questions should be short and easy to understand.

(4) Questions requiring words answers and longer replies, 3 in each, may ordinarily be set.

(5) Adequate time may be given for reading the question and writing the answers, care being taken not to puzzle the adults.

(6) Adults taking the test must be ready with pencils to write with. To meet lapses in this regard the officer will take with him sufficient number of pencils and pieces of rubber to lend to such of the adults as might require them for the occasion.

(7) Unnecessary talking while the adults answer the test should be avoided as that would not be helpful to their thinking.

(8) While the presence of respectable local persons should be welcome distracting crowds may be tactfully kept out, school children should not be allowed to be present.

(9) The Officer should so conduct himself that the adults would feel at ease and write without any complex or excitement. It must be remembered that the examinees are not children.

(10) The examinees should write their names on the answer paper.

(11) While it is not objectionable to write out a set of questions on the black-board in common for all examinees, it would be better to give a different question paper to each of them to minimise chances of copying. To this end, it would be helpful to take 3 different sets of questions so that the same set of questions would be answered by every fourth candidate.

(12) No marks need be awarded. The testing Officer would use his discretion and decide if the answers would justify the award of a literacy certificate. The standard aimed at should be an ability to understand questions and to write a reply.

(13) Rules of grammar need not be expected to be observed in the answers.

(14) Care should be taken not to show open disapproval of bad answers as that is likely to embarrass adults.

(15) All question papers with answers written by adults on them should be carefully preserved until scrutinised by the District Educational Officer or the Inspector as the case may be. The scrutiny may ordinarily be done once in a month when they may be called for; or they may be perused annually when the offices of the subordinate officers are inspected.

The Questions

A. Questions requiring one word answers

1. What is your name?
2. What is your father's name?
3. What is the name of your village (or street)?
4. What is your profession?
5. When do you go to work?
6. When do you return from work?
7. When have you time to learn?

8. Do you know how to spin?
9. Do you know any other craft?
10. Do you know Hindi?
11. Where do you bathe?
12. What do you eat in the morning?
13. What do you drink in the morning?
14. When did you buy dhoti last?
15. How many cubits long is it?
16. How many are you in your house?
17. Are all of them literate?
18. Will you teach them to read?
19. Do all children in your home go to school?
20. Do you beat children?
21. What do you sell?
22. Do you keep an account of your income and expenditure?
23. Can you sing?
24. Can you speak on the platform?
25. Do you own a bandy?
26. Can you drive a bandy?
27. Can you ride a cycle?
28. When do you go to bed?
29. Do you take coffee daily?
30. Do you like butter-milk better?
31. Do you like a cold bath?
32. Can you write a letter?
33. Can you read a letter?
34. Do you drink milk?
35. Do others at home drink milk?
36. Have you seen the sea?
37. What vegetables do you grow at home?
38. Do you grow tomatoes?
39. Do you own a milch goat?
40. Is there a tank in your place?
41. Is there water in it?
42. Is the water clean or muddy?
43. How is the water used?
44. Where do people get drinking water from?
45. What is the colour of the soil in your garden?
46. Can you till the soil?
47. How many grains grow in a paddy plant?
48. How many windows does your house have?
49. Are there mosquitoes in your house?
50. Are there bugs in your house?
51. Can sunlight enter your rooms?
52. Do you own a cattle-shed?
53. Is your cattle-shed clean?
54. What is its flooring made of?
55. How often is your cattle-shed washed?
56. Where do you wash your cattle?
57. What do your bulls eat?

58. How deep is your well?
59. Is your well water drinkable?
60. Is there a margosa tree in your village?
61. Is there a temple in your locality?
62. Do adults meet there when at leisure?
63. How does dhall sell in your village?

B. Questions requiring answers in more than one word

1. Do you like rice or wheat? Why?
2. Do you like walking or in going by a bandy? Why?
3. Do you like the drama or the talkie? Why?
4. Do you like the village or town? Why?
5. Do you like to fly in an aeroplane? Why?
6. If you are given a thousand rupees what will you do?
7. If you are made the Village Munsiff what will you do first?
8. Which Minister would you like to be? Why?
9. If you are made the President of the Indian Union, what will you do first?
10. To what type of candidate will you give your vote?
11. If you miss a train what will you do?
12. If you miss a motor bus what will you do?
13. What do you want to achieve in life?
14. If you have lost your way what will you do?
15. If you have lost your purse what will you do?
16. If you have taken another's umbrella what will you do?
17. If you are given a motor car free, what will you do?
18. If you have a hundred rupees to spend what good will you do?

C. Questions in the form of Personal Message

1. Dear Brother,
Are you doing well? How is the food position in your village? Do you get sufficient food for your family? How do you manage if guests come? I want to call on you with friends. I shall decide on hearing from you.

Your dear Brother,
"A"

2. Dear Brother,

Are all doing well at home? Is there water in your village? What is under wet cultivation there now? Will there be a harvest this time? Which are the dry crops there? How are they? Do you sell the produce through the Co-operative Marketing Society?

Your dear Brother,
"B"

3. Dear Brother,

I trust you are in sound health? When did you learn to write? Who taught you? How did you learn to read and write so quickly? Can you teach my brother how to read? On hearing from you, I shall send him. What shall I send with him?

Your dear Brother,
"C"

4. Dear Brother,

What is Purana reading season in your village? Who will give the discourse this year? How long will it last? How much did it cost last time? I want to attend this time with family. May we be put up with you? Is there space in your house for four of us? Can my two bulls be tied in your shed?

Your Brother,
"D"

5. Dear Brother,

What Cottage Industry is done in your village? Why do people do it? Who is the local expert in it? Are raw materials cheap there? How are finished products sold? Is there a selling agent? Does the producer get a good profit on it? Do women work at it? Do children help in it? Do children therefore keep away from school?

Your Brother,
"E"

6. Dear Brother,

Where do you get your cloth from? Is there a fairprice shop in your place? Can you spin? Do women and children spin? Does any one collect the yarn there? How much does he pay? How many cubits does your dhoti (vaishti) measure? Do you like to wear coat and pants?

Your Brother,
"F"

7. Dear Brother,

Do you like going to the cinema? Why? Which popular film is now on show? Why is it popular? May I come and see it? Do

poor people go to the cinema? How do they find the money for it?

Your Brother,
"G"

8. Dear Brother,

What is your day time work? When do you go to work? When do you return from work? How do you spend your leisure? Do you teach others to read? Are all adults in your house literate? When do you rise from bed?

Your Brother,
"H"

9. Dear Brother,

How do you spend a Sunday? Do you go to the library? Does it contain books you want? Does it have magazines? Which book did you read last? Did you read it through fully? Do many people go to the library?

Your Brother,
"I"

10. Dear Brother,

Do you eat meat? Do you go to the vegetable market? Which vegetable do you like most? How does it sell now? May I send you some? May I send some greens also? Can you cook them?

Your Brother,
"J"

11. Dear Brother,

Do you like attending public meetings? Why? When did you attend one last? Where was it held? Who spoke? On what did he speak? Did you like his speech? Do you like to speak at meetings? Why?

Your Brother,
"K"

12. Dear Brother,

Have you seen an exhibition? When did you see it? What did you see in it? Did you pay for admission? Was it good? Why? Did you take your family?

Your Brother,
"L"

13. Dear Brother,

Do you like sports? Why? When did you see sports last? Can you play *chadugudu*? Do your friends play it? Do people like it? Why?

Your Brother,
"M"

D. Questions for Women

I. *Vide separate page*

II. Questions requiring answers made up of more than one word

1. Mention the colours of your sarees?
2. What things are needed to prepare coffee?
3. What things are needed to prepare *rasam* (Pepper Water)?
4. What vessels do you require for kitchen?
5. What wooden furniture do you need for your house?
6. Do you like mud vessels? Why?
7. Do you like children? Why?
8. How do you keep curd account?
9. How do you keep milk account?
10. How do you keep dhoby's account?
11. Write the names of children in your house?
12. How will you spend Rs. 10?
13. If you get Rs. 100 how will you spend it?
14. If you get Rs. 1,000 how will you spend it?
15. If you are given 20 yds. of mull how will you use it?
16. How are your walls made dirty?
17. Do rats go to your house? Why?
18. Does any cat go to your kitchen? Why?
19. How do you use cow-dung?

14. Dear Brother,

Do you like swimming? Why? Where can one swim in your place? Can you swim in wells? Is that good for wells? Do they grow fish in wells?

Your Brother,
"N"

15. Dear Brother,

When does the temple festival come off? What arrangements are being made for it? Who is working for it? What can you do for it? Will shops and side shows be organised? Are roads good there? Where can visitors stay for the festival?

Your Brother,
"O"

Ninth South Indian Adult Education Conference, Tirupati.

Text of General Circular.

Sir/Madam,

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

Eight Conferences have been held hitherto under the auspices of the South Indian Adult Education Association, at Madras, Mudurai, Coimbatore, Adyar, Vellore, Vetaplam (Guntur Dt.), Tanjore and Kozhikode. Special Conferences have been held with the co-operation of the Government of Madras and with Dr. Laubach, World Literacy Expert. Regional, District, Taluk Conferences have also been held throughout South India. The Conferences attracted the attention of the public in a special manner and the State Governments in South India also afforded opportunities for the promotion of Adult Education. But the efforts so far made have not been helped fully for an effective non-official campaign of Adult Education.

The Ninth Conference is programmed to be held in Tirupati for two days in the last week of September '53. Prof. N.G. Rangaswami, M.P., eminent educationist and statesman, has been invited by the Association to preside over the Conference.

The Conference will be the guest of the citizens of Tirupati and the local Adult Education Committee. Sri C. Anna Rao, Executive Officer, Tirumalai Devasthanam, Tirupati, has been good enough to agree to be the Chairman of the Reception Committee. Free accommodation will be provided for the delegates and visitors to the Conference by the Reception Committee for which previous intimation may be sent to the

Secretary, Reception Committee, Ninth South Indian Adult Education Conference, Municipal High School, Tirupati. The exact date of the Conference will be intimated later on.

Adult Education Exhibition: In connection with the above Conference, an Adult Education Exhibition will be organised. Those interested and engaged in Adult Education work may kindly send their materials pertaining to Adult Education work so as to reach the General Secretary of the Conference on or before 15th August 1953.

Programme:—The programme of the Conference will consist of General and Sectional discussions and resolutions. In the General Session subjects will be presented by representative speakers who will briefly present the resolution of the Sectional meetings so as to avoid elaborate discussions at the General Session. All Delegates who wish to present papers on any subject connected with Adult (Social) Education are requested to send the draft resolutions so as to reach the Secretary, South Indian Adult Education Association, 10, Narasingapuram Street, Mount Road, Madras-2 or the Secretary of the Conference at Tirupati on or before 15th August '53.

A special session for ladies may be organised. Tours to places of interest in and around Tirupati may also be organised.

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

Membership:—The membership of the Conference is open to all members of the South Indian Adult Education Association and the members are entitled to receive all the publications of the Conference free of cost.

Fees:—Patron Rs. 100; Donors Rs. 50; Institution Rs. 15; Reception Committee members Rs. 10; Individual Delegates Rs. 5.

This membership fee will include the fee for the membership of the Association.

In view of the various issues that await discussions thereat, we appeal to the State Governments in South India to all Educational Institutions, to Social Service Organisations, and to Local Bodies to depute one or more representatives to attend the Conference. We also appeal to all Adult Education workers and sympathisers to support the cause of Adult Education by rendering financial help. The final and complete programme of the Conference will be made available early before the Conference.

This Conference is of very great significance as it is held just before the Andhra State is formed. The South Indian Adult Education Association welcomes the formation of the new State and congratulates the Andhradesa Library Association which has all along been working in close collaboration with our Association in matters of Adult Education and the Andhras in general upon their achievement. The

Association has always stood for the unity of South India which has consisted of several States. That the Andhra State will be added to the number makes no difference for our Association. We shall continue to stand for the same unity as previously probably with this difference that the Andhradesa Library Association will deal with its own State for purposes particular to that State.

Further particulars may be obtained from the Secretary, South Indian Adult Education Association, 10, Narasingapuram Street, Mount Road, Madras-2. (Phone: 85397) or from the Secretary, Tirupati Adult Education Committee, Municipal High School, Tirupati.

Yours faithfully,
L. M. Pylee, G. Harisarvottama Rao,
President. Chairman.
J. L. P. Roche-Victoria, T. J. R. Gopal,
General Secretary. Org. Secretary.
S. Airavatham,
Publicity Secretary.

Training Courses for Adult Education Workers

The Sub-Committee constituted by the South Indian Adult Education Association for the purpose of framing a scheme of training courses for Adult Education Workers met at 5 p.m. on Tuesday, 25th June 1953, in the premises of the Association, No. 10, Narasingapuram Street, Mount Road, Madras-2. The following members were present: Sri G. Harisarvottama Rao, Sri K. S. Ramaswamy Sastri, Shrimati Nallamuthu Ramamurti, Sri A. G. Vilva Roy, Sri P. V. Veeragavan, and Sri T. J. R. Gopal. Sri G. Harisarvottama Rao presided.

In the course of the discussion it was generally agreed that such training courses were long overdue to be started, and that the South Indian Adult Education Association

was the proper body to undertake the responsibility.

It was resolved to inaugurate, under the auspices of the Association, a Training Centre in Madras City in a centrally-located place like the Mahajana Sabha or the Government Arts College, Madras. The minimum qualification for a trainee was fixed to be III Form. It was resolved to hold classes for the trainees for one hour and a half in the evenings for five days in a week, the entire course lasting for three months.

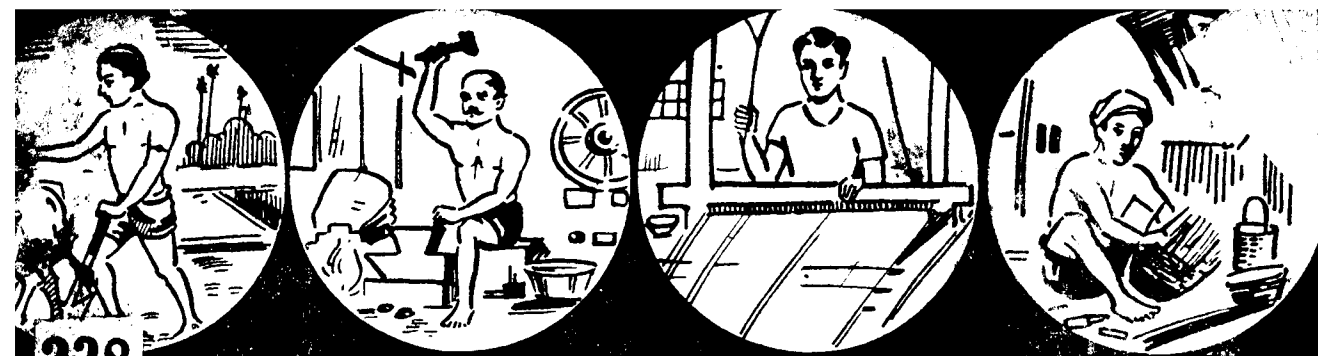
Other matters of detail were left to the Sub-Committee to be decided. Sri A. G. Vilva Roy was requested, and he agreed, to frame a syllabus for the course.

S.I.A.E.A. OFFICE.

The offices of the South Indian Adult Education Association, the 'Adult Education Review,' and the South Indian Adult Education Co-operative Publishing Society Ltd., are being shifted from its present premises to No. 10, Narasingapuram Street, Mount Road, (near Round Thana) Madras-2, and has started functioning from the new premises with effect from 1st June 1953. All correspondence should be addressed in future to the new premises.

T. J. R. GOPAL,
Secretary.

Edited by Sri G. Harisarvottama Rao and Published by Sri T. J. R. Gopal for S.I.A.E.A., at No. 10, Narasingapuram Street, Mount Road, Madras-2, and Printed by Sri S. Sundaresan, L.P.T., at the Central Co-operative Printing Works, Ltd., 1/17, Mount Road, Madras 2.



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ADULT EDUCATION REVIEW

Hon. Editor. Sri G. Harisarvottama Rao. M.A.

Asst. Editor. Sri S. Airavatham.



VOL. IV AUGUST, 1953 [No. 10]

Ninth Annual South Indian Adult Education Conference To be held at Tirupati.

A meeting of the Executive Committee of the South Indian Adult Education Association was held in the premises of the Association at 6 p.m. on Sunday, 23rd August, 1953.

The dates for holding the Ninth Annual South Indian Adult Education Conference at Tirupati, - 26th and 27th September 1953 - were approved. Professor N. G. Ranga, Member, House of the People, has been invited to preside over the Conference.

It was resolved to depute Sri T. J. R. Gopal and Sri A. G. Vilva Roy as Association Delegates to participate in the National Seminar on Adult Education to be held at a village near Patna, with Sri Harisarvottama Rao as its Director.

The invitation extended by Sri A. Sreenivasa Rao to hold the Third South Indian Seminar on Adult Education at Vetapalem, Guntur District was accepted.



PUBLISHED BY T.J.R.GOPAL

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Additional Remuneration to Adult Literacy Teachers Sanctioned.

The following is the Government of Madras Memorandum No. 44260-H/53-7 Education dated 30-7-'53 :—

Sub: Adult Education-Adult Literacy Schools under the management of Municipal Councils—Payment of additional remuneration to teachers permitted.

Ref: The Director of Public Instruction, Rc. 807-S. E. 2/51 dated 12-4-'52.

The Director of Public Instruction has stated in his letter cited that persons interested in Adult Education feel that the Adult Literacy school teacher should be paid at least Rs. 20 p.m. if he should put forth his best efforts. He has therefore suggested that such of the Municipalities as can afford may be allowed to pay from their general funds a sum not exceeding Rs. 4 p.m. to the Adult Literacy School teachers in addition to the remuneration sanctioned in G. O. Ms. No. 448 Education, dated 5-3-'52. The Government accept the suggestion and hereby permit such of the Municipalities as are certified by the Inspector of Municipal Councils and Local Boards as Municipalities which can afford to pay from their general funds to pay a sum not exceeding Rs. 4 p.m. to the Adult Literacy School teachers in addition to the remuneration sanctioned in G. O. Ms. No. 448 Education dated 6-3-'52.

A. GOVINDA MENON,
Assistant Secretary to Government.

S. SUBRAMANIAN,
for Director of Public Instruction.

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary)

Vol. IV

AUGUST, 1953

No 10

EDITORIAL

The Fourth Indian National Seminar.

The Task Before It

We have perused with interest the Working Paper prepared for the Fourth Indian National Seminar to be held in October next at Bikram near Patna, Bihar, by its Director-elect Sri G. Harisavottama Rau. We fully agree with the prefatory para in the paper which is well-couched in the following words :

"Though in the field of Social Education we are holding ideologically to the goal of the Community Centre with its varied phases, still, as in every other sphere of education, in the Social Education endeavour also two trends have developed in our country with two traditions behind them: (1) The Literary Tradition and (2) The Craft Tradition. These should not be considered as mutually antagonistic.

"In fact both of them claim to have the same goal of developing Community Centres ultimately. Neither of these schools disputes the ultimate ideal of the education of the adult. Every Adult Educationist to-day

agrees that Social Education to be effective has to assume responsibility for the education of the adult for life which includes responsibility of providing Educational Experience on factors—economic, social and cultural—of the daily life of the common man. The craft ideologist has probably developed institutions that have made a longer march towards community endeavour. However, it should be recognised that conditions vary a great deal from State to State, progress made so far also varies and no one single universal remedy can be evolved. Different types and grades of Social Education must necessarily be accepted and provision made to train men who will handle these different grades provided these different grades and types have for their goal the education of the adult for life's purposes. Harmonising these so as to lead them all to the single purpose of providing the adult with the power to grow in his own stature as a component of society

and fully serve the purposes of the community is the task that lies before us."

Therefore the National Seminar that meets to consider the training of Social Education workers must perforce recognise existing facts and build on them as best as possible.

The Working Paper rightly directs its attention to the overwhelmingly large number of Adult Education centres now conducted all over India with Elementary or Primary teachers at the head of them and gives prominent thought to the training and equipment of these teachers. It next examines the question of students being employed as adult teachers. The student is really the most "potent section" of man-power for Social Education. So the call the Working Paper makes for the study of students and Social Education is timely. We wish all authorities concerned would seriously consider (We shall not call it conscription for that has a smack of violence in it) whether students should not be put to the task of acquainting themselves with the villager and his problems and work at releasing the villager from the

danse ignorance that surrounds him while doing some little service to him otherwise also, before they are eligible to enter life and take up career.

The Working Paper has well brought out the need to train Inspecting Officers of Departments controlling Social Education. Want of knowledge and sympathy in these men has probably contributed a great deal to the slow manner in which Social Education continues to move in certain States. It is also very proper that the Paper deals with higher reaches in Social Education training leading upto the all round Social Education leader of the Gandhian conception. The full Working Paper may be had from the Secretary, Indian Adult Education Association, 30 Faiz Bazaar, Delhi. It is our earnest prayer that all those who have experience of Social Education institutions of all grades take interest and, where they may not be able personally to attend, send papers to the Seminar describing their experiences both at training centres for Social Education workers and in the field work and give all assistance to the Seminar in solving questions of fundamental importance.

St. Francis Xavier's Adult Night School, Chintadripet.

In order to do propaganda work on behalf of the above school and appeal for more admission in the Night School for promoting education among illiterates in the local area, a very interesting show of films was arranged for the illiterates of this slum area. About 500 persons attended the show, men, women and children, all rapt with eagerness and enthusiasm to see the pictures. The U. S. Information Service of Mount Road had kindly undertaken to give the show free and selected very good films for the purpose,

viz., 'Out of Darkness'. 'They need not die,' and 'Rural High School' the first in English, and the other two in Tamil. The whole show lasted for more than one hour, and the audience was very pleased with the entertainment afforded and there and then requested for more shows at later intervals. To the credit of the gentleman who brought the films from the U.S.I.S. office, it must be said that he spared no effort to satisfy the audience, and the result was that the whole show was clear, attractive and appealing.

Beauty of Fundamental Education and Adult Response

BY SRI T. N. RAO, B.A. L.T. DIP., in Social
(Adult) EDN. and Cine Technician and Operator,
Propaganda Officer, Kakinada.

"A thing of beauty is a joy for ever," so sang Keats in his beautiful poem 'Endymion'. Fundamental Education, which is another name for Social (Adult) Education, has an everlasting beauty of its own which it can confer on the individuals of a society in its three-phase activity of volitional, emotional and intellectual being of man through the frequency of educational impacts.

Fundamental Education aims at awakening of a vivid sense of the beautiful and the morally good in man, by giving an understanding of his own self and by instilling in him a living feeling for social, moral, cultural and spiritual values. The individual is the unit of society; and social values obtaining in a society depend on individual values. Every individual has his own values in smaller or greater degree; but these values are not in unison with those of other individuals composing the society. This is due to the body-mind relations of the individual conditioned by environmental influences.

Let us take for example a piece of iron. It has no attraction of its own; its molecules are hurled by nature pellmell in the body of the iron piece. By bringing a powerful magnetic impact and through inductive process, the molecules of the piece of iron can be brought to act in unison; and thus we can make the piece of iron acquire the attractive properties of the inducing magnet. Even so with Fundamental Education which, with its magnetic effects, can transform the individual into a new state or being, and raise his values consistent and in harmony with the other individuals of his group or society. This raises the question of study of the individual or Man, his body-mind relations, his environment, and the nature of educative processes, the resistances to be confronted with or overcome, and the frequency characteristics or response of the individual to the educational stimuli or input.

Purposive Striving

Man or individual is at best a glorified animal. An animal is a slave to its environment; but man is not so. He has the insatiable desire to work on his experiences and to change his environment, and he is

not willing to accept his life as it lies in front of him. On the other hand, he always strives to improve it in every way that occurs to him. Striving is required in varying degrees in every man's life. Striving is also the characteristic of every living organism from the unicellular amoeba to the highly evolved being called Man. But "purposive striving" is a special feature in Man. The teachings of Lord Sri Krishna, of our ancient Rishis, and of great Acharyas like Sri Sankara and others affirm that without purposive striving, it is impossible to realise the Great Self. Our religious texts affirm that there is one Infinite Self in this great Universe, and all that is in creation are various forms of that all-pervading Spirit of Life Energy. According to our philosophy Life Energy sleeps in the mineral, dreams in the plant, wakes in the animal, and becomes conscious in Man; and so, purposive striving is self-consciousness in dynamic action. We cannot observe directly the consciousness of another living creature. We only confine our observation to its behaviour or activity. This activity is in a very large degree dependent on the stimuli coming to the organism from every part of its environment. So, it is with man

also. In studying Man, a complex living Organism highly evolved in creation, we are concerned in particular, in awakening the consciousness of the individual towards the beauty of life and behaviour. Social, cultural, moral and spiritual behaviour is the highest form of education and the beauty of behaviour which is nothing but 'purposive striving' gives man a creative imagination or the power of creating the new out of the old. But this creative imagination is very weak in animals. It is this vital function in man that makes him work on his experiences and change his environment as it suits his likes or dislikes. Again, Man is self-conscious; and above all he has what is called 'Introspection' (i. e.) turning his gaze from the exterior world to the interior. Introspection is also called "Interior perception", because it is more than a mere sensation. It can in simpler words be called 'reflexion' a bending back of the soul on itself. Animals cannot reflect, their consciousness is felt, but not perceived. Their thinking capacity or power is limited or circumscribed whereas man can rise to giddy heights of unlimited thinking or reasoning power. Man thinks more than he feels, more than he imagines. But animals are not capable of doing so. So, thinking is a necessity and a vital one for man. Sensations, reflex actions, and instincts will do very well for animals but man is of necessity a great thinker at all times and in all climes ever since his appearance on this globe. Only the march of time and experiences gained by him has made him what he is today.

Man's Mental Capacity

Man's brain, unlike that of an animals has ever been at work to overcome nature's obstacles and adjust his environment to suit his ends. Whether he is a Hotentot or a Bushman in the primeval forests of Africa, or an Esquimeaux in the cold and icy regions of the North or the Bedouin of the burning sands of the Sahara, man has essentially been a thinking animal, ever striving, ever conquering and ever adjusting his environment; and, Fundamental Education helps such adjust-

ment and that too beautiful adjustment. Physiologically, the human brain is a wonderful mechanism. It is like an electronic equipment. The body provides the energy for its nerve cells which do in fact make great demands on the body's chemistry. Vitamins in our food contribute to this regular flow and increase of energy. The human brain has two areas, the 'projection area' and the 'silent area.' Projection areas have direct connections through nerve fibres with sensory and motor organs. The other areas which have no such connections are called "Association or silent areas." The nerve fibres connect one part of the cortex with another thus enabling the different parts to work in harmony with each other. This intricate, highly organised, systematised and ordered machine forms the basis of all our mental operations. Thinking, reasoning, analysis, synthesis, comparison, organisation and criticism enter into the mental workings and the thoughts of Man is all the work of his intellect which is the guiding rudder; and, Fundamental Education aims at beautifying man in every thought he conceives, every word he utters and every act he performs. In the words of Joshua Cooke "No beauty of the mind". Beauty and the sense of the beautiful is latent in every individual and Fundamental Education turns his introspection to the latent beauties of his own mind. The great writer Emerson also said 'Beauty, truth, and goodness are not obsolete; they spring eternal in the breast of man.'

Value of Sense of Beauty

Like all other arts a sense of beauty of personality and of thought and outlook has to be cultivated and developed. Our ancients imparted education to their disciples in Nature's beautiful surroundings and placed most beautiful ideals in their educative campaigns. There was not only a beauty in keeping an ideal before them, but there was a beautiful approach towards that ideal. But in these days of stuffy civilisation and monotonous mechanisation, of hunger and want and, of squalor and ill-health, we are losing sight of beauty and beautiful ideals. We are

becoming slaves to our environment and losing confidence in ourselves. So, the first duty of a fundamental educator is to implant a sense of self-confidence in the individual and make him progressive in thought to adjust his environment to. It is not enough to implant this sense of confidence alone, it is also necessary to develop in him a sense of beautiful outlook on his own life, and on nature, art, literature, music and poetry, and bring him face to face with beauties of nature so as to expand the bounds of his knowledge and vision so that his thoughts might 'on higher level' rise. From this main plank, the other senses of beauty, like the art sense, the cultural sense, the civic sense, and the hygienic sense and finally the spiritual sense, can be developed in sequential order. To achieve this, our Fundamental Education should have essentially a natural outlook and a rural atmosphere. At present, our rural population is steeped in ignorance. A few literates in every village feel isolated from their group and turn their attention towards towns and cities where they think they can find fit company, solace and peace of mind, but they do not know that their fundamental sense of beauty is suffering a setback by the impact of the artificialities of life obtaining there. The day when our best intellects imbue a high sense of beauty and take to village dwelling amidst exuberant nature's surroundings and love to live and work among the poor and humbler masses with a view to elevate their levels with a missionary zeal, India would become the foremost cultural country of the world.

Economic Factor

During my propaganda campaigns I had to confront several problems of the village folk. In many places I visited the people put before me the acute food problem and emphasized its importance more than the educational beauties and ideals. I had to answer them in a limited and cautious way, taking into consideration the serious lapses of the people themselves; their self-centredness, their want of corporate sense, their indifference to improved and scientific methods of agriculture and unprogressive habits and above all their ignorance and illiteracy. These factors were working against their

interests and welfare. Man-feeding is no doubt an important problem; but Man-making is also equally important; perhaps more important because it embraces man-feeding as well. It is true that an improvement in the economic condition of the agricultural population of India is a matter of the most fundamental importance, but there is nothing so costly as ignorance and illiteracy. What hinders our agriculture? What promotes malaria and ill-health? What makes people ruin their health and money in hot drinks? At all points affecting the humbler classes depending on labour, it is again nothing but ignorance and illiteracy. Is it not then our prime duty to make the adult respond to the call of the Social Educators and make them see their way through? Again, in every village in our country there is some kind of cottage or small industry. It is on these that our prosperity depends. We have to develop these small and languishing industries and provide them with good markets, and encourage their sales. These small industries contribute to self-sufficiency in villages, provided the villagers are shown the best ways of production on a Co-operative basis. But why is it difficult to induce people to act together in a Co-operative spirit? Because our masses are ignorant and illiterate, and do not care to march with times. To cultivate or inculcate this beautiful corporate sense in our masses the only way is Fundamental Education in all its varied aspects.

Need for proper Recreation

Of all aspects of this energising and dynamic education, the only aspect that can appeal to the masses and focus their attention to their best advantage is the visual side of Fundamental Education. In these stomach-and-pocket days and struggle for bare existence the adult knows how valuable is time for him and does not care to attend instructional classes. On return from his hard toil he only looks for relaxation, or recreation or for some thing that will entertain him and keep him cheerful and make him forget his worries. Any hard or difficult work, however good and beneficial it may be, can only be an imposition or infliction in him and this will not bring in adequate response from the adult. So, the only latest attractive and educa-

tive weapon which gives him both entertainment instruction and information is the Motion Picture. In India, the Motion Picture has not been exploited to the fullest extent in educating our masses. The exhibition of a few new-reels before the commencement of a story-film in a theatre will not go far to help the masses. Our special education propaganda vans which are only a few in every State using sub standard sound films, have failed to sufficiently catch the imagination of the masses, in view of their restricted and commonplace character and not coming quite upto the expectation of the adult. Sub-standard films would do well for schools and colleges, but will not come up to the theatrical level and satisfy the adult mind. Let us therefore use standard portable projectors and standard films for mass propaganda purposes, and let us provide the rural folk with extension services through entertainment and recreational and cultural activities. You must therefore provide the village people with things that keep them interestingly engaged and cheerful, things that will add to their knowledge and experience, and things that will awaken in them a sense of the beautiful. It is only then that the adult will respond magnificently and profit by it. Toward this end, our Social (Adult) Educators should carry expert knowledge to the villagers through carefully designed and selected films and exhibit them in an atmosphere of love and solicitude. Though other forms of cultural entertainments and instruction are not precluded, there is nothing at present more attractive than the cinema. It is through the cinema alone that we can pave the way for literacy

and instil in the masses the desire to learn to read and gain more knowledge.

Special Film required

The Government of India Films Division with the co-operation of expert educationists and film directors should produce special films culculated to improve the social, economic moral and cultural level of the masses, and exhibit them with a missionary zeal, throughout the length and breadth of India. Sometime back the Madras State Government appointed a Special Officer for investigating and reporting to the Government about the possibilities of adapting the cinema to the educational needs. It is not known if the recommendations made in that report have been accepted by the Government or yet await to be implemented.

The sooner the Government takes the responsibility of providing useful information and instruction through latest entertainments, the better, for the welfare and progress of Indian masses and the response from the adult will be automatic and spontaneous.

We have to fight illiteracy, ignorance and want on all fronts with the latest weapons at our disposal, and the only panacea for our ills, is careful planning and community projects. On the successful working of these depends our future. In this connection I must quote here what our Prime Minister wisely said: "We are sometimes accused of making preparations of war, but I know about one war only, and it is against poverty, illiteracy, misery and want. We are making an allout attempt to uproot them and will not rest content till we attain our objectives".

JAI HIND.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுப்பாடு]

A True and Noble Type of Public Servant.

Tribute to Sri K. Venkataswamy Naidu.

Tributes were paid to Sri K. Venkataswamy Naidu, Minister for Religious Endowments, Madras State, for his services to the poor and oppressed, more particularly to children whom fate had sent adrift in life, at a pleasant function held in "Woodlands Hotel", Edward Elliotts Road, Mylapore, Madras, on Sunday 26th July 1953. The Patrons, Office-bearers and Members of the Asoka Society were "At Home" to the Minister who is the President of the Society as well. A group photo was taken. A large number of guests were present including a good number of ladies, Mrs. Ida Chambers, Mrs. Nallamuthu Ramamurthy, Dr. T. S. Tirumurti, Sri G. Harisavottama Rau, and Sri S. R. Venkataraman. Sri V. Bhashyam Aiyangar, M.L.C., presided.

According to a cordial welcome to the guests, Sri J. Dhanakoty, M.A., said the audience was a cross-section of all classes of the Madras City population, intellectuals public servants, politicians, teachers and persons devoted to various forms of Social Service. The fact that a large number of persons had responded to the Asoka Society's invitation was significant, it was a measure of the esteem in which Sri Venkataswamy Naidu was held no less than appreciation of the work of the Society. There was, therefore, every hope for democracy developing in India on right lines. The Society would continue its good work.

Sri T. M. Parameswaran B.A., read out the messages received from several distinguished ladies and gentlemen.

Sri V. Bhashyam Aiyangar said: The Asoka Society had been doing work of a kind which was not noisy and spectacular but would confer lasting benefits. It was running what was more or less a Community Centre, and quite naturally attracted a good number of adults who sought opportunities for education and self-improvement. It was quite in the fitness of things that the Society should have as its President Sri Venkataswamy Naidu, who was a true and noble type of a public servant. Rajaji had rightly given to Sri Venkataswamy Naidu

the portfolio of Religious Endowments. Sri Venkataswamy Naidu considered service of fellowmen, especially the poor, as true worship of God."

Dr. S. Muthulakshmi Reddi, M.L.C., said she was happy that under Government's advice temple funds were being used in running orphanages and expressed the hope that more and more of such funds would come to be used for the good purpose when they had in Sri Venkataswamy Naidu a true friend of the helpless orphan.

Sri K. S. Ramaswamy Sastri explained how the Asoka Society had been devoting itself to Adult Education and paid a tribute to the religious spirit with which Sri Venkataswamy Naidu was imbued. One who believed that nothing could exist and nothing could take place independently of God, that there was only one life, and that service was a duty enjoined, was a man of true culture; he did everything in humility and without any patronising spirit. Sri Venkataswamy Naidu was a man of that type. In honouring him, they were honouring themselves.

Sri Venkataswamy Naidu, acknowledging the many kind words said about him, observed that he felt overwhelmed. He was happy he had opportunities to render service, and prayed he be endowed with sufficient ability and vision to use the opportunities effectively. Government, he said, were anxious that the surplus temple funds should be utilised for deserving public causes.

Sri T. Neelakantan, Secretary, proposed a vote of thanks.

The Asoka Society received through the Guild of Service one hundred pounds of Unicef milk powder, and the milk is being distributed as per instructions. With the help of the Projector and the film-strips lent by the United States Information Service, films are being shown to the Society's Adult Night School pupils and others. The film shows are very much appreciated by the audiences.

Under the joint auspices of the Madras City Harijan Sevak Sangh and the Asoka

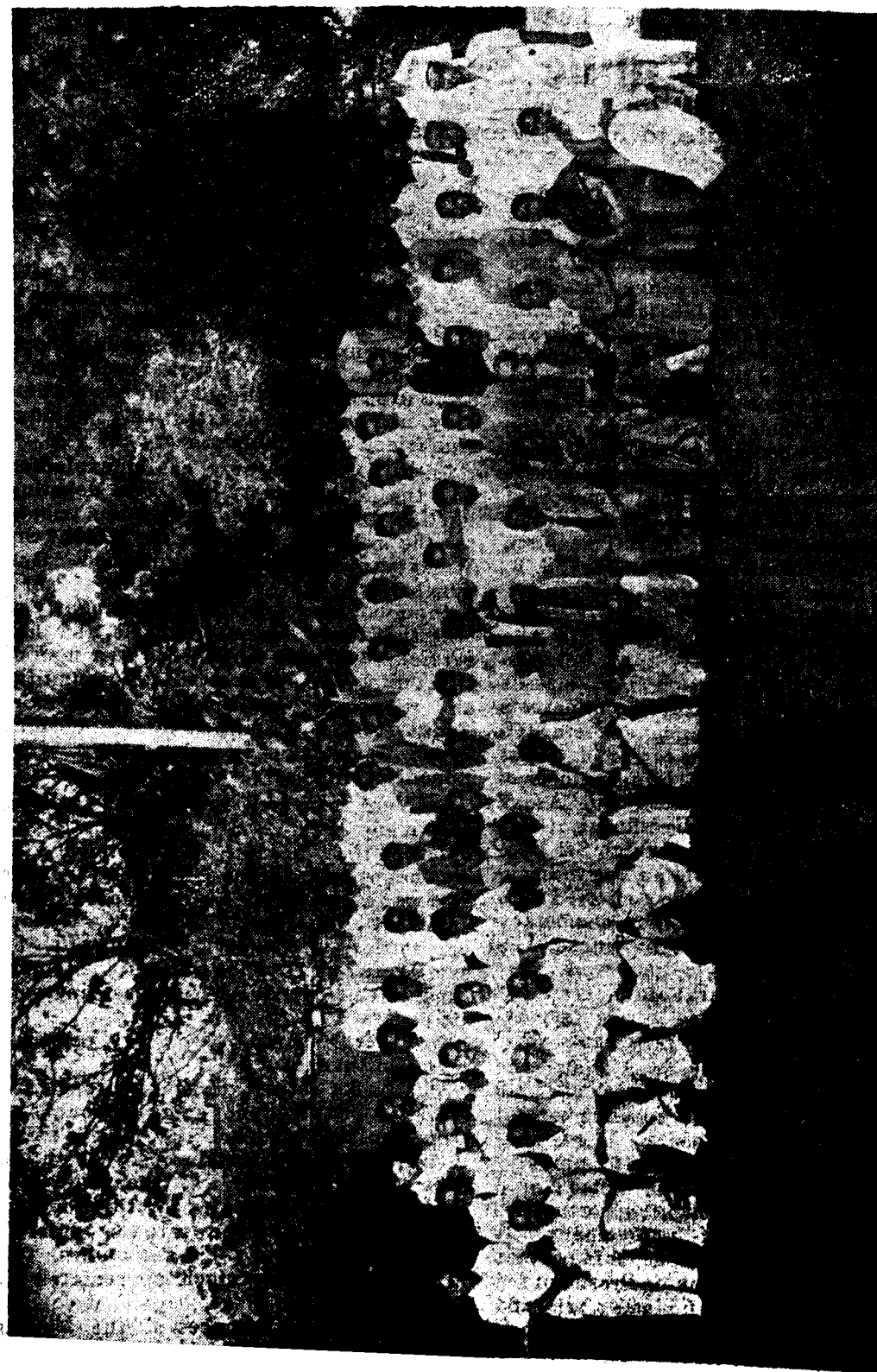


Photo taken on the occasion of an "At Home" given to the Hon'ble Sri K. Venkataswami Naidu, Minister for Hindu Religious Endowments, Government of Madras, by The Asoka Society, on 26-7-1958. Messrs. G. Harisarvottama Rau, K.S. Ramaswami Sastriar, V. Bhashyam Aiyangar, and others are seen in the photo.

Society, a public prayer was conducted on 15-11-1953 at the B. R. N. Garden where Harijans live in large numbers. Sri T. M. Krishnaswamy Aiyar, former Chief Judge of Travancore High Court, sang devotional songs. Sri V. Bhashyam Aiyangar was one among those who were present on the occasion.

The Society now and then gets Unicef milk powder through the Guild of Service

and milk is distributed to children and nursing and pregnant women. The Society also received Care (Co-operative for American Remittance to Europe) parcels containing rice, etc. Members of the Society contributed rice, vegetables etc and with all these a fairly large number of Harijans and poor people were fed. Members of the Society collected cloths and had them sent to famine-stricken people in Rayalaseema.

Professor Humayun Kabir Stresses Value of Co-operative Planning

Foundation-stone of Swatantarnagar Community Centre laid

The South Indian Adult Education Association has been developing a Model Community Centre on Co-operative lines in Swatantarnagar, Krishnampet, Madras, which is a colony of a class of sanitary workers employed under the Corporation of Madras, with a common language and way of life and a community of interests in other respects.

The aim of the Association is to create a multi-purpose Community Centre which will tackle the problem of adult illiteracy at the very root, and develop Social Education through recreation and promotion of economic welfare and general culture. A Co-operative Site Society inaugurated in April 1952 by Mr. Roche-Victoria has purchased a site of eighteen grounds from the Corporation of Madras.

Professor Humayun Kabir, Additional Secretary to the Ministry of Education, Government of India, laying the foundation stone of the Community Centre on 28th July 1953, described it as the first of its kind in India, and paid a tribute to the Association for evoking in the inmates of the colony a desire to lift themselves up socially and otherwise through the Co-operative method.

Professor Humayun Kabir arrived at the Meenambakkam Aerodrome at 3-30 p.m. on Monday, 27th July 1953, and was received by prominent members and well wishers of the Association, Sri G. Harisarvottama Rau, Chairman of the Executive Committee, Sri K. S. Ramaswamy Sastri, Vice-President, Sri T. J. R. Gopal, Organising Secretary, Sri T. Neeiakantan, member of the Executive Committee and Secretary, Asoka Society, Madras, and Mr. A. G. Vilva Roy. Mr. Kabir was garlanded.

Then the party drove to Gemini Studio where arrangement had been made to show to the distinguished guest the film of the first South Indian Adult Education Seminar scenes. Mr. S. S. Vasan, Proprietor, Gemini Studio, was present at the show. Mr. Kabir enjoyed the picture and the news commentary by the Publicity Secretary of

the Association, Sri S. Airavatham. After the show, an informal discussion took place about the work that the Association had been doing and about its hopes and plans for the future. Mr. Kabir recognised that the Association had done some good work, and was capable of doing more.

The foundation-stone laying ceremony began at 5-30 p.m. in a decorated pandal erected for the purpose in Swatantarnagar colony, with silent prayer. Sri V. N. Subbaroyan, Commissioner, Corporation Madras, presided over the function.

Sri G. H. Rau's Speech

Sri G. Harisarvottama Rau, M.A., President, Swatantarnagar Community Centre, welcoming Professor Humayun Kabir, said: Mr. President, Professor Humayun Kabir, and friends,

I personally feel that this is a proud day in my own history, for this colony will ever remain

in my memory as one important achievement in my life. I have long been connected with the community of this Corporation's sanitation workers. It was as long ago as 1919 that I had the privilege to serve this community in a humble way. I was the President of their Union then and it was my good old friend Sri P. T. Theogaraya Chetti, the then President of the Corporation, that graciously yielded to our pressure and raised the basic pay of this sanitation labour from Rs. 8 to Rs. 11 a month. These appear very meagre figures to-day when money has so badly depreciated in value. But at that time they were of major satisfaction.

I left Madras in 1922 and was away for fifteen years. When I returned in 1937 very rapid developments had taken place. The Labour movement had taken its own course and men like me had to take up such other work as was ready to hand. When my friend Sri Sami Venkatachalam Chetty was President of the Andhra District Congress Committee we started some little Adult Literacy work for the Municipal workers in the Strahan's Road. We also secured the free and whole-hearted services of an young lawyer Mr. Mangacharya to secure protection for these workers under the City Debtor's Protection Act.

In 1939 the South Indian Adult Education Association was formed and it was then that I came into contact with my young friend Sri T. J. R. Gopal. After close association with him for ten years, he and I discovered that through our joint effort we could be of some use to my dear old community of Municipal workers. In the very first syllabus that I drafted for the Training of Adult Education workers I had emphasised the Co-operative effort for all advance and therefore we felt we could do no better service to the community than impart education to them and build up a Co-operative Society for them. We had to face very great apathy from the men themselves. We have after all succeeded in the first step after patient application to the task. Sri Gopal will tell you more about it. Suffice it for me to say that I have lived to see this particular day when the sanitation workers of the Corporation to whom I could do that little service of raising their basic pay in 1919 have come to take up Technical Co-operative activity for their own betterment in a free India of theirs and mine. That is why I said that this is a proud day in my own history.

It adds to my pleasure that to day we have amidst us Professor Humayun Kabir to lay the Foundation Stone of the Swatantranagar Com-

munity Centre; for, it is no exaggeration to say that Sri Humayun Kabir has so identified himself with the culture and advancement of the depressed and oppressed that he has become a part of all of us, the constructive workers of the country. The love and regard between us has become so sublimated that there is nothing formal between Professor Humayun Kabir and the members of the South Indian Adult Education Association. We appreciate the large-heartedness and urbanity of Professor Humayun Kabir so much that we have no words to clothe our feelings in. I extend a very hearty welcome to him to this great community effort in the very heart of the Madras City and request him to lay the Foundation Stone.

I should be failing in my duty if I do not extend equal welcome to Sri V. N. Subbarayan, the Commissioner of the Corporation of Madras, who has kindly consented to preside over this function. We owe a deep debt of gratitude to him and to his predecessor Mr. C. Narasimham whose generous and sympathetic attitude has been mainly responsible to bring about the result that is to-day the Swatantranagar Site Co-operative Society. I extend welcome to other distinguished friends and visitors who have gathered here to bless an enterprise which has eminent social and economic possibilities.

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

Mr. T. J. R. Gopal, Secretary, The Swatantranagar Co-operative Site Society made the following statement:—

On behalf of the members of the Swatantranagar Co-operative House Site Society and residents of the 43rd Division, Madras City, I have pleasure to welcome you to this auspicious function of laying the Foundation Stone of the buildings of our "Community Centre", and to submit a short account of the origin and development of the centre.

Although eradication of Adult Illiteracy is necessary to progress, Adult Education is no longer to be confined to promoting Adult Literacy. Under the stress of the conditions created by rapid and galvanising democratic development, Adult Education has come to mean training for citizenship responsibility and to include social service. Adult Education is social service vice versa. We the South Indian Adult Education Association desire that even the poorest of the poor should be enabled to feel that he is a human being, that he has a soul, that he is a citizen and that he has duties to perform and responsibilities to shoulder, that he has amenities to enjoy, rights to assert and privileges to exercise.

Swatantranagar is a colony of Corporation sanitary workers discovered by us, to do social service, in December 1948. Our frequent visits and contacts with the colony grew in the course of time and had become permanent. With the blessing of Sri G. H. Harisarvothama Rau and the co-operation of the residents of the colony a committee was constituted to do some social service. The first thing that the committee did was to coin the name Swatantranagar and announce it on the auspicious Independence day. The place was originally called E. Depot line. The naming function was performed by the former Minister for Local Self-Government, Sri Chandramouli, when Sri Kala Venkata Rau, Minister for Land Revenue, presided. The then Commissioner, Sri Narasimhan and others participated in the function. The fact that the members of the Swatantranagar colony speak one tongue—Telugu—and have common customs and avocation—a community of interests and outlook in other words, was a great advantage to the planning of community life, Sri G. Harisarvottama Rau, evinced almost parental interest in the colony; he visited it many times in the course of five years and addressed meetings of the people of the colony in their own tongue—Telugu. His earnest words went home, and the seeds of community life were sown. A good number of Adult Educationists, leaders like Sri J. L. P. Roche-Victoria, Sri K. S. Ramaswamy Sastriar, and the then Local Self-Government Minister, Sri K. Chandramouli, the then Commissioner of Corporation of Madras, Sri C. Narasimhan, and Adult Education workers like Sri A. G. Vilva Roy, Mrs. R. Radha, Sri P. S. Krishnaswamy, Sri T. Neelakantan and Sri S. Airavatham and others visited the colony now and then and addressed meetings. Harikathakalakshepam and Bhajanas were held periodically by Mr. Krishna Sastri and others. Delegates and Observers of the first South Indian Adult Education Seminar and Miss Ella Griffin, the UNESCO Adult Literacy Expert, visited the Colony and found in it the rudiments of a Community Life. His Excellency the Maharaja of Bhavanagar, who was the Patron of the South Indian Adult Education Association and took keen interest in social service, visited our colony on 25th February 1952 and appreciated the activities of this centre. The Third Adult Education Week Celebrations were held in this colony in November 1952. An Exhibition on Adult Education, and Agricultural and Cottage Industries, was held in this colony in connection with the same.

Dr. M. V. Krishna Rau, Minister for Education visited the colony and inaugurated the Week Celebration and the Exhibition. Dr. B. V. Narayanaswamy Naidu, Tariff Board Member, Sri T. Chengalvarayan, Mayor of Madras, the Adult Education Officer to the Government of Madras, Mrs. T. N. Ramamurthy, former Principal of Queen Mary's College and many other distinguished persons visited the colony during the Week. The United States Information Service arranged film shows every now and then in the colony.

Thus, in every possible way, the idea of developing the colony into a Model Community Centre gained strength. It was only proper that self-sufficiency should become the purpose of all effort in the colony. The idea of a acquiring the 16 grounds of site with superstructure available, through Co-operative effort was soon conceived, but it was by no means an easy job to convince the illiterate poor people of the soundness of the idea. The purpose of a Co-operative Site Society and the great benefit that they were likely to derive therefrom were explained to them at several meetings and group gatherings. Side by side, negotiations for the purchase were carried on with the Commissioner of the Corporation of Madras by me and Sri G. Harisarvottama Rau. Everytime when we met Sri C. Narasimhan, the then Commissioner, Corporation of Madras, evinced increasing interest and sympathy for the welfare of the Corporation employees and wanted to help them buy the site. He first asked for Rs. 80,000 then reduced the figure to Rs. 10,584 and odd. The fact that the Commissioner evinced such practical and ready sympathy gave a fillip to the idea of forming a Co-operative Site Society. The people of the colony came forward to pay the share capital. A Co-operative House Site Society was formed with the help and co-operation of Mr. T. V. Ratnam, the then Deputy Registrar of Co-operative Societies, Madras, with a share capital of Rs. 10,000, made up of 2,000 shares of Rs. 5 each share. The South Indian Adult Education Association has advanced a loan of Rs. 1,000 towards the share capital to the members of the Co-operative House Site Society. Members of the Co-operative Society are the residents of the Colony. There are 92 members who possess huts and houses in the colony. There are 15 tiled houses built by the Corporation and receiving a rent of Rs. 1-8-0 per house per month. The Corporation is also collecting a nominal ground rent of As. 12 per year from the residents of the

colony. Upto this date the members of the Swatantranagar Co-operative House Site Society have paid a share capital of Rs. 2,500 exclusive of Rs. 1,000 given by the Association.

The Swatantranagar Co-operative House Site Society was inaugurated by Sri J.L.P. Roche-Victoria, on 15th April 1952. Messrs T. V. Ratnam, A. Sreenivasa Rau, K. S. Ramaswamy Sastri and others took part in the proceedings. The Society is manned by themselves through a Board of Directors. I am an elected Secretary of the Co-operative House Site Society to help them in their regular office work and the transactions of the Co-operative Site Society. We are thankful to Mr. Ratnam, the then Deputy Registrar of Co-operative Societies, and Dr. Natesan, the President of the District Central Co-operative Bank, Ltd. for having got us a loan of Rs. 9,500 applied for by our Society. All arrangements have been made by the Corporation authorities to alienate the site with all amenities provided by them in the colony.

The Society represents only one item in the big programme of starting and running our Community Centre, which the South Indian Adult Education Association has taken up in right earnest. Adult Education started, but did not stop with making adult fundamentally literate; it meant, as I said, equipping the people for citizenship responsibility. The Association found in Swatantranagar all the elements necessary to evolve a social Community Centre. The success of the Co-operative House Site Society would pave the way for the quick realisation of all the other items of a Model Community Centre. We propose to construct modest dwelling houses for the residents of the colony, and an Elementary School for their children; a library and a reading room; a Community Prayer Hall; a sports and recreation club with Community Radio; a Co-operative General Stores, a small Health and Child Welfare Centre; and a Cottage Industries Training Centre. A small Press will also be established on Co-operative basis to produce and publish literature for neo-literates. The whole scheme is estimated to cost about one lakh of rupees. The goal of all Adult (Social) Education and of the Co-operative effort and Community Centre planning is social stability and ordered progress.

The Association work in Swatantranagar will receive additional strength and yield even richer fruit if Social Service Organisations in the City of Madras concentrate on the whole of Mirsahibpet, 43 Division and attack the harrowing conditions prevailing therein on all fronts. Mirsahibpet is unique for its multi-faced wretchedness, and hence a typical area for real social service, that is, for serious work, and not for pastime activity which cannot touch even the fringe of the problems. The colony is about four to five square miles in area, and thickly populated to the tune of 30 to 40 thousand people of various communities and classes, Urdu-speaking Muslims, Tamil-speaking Labhais (Muslims) Telugu-speaking Harijans (scavengers), Tamil-speaking Harijans, and backward communities of every description, fisher folk, weavers, petty traders, and pavement dwellers. There are a few comparatively well-to-do middle class people living in modest bungalows in quiet isolation, and some people who are of the lowest middle class, and the vast bulk of people living in huts and pavements presenting a picture of woe.

Perhaps no other Division in the heart of the city of Madras has so many slums as this Division, 15 to 20 in number. If Social Service students want to make an objective study, if an earnest champion and friend of the poor wants to face and see subhuman conditions, any and every one of the slums in the area visited in the rainy season, would provide ample material.

As already indicated the Mirsahibpet Division has ample scope for those who are imbued with a passion for Social Service and are bent upon doing some real Social Service. The National Girls' High School, the Presidency College, the Lady Willingdon Training College, the Queen Mary's College students may be persuaded to do Social Service of one type or another in the slums as they are near and around the Division. Especially to college girls and boys such Social Service work will be valuable experience worth gathering. The prominent Social Service organisations can also devote attention to conditions of this division.

The South Indian Adult Education Association set up a committee and collected statistics. An Adult Education Settlement will be organised by the Association with the main object of bringing the

students from schools and colleges, and Social Service workers to live with the poorest people of the city with a view to assisting them to live together and lead a pleasant life and also strengthen the ties of friendship not merely among the students and social workers but also with the less fortunate people of the city to carry on work for Social Education and uplift of our comrades. In order to achieve this object the Association will make the necessary arrangements to house them in this Community Centre. Amenities will be provided to the campers. The Adult Education Settlement ideology is based on a fusion of Socialism and love of people and country. It is based on a concept of the inherent equality and equal value of all human beings. It is also based on the great central ideas of Mahatma Gandhi—Truth, Non-Violence and Purity and Self-help and Self-control and Spirituality. Such a campaign, if made to succeed, as of course it can be, Madras city will have earned the credit of having worked out a pilot project in fundamental Social Education and Social Service, of which the main endeavour would be the quick achievement of cent per cent literacy among adults and children at very short distance of time through voluntary effort.

I am sure that our scheme is bound to be a success because the foundation of the scheme has been laid by no less person than Prof. Humayun Kabir, who is an authority on these schemes. His personal message has inspired and encouraged us to go ahead with the work undertaken in an increasing measure.

Sri V. N. Subbarayan, who is one of those silent workers in the cause of the poor, is here to-day to preside over the function, and will indicate the token of his sincere desire to make our attempt a great success. I thank you all for having kindly responded to our invitation and honoured us with your presence. Jai Hind.

Corporation Commissioner's Speech

Sri V. N. Subbarayan, Commissioner, Corporation of Madras, said: the Corporation would do everything possible to improve the lot of the sanitation workers. He explained the Corporation scheme for slum clearance at an estimated cost of Rs. 4 crores to be worked out in the course of four or five years. The scheme, he said, had been sent to the Government of India for necessary aid. The Corporation desired

to take up for execution during the current official year work costing about one crore of rupees, but the State Government felt that it might not be possible to spend so much during the remaining part of the current official year, and suggested spending only Rs. 65 lakhs. Out of this Rs. 32.5 lakhs would be loan from the Central Government, and the balance would be by way of grant, half from the Central Government and half from the State Government. The Government of India had launched a scheme of aid to house-building for industrial labour, and the Corporation of Madras had addressed a representation to the Government of India requesting that work-people employed under the Corporation, like the sanitary workers, be brought under the category of the beneficiaries.

Professor Kabir's Tribute

After laying the foundation-stone, Professor Humayun Kabir said he was very much impressed with the Co-operative endeavour of the inmates of the Swatantranagar colony to raise themselves in every sphere of life, starting with acquiring a site for themselves and building houses for their living. The Community Centre that was evolving in Swatantranagar, he observed, was the first of its kind to be established in the whole of India through voluntary effort. He was glad to learn that the members of the Swatantranagar Co-operative Site Society—the formation of which was the first step in the development of the Community Centre—were going to clean the slum themselves and build up their place by their own efforts, and were not going to transfer themselves from one locality to another. The Community Centre as a whole was a symbol of self-confidence, self-help and self-reliance, which was calculated to stimulate similar Co-operative effort at self-improvement in colonies of workers and other poor classes of people who were facing, in more or less measure, the same problems arising out of chronic poverty, disease, ignorance and superstition.

Continuing Professor Kabir said: Madras State deserved praise for the lead it was giving in the matter of slum clearance in particular, and of Social Service in general. The South Indian Adult Education Association, the oldest organisation of the kind in India, was appropriately enough the progenitor of the Community Centre scheme with its natural emphasis on Adult Liter-

acy and Social Education. The Association had done some good work which was creditable to a voluntary body; it had been built up, and was being run, by persons who had zeal and made special study of the questions, like Sri G. Harisarvottama Rau, an experienced and well known all-India Adult Education protagonist, whose services had been duly recognised by the organisers of the National Seminar on Adult Social Education to be held in Bihar State by electing him the Director. Sri K. S. Ramaswamy Sastri, Mr. J. L. P. Roche Victoria and Sri T. J. R. Gopal were prominent among the many who had given direction and supplied force to the movement. The Community Centre at Swatantranagar, Professor Kabir said, in conclusion had great potentiality: it could develop no less as a centre of culture than as a Co-operative enterprise in self-improvement.

Sri Pinchaliah's Speech

Sri K. Pinchaliah, speaking in Telugu, introduced to his fellow-members of the Swatantranagar Co-operative Site Society the distinguished guests, Sri V. N. Subbaroyan, the Corporation Commissioner, and Professor Humayun Kabir. Sri Pinchaliah said: Members of the Society were very much indebted to Sri C. Narasimhan, former Corporation Commissioner, but for whose generous sympathy and unfailing encouragement, no Society could have been formed. They had in the new Commissioner who had kindly responded to their invitation to preside over the foundation stone laying function, an equally sympathetic patron and well-wisher who would do his best to encourage their effort at self-improvement and who would see to it that they had their own houses to live in. How could they forget the other benefactor Sri Ratnam, former Deputy Registrar of Co-operative Societies, who had helped them at every stage with his valuable advice and guidance? Professor Humayun Kabir was a great man occupying a key position in the Government of India and lending a helping hand to poor people. The fact that he had come from distant Delhi to bless their effort was at once a measure of his keen sympathy for them; they could not be too grateful to him for the help he was rendering to them.

Sri G. Harisarvottama Rau gave in

Telugu a gist of the speeches made in English by Sri V. N. Subbaroyan and Professor Humayun Kabir.

Mr. M. I. Jagannath announced that messages had been received wishing the function all success from Mr. J. L. Roche-Victoria and others.

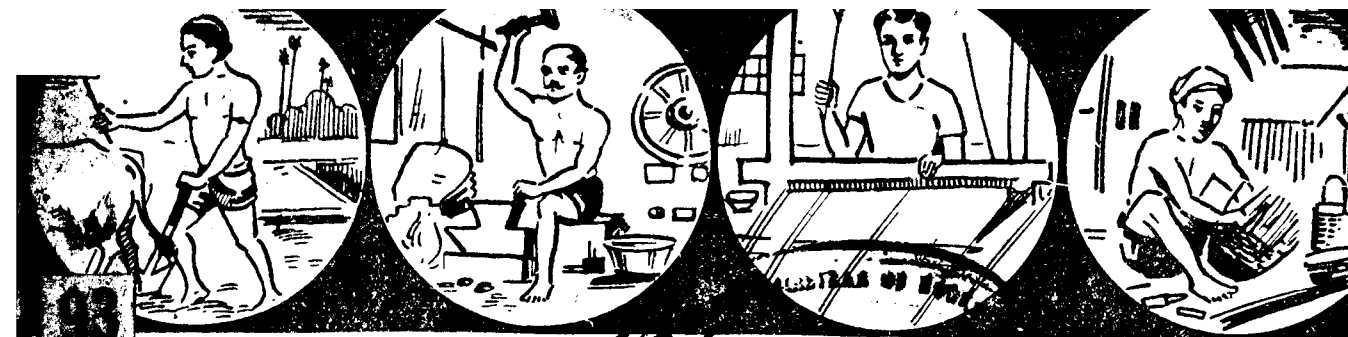
Sastriar Proposes Vote of Thanks

Proposing a vote of thanks to Professor Humayun Kabir and Sri V. N. Subbaroyan, Sri K. S. Ramaswamy Sastri, Vice-President of the South Indian Adult Education Association, and one of the founders of the Swatantranagar Community Centre, recounted briefly its origin and growth, and said it was an instance of what had at first appeared to be a dream becoming a happy reality as the result of careful planning and continuous work on the part of Sri G. Harisarvottama Rau, Mr. Roche-Victoria and Sri T. J. R. Gopal, the trinity, so to say, that had built up the Association itself. Sri G. H. Rau's work in the cause of the Labour movement in Madras, especially for improvement of the lot of the sanitary workers of the Corporation, about which he was rightly proud, was well known. Mr. Roche-Victoria's role in the Adult Education movement in South India was equally well known. Sri Gopal was an ideal worker, who would labour ceaselessly until the aim was realised and who would not leave things half done or ill done. He (Sastriar) had no doubt that the Swatantranagar Community Centre would prove to be, as it had been designed, a model.

Dinner at Sri G. H. Rau's

Professor Humayun Kabir, Sri V. N. Subbaroyan and about hundred others were entertained to vocal and instrumental music—an orchestra of almost all the instruments now in vogue, the divine veena playing its queenly role—by Mr. and Mrs. Parthasarathy and their disciples and then to dinner in Sri G. Harisarvottama Rau's newly built nice house in Gopalapuram, Madras. The guests enjoyed the music, and did justice to the dinner. Shrimati Nallamuthu Ramamurti, former Principal of Lady Willingdon College, the only lady guest, kept the diners rollicking with her witty words appropriate and relevant to the occasion.

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ADULT EDUCATION REVIEW

Hon. Editor. Sri G. Harisarvottama Rau, M.A.

Asst. Editor. Sri S. Airavatham.



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Further education is the
Best means to preventing
Relapse into illiteracy

Neo-literates should be induced to continue their education even after passing the literacy test. This can be done only by providing adequate motivation.

If further education offers them the chance of bettering their prospects in life, they will readily agree to continue their studies. In Western countries further education of this type has been organised on very efficient and up to date lines.

The Workers' Education Association organised by the Labour Party in England has shown how further education can be imparted on a national scale. In India also the Adult Education authorities can organise higher courses of study more or less on the same lines.—

Sri A. SANKARA PILLAI.



PUBLISHED BY T.J.R.GOPAL

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CONFERENCE POSTPONED

The Executive Committee of the South Indian Adult Education Association, with the concurrence of the Reception Committee, has postponed to a later date the Ninth South Indian Adult Education Conference arranged to be held at Tirupati on 26th and 27th September 1953, in view of the circumstances created by the separation of the Andhra State.

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

ADULT EDUCATION REVIEW

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

Vol. IV

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No. II

EDITORIAL

Illiteracy—Source of Danger to Peace (or to Life)?

On the 8th instant the UNESCO published in Paris a Review of World Literacy and characterised the position as dangerous to Peace. The main fact relied upon was that half the world's men and women do not know how to read or write and half the world's children have no schools to go to. The most pronounced illiteracy is found in all Asia, south of Russia, in Africa, in much of Latin America and most of the Pacific Islands.

Illiteracy and ignorance breed poverty and poverty breeds illiteracy and ignorance. Most people when they speak of poverty hardly refer to illiteracy and ignorance as cause. It is sad that that should be so. Ignorance and poverty are cause and effect in each other's turn, and the sooner this is realised, the better it is for all of us concerned. The talk of raising the standards of life when people are starving for food is merely an insult to humanity. When a man has to starve he has no standard of life at all. First help these crores of people to be enabled to feed them-

selves, and then you would have started a standard. It is not true to say that mother earth is unkind, and does not feed her children. She has a variety of food to offer. Only her children have to learn how to get it from her. In India, for instance, what does scarcity of food mean? It is scarcity of staple grain which again appears to shorten itself to rice. If men can learn not only to increase the output of staple food by consolidation of holdings, Co-operative effort to economise production and intensive cultivation but also realise that vegetables, fruits, roots and nuts, eggs and fish and the like are as good as the staple crop and the individual who grows up to live can produce this variety for his own use and by proper animal husbandry can produce and utilise milk in a larger measure, India can be rich enough to stand up in her own right as a nation of stalwarts.

Is all this possible without education based on purposeful literacy? True, in our depressed conditions of

Adult Education in U.S. A.

By FRED M. HECHINGER
(Education Editor, New York Herald Tribune)

It is almost impossible to summarize Adult Education in the United States largely because there is so much of it, but also because it has grown without system or rules. Literally millions of people of all ages take part in it, their studies ranging from wood-carving to classical languages.

Probably the most important service to organized Adult Education is being rendered by the Colleges and Universities. The big institutions have hundreds of "extension" courses, usually offered in the late afternoon and evening, covering all the academic subjects as well as a good deal of vocational and technical instruction. Although many participants take courses primarily for their own enjoyment, it is not unusual for parents and even grandparents to get their higher education degrees at the same time as their college-going children and grandchildren.

The College of the City of New York has set up special Saturday morning courses which parents and children may take together. Many institutions provide nurseries where mothers may leave their babies and attend classes.

Progress in rural areas

But the most startling progress in recent years has been made in the smaller towns and villages. Suburban and Rural Colleges now generally offer the same kind of extension course opportunities, on a smaller scale, as the big institutions in the cities. A small liberal Arts College, with an enrollment of 500 students, may have a thousand adults taking courses in the evening.

In addition to these formal offerings, many community organisations, Church groups, Trade Unions and professional agencies have established adult courses. The public libraries everywhere have become centres of adult study. Most public schools are used for special courses in the evening, and the big cities offer free daily English-language courses for recent immigrants to the United States.

Radio has long been used for Adult Education; the Chicago Round Table

which features extremely literate discussions of classical authors and books, is one of the oldest programmes of its kind. Now television has opened up a new way of educating the wider population. Several Universities actually put some of their regular classroom work on the television screen.

Western Reserve University, in Ohio, started this system two years ago and now offers introductory psychology, modern languages and other courses. "Students" may either simply follow the course in their living room or they may register on the campus at the beginning of the term, pay their fee, buy the text-books, follow the course at home and return to the campus at the end of the semester to take the examination with the regular students. Hundreds have registered for these courses and done well in competition with the normal students; tens of thousands have taken the courses for their own benefit, without credit.

Ford Foundation Experiments

Twelve American cities of medium size—around 200,000 inhabitants—have been made the subjects of an important experiment by the Ford Foundation Fund for Adult Education. Each city is given a "co-ordinator" with considerable background knowledge of Adult Education. The co-ordinator's job is not to start new programmes or to change existing ones. He simply helps people find the courses they want, and helps agencies and organizations active in Adult Education make their work more effective.

Eventually these local directors will issue their reports. They will show where

poverty, we may not have, and other countries like us may not have, the wherewithall, to build school houses for our entire child population or halls for our adults. It may be that, as the UNESCO Review puts it, we shall be holding our schools under thatched and reeded roofs. In fact, the largest number of High Schools in the most progressive areas in our country are today under thatched roofs. But, that does not matter. If once we order our education for every man, woman and child in such a manner as to solve the first economic problem of food consciously we would have gone a long way on our onward march. The adult is the food-producer today by his toil and he requires first attention. His education is an advantage for the education of the child; for, it is the adult parent who has to create the environment for the child as best as possible. Propaganda must be organised effectively and on a very big scale amongst the illiterate adults of the world that they stand dangerously condemned to starvation if they do not educate themselves and their children to produce, conserve and utilise their full food resources. In like manner, the chief craft round which everything else should be centred in education is the food craft. The educated side of humanity has an equal duty to perform in this matter. It has to set

about educating the uneducated as a sacred trust and duty. That by itself will not do. It shall also take part in the actual production of food material as much as the illiterates are expected to do.

We cannot possibly speak for every other illiterate country, but we can certainly speak for our country and we know this must be happening elsewhere also. Our literates are unproductive. They exploit the illiterate and get proper berths. They enjoy the food material produced by or procured for the toiling ignorant masses through competitive rate. The poor toiler is thus defrauded of even the small sustenance he has raised. If the so-called educated and well-placed individual raises for himself even small things like vegetables and fruits, he would have left his more unfortunate brother some little room for national betterment. Better fed man will better learn and help forward the cause of the country. So, let better learned men exercise their learning to improve the lot of common humanity not by mere statistical calculations and raising slogans to produce wretched discontent but by actual productive effort in themselves and by improving the productive and enjoyment range of the toiling masses by incessant propaganda and education through purposeful literacy.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுமபாடு]

142,537, 21, N40AE N53.4.9

Nature and Scope of Training for Social Education Workers.

Theme to be Considered by the Fourth Indian National Seminar.

Director G. Harisarvothama Rau's Draft Working Paper Published.

The Indian Adult Education Association, Delhi, is arranging to hold the Fourth Indian National Seminar on the "Training of Social Education Workers—Nature and Scope of Training" at Bikram near Patna in Bihar from October 22 to 31, 1953. Sri G. Harisarvothama Rau, M.A., Chairman of the Executive Committee of the South Indian Adult Education Association, Editor of the *Adult Education Review*, and Honorary Organiser of Adult Education, Andhra Desa, who has been elected Director of the National Seminar, has submitted the following Draft Working Paper:—

After careful consideration of the comments received on the Draft Working Paper, for which the Director is very thankful to the members who have been good enough to send their suggestions, this Working Paper is presented in three sections.

The first section gives the general background that is necessary to appreciate the whole problem of the training of Social Education workers in a synthetic manner.

The second section is a categorical presentation of problems arising out of the ideology or ideologies of Social Education and developments that have taken place since Adult (Social) Education was taken up universally all over India.

The third section sets forth, in broad outline, what procedure will be adopted at the Seminar to discuss the problems.

SECTION I

Though in the field of Social Education we are holding ideologically to the goal of Community Centre with its varied phases, still,

there are duplications of effort and where waste might be avoided by creating better co-operation between existing courses. They will indicate what areas of study and fields of knowledge are being neglected. These cities then will become the test tubes and the laboratory for further pioneering and for new projects in Adult Education.

As in every other sphere of education, in the Social Education endeavour also, two trends have developed in our country with two traditions behind them.

These traditions may best be described as (1) the literary tradition (2) the craft tradition.

These should not be considered as mutually antagonistic.

In fact both of them claim to have the same goal of developing Community Centres ultimately, neither of these schools disputes the ultimate ideal of Education of the adult. Every Adult Educationist today agrees that Social Education to be effective has to assume responsibility for the Education of the Adult for life which includes responsibility of providing educational experience on factors—Economic, Social and Cultural—of the daily life of the common man. The craftideologist has probably developed institutions that have made a longer march towards community endeavour. However, it should be recognised that conditions vary a great deal from State to State, progress made so far also varies and

But in this Ford Foundation programme as well as in American Adult Education in general, complete local control and absence of central authority is fundamental. The attempt everywhere is to provide the kind of education and the type of courses particularly needed and especially called for in the specific community.

no one single universal remedy can be evolved. Different types and grades of Social Education must necessarily be accepted and provision made to train men who will handle these different grades provided these different grades and types have for their goal the Education of the Adult for life's purposes. Harmonising these so as to lead them all to the single purpose of providing the adult with the power to grow in his own stature as a component of society and fully serve the purposes of the community is the task that lies before us.

Therefore the National Seminar that meets to consider the training of Social Education workers must perforce recognise existing facts and build on them as best as possible.

Social Education Literary Tradition.

First Stage

By far, the largest number of Adult Education centres are still elementary institutions teaching a very modest syllabus of Social Education. These have evolved in most States out of the simple Literacy Classes begun to teach the three R's in the first instance. This type of institution is mainly manned by the Elementary or Primary School teacher. The training of the overwhelmingly large number of this type of teachers must receive the foremost attention at the Seminar.

Content of Teaching

To determine the nature and scope of training for men of this grade we must realise what exactly is expected of them. The teaching of the adult has to be purposeful from the start. Mechanical jingle of letter sounds is ruled out from the start. The very first word presented has to convey a useful thought and the adult should proceed to the understanding of a sentence as early as possible. According to the standard laid down at Mysore, in the Asian Seminar, the teaching of the adult should begin with a sentence, not as mere reading matter but as understandable thought in the day to day life of the individual. Even from the start the adult teacher has to read a daily newspaper to the adult and interpret it.

Beyond and above all these, the apathy of the adult himself has to be broken and

hope instilled into his mind before he can be induced to consent to learn. Many other agencies should work at this problem, but the teacher has also his share to bear through amiable attitudes and entertaining activities.

Cultural level needed.

These are factors which require fairly advanced general cultural level in the teacher. Has the ordinary Schoolmaster of the lowest grade reached that level of attainment? This is a question that must engage our attention.

How to achieve it.

If he has not in general attained the cultural level needed, how will it be possible to achieve it for him?

1. TONE HIM UP.

In the first instance, shall we not give him an upgrading in general as a part of his usual routine? He has his periodical meetings? May we not study what these meetings are utilised for and make improvements in their frequency and programmes. May we not enlist the large army of High School teachers with specialised knowledge for these programmes?

2. INCLUDE SUBJECTS IN TRAINING

Toning up the whole mass is good. It has its limitations however. We must use surer means also. We shall have to decide whether it is not necessary to include in the syllabus for the training of this type of Social Education worker some of the general knowledge subjects like Geographical and Historical Survey of important countries, Elements of politics including our country's constitution in outline, Elements of Co-operative Economics, Health and Sanitation, use of books and libraries etc.....The Seminar will have to determine what minimum should be laid down in this regard.

Techniques of educational method.

It goes without saying that the techniques of the educational method should form a part of the syllabus aim and scope of Social Education, methods of propaganda, methods of establishing contact with the

adult, knowledge of recreative activities to get the adult into the frame of mind to learn, in essence all methods to overcome the general apathy and lack of desire to learn in the adult, leading group discussion and conducting lecturing in groups, psychology of the adult, easy methods of teaching reading and writing, organisation and administration of Social Education Centres have all to come into the scope of training of Social Education workers of the lowest grade. The Seminar will certainly study the techniques and methods now in vogue in different training institutions of the country.

Audio-visual aids—knowledge of.

Is the Elementary School educational worker expected to know how to prepare audio-visual aids even of a rudimentary type? The answer appears to be 'YES'. Under varying conditions he is expected to prepare varying placards and posters and probably pictures for purposes of propaganda, adult lessons and continuation material. He is expected to run a wall newspaper, to use a magic lantern making slides where necessary. Recently at the Mysore Seminar for audio-visual aids Dr. Miss Rutherford exhibited a new and ingenious method of presenting knowledge. Paper pictures pasted on Khaddar and cut in proper outline were stuck on to another Khaddar piece hung up on the board, without any attaching material, in different combinations to present different incidents. Processes like these may very well be used in the earliest stages. The best talent of the primary teacher can be utilised to secure, audio-visual aids of a simple type with local material provided some preliminary training is given.

3. TRAINING SCHOOLS AND COLLEGES.

In addition to special training schools that are being set up to train Social Education teachers, it appears to be necessary that training in Social Education work should be made a compulsory subject in all the Normal Training Schools and Colleges. Just at present, a policy of giving training to outgoing pupil-teachers of Training Schools on a voluntary basis during summer is being pursued by the Education Department of the Madras Government.

4. TEACHERS' EMOLUMENTS.

What does the involvement in Adult Education mean to the low paid teachers (In some places they are paid about Rs. 15 to 20 per month for their twelve hours of work per week). The Seminar may incidentally study the question of a "SATISFIED" worker.

Adult woman's Elementary Education.

There is a further problem that confronts us even at the threshold. Women's education has badly suffered. What should be done to bring up the level of that section of our population? Should there be different training for the women Social Education workers at the lowest level? If so, what should be common in the syllabus for men and women and what should be special features of women's training. In Travancore-Cochin, it is found that sewing has a fascination for girls young and old. Bombay's experience appears to be that informal discussions during the handicraft or sewing sessions were quite successful. The age of the teachers mattered a great deal. Women do not respond to girlish-looking teachers. Women's Welfare Departments, where established, have had experiences in this line. These experiences may be examined by the Seminar.

Widely varying periods.

Though the content of Social Education in the earliest stage is almost the same all over India, reflecting in main literacy cum social talks, the syllabuses and the time devoted for the training of teachers widely differ. From six weeks to fifteen days is generally the period of training. In some States like Mysore a mathematical tabulation is made for the Social Education Classes, ten days for the first chart, two and a half months for the alphabet book, two and a half months for continuation reader and then a period of three months to read up twenty follow up booklets as a library endeavour making a total of eight months. It is sometimes found however that such a time-table does not work. More especially, the period of adult leisure is dependent on so many factors. The Seminar will have to study the syllabuses and time-tables in vogue in different States both in regard to the training given to Social Education workers and in regard to actual adult courses. The question of

attendance capacity of the adult in general has also to be studied. Based on these studies the Seminar may even recommend:—

- (1) a standard first stage of Social Education;
- (2) standard period of training for the teachers of the stage with a minimum general educational qualification for entry;
- (3) A follow up course.
- (4) Syllabuses for the same for men and women. In the case of women experiences of the Woman Welfare Departments and Social Service Leagues may also be studied.

Students as Adult Teachers.

In almost all the States students are in part used to stimulate running of Adult Social Education Centres and also actually to run such centres. Student Summer Camps have now become a common feature all over India for Social Education purposes. These Camps are, in the main, intended to establish contacts between the rising youth and the rural population and bridge the gulf between the classes and the masses. The instructional side of these camps is secondary. Literacy classes do not sometimes figure at these camps. Literacy is an essential part of all Social Education and should always form part of such programmes. Generally students going into camp are placed under the guidance of a Lecturer or a Professor. He is sometimes trained in Adult Education methods and sometimes not. He is expected to give some little preliminary training to the students before they go into action. This is not universal. A further development has taken place in the Madras State. High School students are now free, with or without the supervision of the Headmaster, who himself may or may not be trained in Adult Education methods and principles, to conduct literacy classes, or rather Social Education Classes. In the case of students in camp the discipline of camp life itself may provide some training but in this case the whole case for training is lost. It amounts to saying that no training is needed for a Social Education worker. This is a very serious position. The Seminar will have to study the position and make its recommendation whether or not a Social Education worker requires training for carrying out the lowliest part of it in addition to coming to conclusions on the training re-

quired for students going into camp for Social Education work.

Each One Teach One.

Further, at the lowest stage, there is yet another problem that has to be faced. Whatever theories may prevail in regard to the knowledge side of Social Education, literacy is bound to play a very important part. Regular institutions will continue. In fact all the Social Education Centres of the literacy type are institutions where the most importance is attached to purposeful literacy. There is no question that the Each One Teach One slogan must have its course. To let this slogan work without some training is to stultify all objectives of Social Education and shut the safety valve. The country has today training of very many kinds intended for this type of work. The Missionary bodies that carry on work of literacy amongst their following have generally a fifteen days' training. Shorter courses of seven or even five days are run in many places. If the training of youth in High Schools and Colleges should be provided for alright this class of work may very fairly be covered; for outside the Missionary effort, it is again mostly the youth of the country who are appealed to on behalf of literacy. The Seminar will do well to pay attention to this aspect of the question. It is necessary that even in these shorter courses emphasis is laid on the most urgent problems of the day—food and agriculture, health, cottage industries and Co-operative living. It may be that we shall have to recommend that the ingredient of literacy effort should be these subjects. In this connection a suggestion has been made that the syllabus for standard VIII, IX and X should include part of the syllabus for the Social Education worker and each candidate should be required to make a specific number of adults literate before appearing for the S.S.L.C. examination. This may also be considered.

Continuation Work for better Individual careers and community life

The elementary Social Education which extends at the most over a year does not satisfy the adult in so far as it has no design in it for better careers for the adult. As per the literacy tradition the adult would aim at passing the VIII class or Upper Primary examination and reap the benefit of a certificate. This demand has actually

been made. Even carrying out of Social Educational programmes like Bhajans, Akhadas, Dramas, Folk entertainments within the first year after the literacy programme or in continuation of it is not satisfactory to the adult. It is here that co-ordination and correlation between the literacy and craft traditions becomes feasible. In States like Travancore-Cochin where literacy has been achieved in large part, the Social Education centre has come to connote fairly advanced occupational training, spinning, weaving, vegetable gardening, bee-keeping, mat-weaving, tape-weaving, sewing, poultry breeding, fisherman's net and basket weaving and even soap-making all find a place at the Social Education centre. Village artisanship like carpentry, smithy, leather work, pottery are not included. With their inclusion and co-operative life developed, these centres may easily become Community Centres. The entertainment sides which are more in evidence in the Mysore Scheme of Social Education Centres may well be added. These Social Education centres are run by men who have had six months training and are fully trained as social workers. There is no question, this is very good type of work, but no Government or any other authority can ever carry on the type of work for every village or extensively over a long period of time. Either every village should be so educated as to maintain this type of an institution, or, every one of these institutions should develop by Co-operative effort, one commercial enterprise which will maintain the whole institution. What training would be sufficient to develop such institutions as models should be examined by the Seminar.

All-round Adult Education leader

This brings us somewhere near to the ideal of an Adult Educationist that Gandhiji placed before us. If an Adult Educationist, well trained for his job, resided in a village, as per Gandhiji, no other constructive worker need go to the village. Gandhiji envisaged a time when one single individual would know the entire needs of the village, possess knowledge—theoretical and practical, to guide the villager in all aspects of life. When this type of men can be trained we may not forecast. But the Wardha scheme of training Adult Educationists indicated a

period of two years for it. The Seminar will be very well advised to study the scheme. The authorities at Wardha may be expected to co-operate in the matter by sending such literature as exists on the subject and by deputing their representative to explain the stage reached so far in working the scheme.

The Vidyapeeth training

In a smaller measure in the same direction, the Mysore Vidyapeeth is training actual villages for five months so that the individuals so trained may act as a leaven in their villages after they go back and lead their own existence in the villages. A syllabus including even Masonry is in force. The Janata College scheme, Amaravati, resembles this but has a more ambitious outlook and has an urban touch. The Seminar will have fully to deal with the question of rural leadership which shall create lively interest in community life and create amongst people a keen desire for a better social understanding.

Departmental training of village Workers.

Most States in India have a Rural Welfare Department called by various names. Men and women are trained for employment in these departments for various periods, mostly for three months. The training is very similar to the Vidyapeeth and Travancore-Cochin scheme. The Seminar may examine this Departmental training of village workers alongside of similar scheme mentioned.

Recommendations on these related schemes may be of value to co-ordinate effort and probably lead to a saving of funds and energy. Community projects, five year planning, in fact every new Developmental department, launches on a scheme of training thus duplicating efforts. This may be stopped if possible by close examination of the schemes of education administered by them as well as their syllabuses.

Institutional approach to Social Education

The State of Bihar in which we are meeting in this Seminar has planned Social Education campaigns through institutions like the Basic School. Squads of students under the guidance of teachers

carry on Social Education work which does not appear to attach much value to the instructional side. They have a seven point programme in carrying out of which squads of students play the whole role. "Education, Literacy and Publicity" is only one point amongst the seven. The spirit of selfless welfare work is made the basis of Social Education. Training of one month's duration is provided for workers who are not of High Schools or Colleges. Vacations courses of fifteen days are provided for School and College students. The brochure dealing with Social Education published by the Deputy Director of Education in charge claims that this scheme is "unique for the State, if not for India." Provided the targets of literacy placed before the country by the Central Government and popular opinion are kept in mind, this scheme may be of immense value in developing the most potent section of man-power for Social Education. Therefore the scheme deserves careful consideration. The Seminar will study the whole question of students Social Education and consider whether the training given in Bihar is sufficient in quality and quantity.

Training of Inspecting Officers

One great impediment in the way of development of Social Education has been the apathy and indifference of the Inspecting Officers. They are certainly as good individuals as any others. But due to want of knowledge of the developing ideology of Social Education and an appreciation of its content and value they have not been able to play the proper role. Some training in their case appears to be absolutely essential to make them realise the role and importance of Social Education in the present democratic setup of the country. Sri V. B. Karnik, Social Education Officer and Secretary, Regional Social Education Committee for Maharashtra, has suggested a scheme for the same which may well be considered.

Training for Writing Social Education Literature

In the para relating to Techniques of Social Education methods some little training has been included in preparing follow up material. This may be a proper subject to be included in the syllabus for teachers of the first stage. But prepara-

tion of the wider literature for the neo-literate is a specialised task. At present training for this task is being given in special centres. Syllabuses and other details may be obtained and discussed by the Seminar.

Finance

Necessarily whatever type of training may be prescribed it means financial commitment, great or small. Even for the same type of work the amounts of expenditure may vary from place to place according to local conditions. The Seminar may decide whether it should go into the question of financing the training of Social Education workers. It may certainly suggest scales of remuneration for workers and details of equipment necessary.

SECTION II

I. Concept of Social Education

- (a) Aims and objectives
- (b) Methods of operation
 1. Formal
 2. Informal.

II. Types and classes of Social Education Workers

- (a) Types:
 1. Full-time paid workers
 2. Part-time paid workers
 3. Spare-time voluntary workers.
- (b) Classes:
 1. Administrator or Organiser
 - (i) Full-time paid worker
 - (ii) Part-time paid worker
 - (iii) Spare-time voluntary worker.
 2. Social Education Organiser at village level
 - (i) Full-time paid worker
 - (ii) Part-time paid worker
 - (iii) Spare-time voluntary worker.
 3. First stage Social Education teacher with literacy as the main objective.
 - (i) Part-time paid school teacher
 - (ii) Part-time voluntary teacher
 - (iii) Student teacher.
 4. Social Education teacher of Higher Grades.
 - (i) Full-time paid teacher
 - (ii) Part-time paid teacher
 - (iii) Voluntary teacher
 5. Student voluntary
 6. Social Education Camp organiser
 7. Multi-purpose village level worker or Leader of Community Centres.

- III. (a) Work expected from each type and class
(b) Qualifications and experience necessary for workers of each type and class.
- IV. (a) General syllabus of training for all types and classes of Social Education Workers:
1. Theory
2. Practical work.
(b) Modifications required and emphasis necessary in the training of each type and class.
- V. Review of existing training facilities for Social Education workers and evaluation of training schemes of:
(a) Union Government
(b) State Governments
(c) Voluntary Organisations and suggestions for their integration and co-ordination.
- VI. (a) Duration of training for each type and class of Social Education Workers, regard being had to the availability of trainees, and finance.
(b) Types of Training classes.
1. Diploma
2. Certificate
3. Refresher
4. In service
- VII. Instruction for training centres for each type and class of Social Education Worker—experience and qualifications necessary.
- VIII. Centres for training for each type and class of Social Education Workers.
(a) Existing institutions—How they can be utilised.
(i) Schools—Basic, Middle and High.
(ii) Different categories of institutions for training teachers.
(iii) Colleges.
(iv) Institutes of Social Work and Social Sciences.
(v) Janata Colleges or institutes for training in Social Education.
(vi) Vidyapeeth
(vii) Voluntary Organisations
(viii) Government training centres (including those under the Development Plans).
(b) The need for provision of sufficient centres for training.

- IX. Financial provisions for training.
(a) Salaries of instructors.
(b) Stipends for Social Education Workers under training.
(c) Equipment for training centres for each type and class of Social Education Workers.
(d) Over all requirements.

Papers Solicited.

Papers are invited on every topic covered by the resume given above. They may all be sent to the Associate Secretary.

Request to Government Departments and Associations.

Government Departments and non-official Associations are requested to send in detailed copies of the schemes, syllabuses and time-tables of training of Social Education workers within their jurisdiction.

SECTION III

Programme for the Seminar.

After the formal inauguration, the Working Paper will be explained by the Director at the first plenary session and if need be at a subsequent session also. Papers submitted to the Seminar will be divided into correlated Groups and read and discussed for two hours a day. Copy of all papers will be supplied to the members of the Seminar. Where the author of the paper is not present at the Seminar it will be taken as read. The discussion on every paper will be recorded as far as possible.

Schemes, syllabuses and time-tables, supplied by Government Department and non-official Associations will be grouped in a correlated manner and each group will be studied for two hours every day till the study is finished. If found necessary more time may be given for this work. To save time and expedite for every Group a note will be prepared and circulated setting forth similarities and drawing attention to striking differences. After reading of papers and study of syllabuses etc. should finish, committees will be appointed for each Group. They will consider the subject allotted to them and make their reports.

A Steering Committee, along with other committees will be appointed after the plenary session on the first day. It will meet every day at 9 p.m. to consider the

achievements of the day, and prepare the order papers for the next day. It will consider reports prepared by the Groups, present them to the final plenary session preparing draft recommendations for adoption by the said session.

Of course, such entertainment as may be feasible will be arranged. A plenary session except the last will begin the work of the day and will be generally of an hour's duration. A bulletin will be issued every day and supplied to the members.

ASSOCIATE SECRETARY'S CIRCULAR

Sri S. C. Dutta, Associate Secretary, the Indian Adult Education Association, Delhi, has addressed the following circular letter to all concerned :—

I have great pleasure in inviting you to participate in the National Seminar on the 'Training of Social Education Workers—Nature and Scope of Training', to be held at Bikram, near Patna in Bihar, from October 22, to 31, 1953.

Village Bikram is situated at a distance of about 32 miles from Patna and cannot boast of having all the modern amenities of the city, but India lives in villages and it shall be our endeavour to provide as far as possible all comforts which a Social Education worker needs.

Boarding and Lodging :—The Government of Bihar has very kindly placed at our disposal the Training Institute building for the Seminar and for the stay of the delegates. The authorities have also very kindly agreed to make arrangements for boarding and lodging of the delegates. The expenses for boarding and lodging will be Rs. 5 per day.

Railway Concession :—The Railway Board has granted railway concession of single fare for double journey to delegates participating in the Seminar. Delegates whose travelling expenses are borne by the Central or State Government or by any local authority *will not be entitled* to this railway concession. The certificates to enable the delegates to take advantage of the concession will be sent by this office on receipt of Rs. 5 per delegate as registration fee. (It is desirable to approach the railway authorities to get the railway concession, at least a fortnight before the start of the journey.)

Arrival :—Delegates are requested to detrain at Patna Junction and inform Dr. D. B. Shashtri, Deputy Director of Education (Social) Bihar Government, Patna, of their arrival. Arrangements will be made to receive them and for their transport to the venue of the Seminar.

Climate :—In October, Bikram will have an average temperature of 98°. Delegates are required to bring only summer clothings and beddings.

Workshop of Writers for Neo-Literates

Prof. Humayun Kabir, Additional Secretary of the Union Ministry of Education, inaugurated the first literary workshop for training people to write for Neo-literates at the Janata College, Delhi, on the 1st August.

Prof. Humayun Kabir said that the programme laid emphasis on literacy, simple rules of hygiene and easy techniques for elevating the economic status of individuals. The programme also paid attention to developing citizenship as without a high civic consciousness a democratic way of life cannot be realised.

Mr. K. G. Saiyidain, Joint Educational Adviser, outlined the special problem con-

nected with writing for neo-literates. He disclosed that similar workshops would be started in three more places later on.

Under the scheme trainees will be given theoretical and practical training up to the stage of printing Social Education literature. Only those who have either engaged in writing books for neo-literates or have been otherwise engaged in the field have been selected.

Twenty-six trainees from the States of Uttar Pradesh, Punjab, Bihar, Himachal Pradesh and Delhi are attending the workshop. The first batch includes three women candidates.

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

On 12th August 1953, the General Secretary, The South Indian Adult Education Association, sent notice of a meeting of the Executive Committee of the Association to be held at 6 p.m. on Sunday, 23rd August 1953, in the premises of the Association's Office at No. 10, Narasingapuram Street, Mount Road, Madras-2, to consider the following subjects:—

1. Minutes of the last meeting
2. Report of the Organising Secretary
3. Audited Statement of Accounts of the Association for the period from 1st November '51 to 31st October '52
4. Ninth South Indian Adult Education Conference to be held at Tirupati on 26th and 27th September 1953.
5. Swatantranagar Community Centre—Association Buildings.
6. South Indian Adult Education Seminar accounts—held at Ernakulam.
7. (a) Invitation to hold the 3rd South Indian Adult Education Seminar at Vetapalam, Guntur District, by Sri A. Srinivasa Rao, Vice-President of the Association.
(b) Election of Director and other Office-bearers for the Seminar—Subject for the Seminar.
8. Deputation to National Seminar to be held at Patna from 22nd October for a Week.
9. Contribution to the Memorial Fund of late Shafiq-ur-Rehman Kidwai
10. Collector's request of lending the van of the Association to the District Board, East Godavari.
11. Fourth South Indian Adult Education Week.
12. Any other subjects brought by the members of the Committee on previous intimation.

The meeting was duly held, as announced. Sri G. Harisavothama Rau, Chairman of the Executive Committee, presided. The following office-bearers and members were present: Sri K. S. Ramaswamy Sastri,

Vice-President, Sri T. J. R. Gopal, Organising Secretary, Sri S. Airavatham, Publicity Secretary, Sri T. Neelakantan, Sri A. Thirugnanasambandam, Sri P. S. Subbian, and Sri P. V. Veeraraghavan. Sri A. G. Viva Roy was present by invitation.

Sri T. J. R. Gopal read the minutes of the last meeting of the Committee.

On the Chairman asking if the minutes were accepted, Sri S. Airavatham, objected to the statement in the minutes that the last meeting had ratified the purchase of a cinema projector by the General Secretary out of the Association funds. Sri Airavatham said: The General Secretary had stated that he had brought a projector, that it was open to the Committee to decide if it would have the projector, and that in case the Committee did not want the projector, the price paid for it would be refunded. The Committee listened to the statement made by the General Secretary, and simply kept quiet. That did not mean that the purchase of the projector was ratified by the Committee. The Association had no need for a projector.

The Chairman said that they were concerned only with what had actually transpired at the last meeting, and not with the merits of the purchase. Sri T. Neelakantan said it was true that no resolution had been adopted at the last meeting of the Committee ratifying the purchase of the projector, but the meeting endorsed the view expressed by Mr. L. C. Richard that since the General Secretary had made the purchase the Committee could but ratify it.

A majority of the members present expressed agreement with Sri T. Neelakantan's version. The minutes were then passed, Sri Airavatham's objection being noted and overruled.

Sri T. J. R. Gopal, Organising Secretary read his report for the period from 31st February 1953 to 20th August 1953, and it was passed (The report is published at the end.)

The Chairman then asked Sri S. Airavatham to move the resolution of which he had given previous notice. Sri Airavatham moved postponement of consideration of the following subjects by a special meeting of the Committee to be held from 10 a.m. onward on Sunday 30th August 1953: 3. Audited Statement of Accounts of the Association for the period from 1st November 1951 to 31st October 1952. 6. South Indian Adult Education Seminar Accounts—held at Ernakulam. 10. Collector's request of lending the van of the Association to the District Board, East Godavari. 11. Fourth South Indian Adult Education Week.

Sri Airavatham said: Accounts could not be discussed in the absence of the General Secretary and the Treasurer. Besides, the statements of accounts had not been supplied to the members. It was but reasonable therefore that consideration of accounts should be postponed. As regards the van question again, the absence of the General Secretary was a handicap. They could not think of a Fourth Adult Education Week when they had not done with the accounts of the Third Adult Education Week.

Sri T. J. R. Gopal said that he had no objection to postponement of consideration of the subjects mentioned except the subject of the van. It had been suggested, and the General Secretary had agreed, that a Sub-Committee might be set up to consider the Association accounts and the Seminar accounts and the question of celebrating a Fourth Adult Education Week, and to report to the Executive Committee. A Sub-Committee could therefore be set up. As regards the van, the Collector of East Godavari District had asked for loan of the van, and the General Secretary had written to the Collector complying with the request. Probably the Collector had taken possession of the van and it would be absurd if the Committee did not endorse the General Secretary's action.

Sri Airavatham said nothing would materially matter if the Committee did not ratify the General Secretary's action. The

whole question about the van should be gone into.

The Chairman said the Committee could and ought to ratify what was but executive action and deal with other matters relating to the van on some other occasion.

The Committee endorsed the General Secretary's reply to the Collector East Godavari, and accepted Sri Airavatham's motion for postponement of consideration in respect of items 3, 6 and 11.

A Sub-Committee consisting of Sri G. Harisavothama Rao, Sri K. S. Ramaswamy Sastri; Mr. J. L. P. Roche-Victoria, Mr. F. X. Pareira (Jr.) and Sri S. Airavatham was formed, and Sri T. J. R. Gopal was appointed convenor of the Committee. The Sub-Committee was directed to consider items 3, 6 and 11 and make a report to the Executive Committee as early as possible.

The Committee ratified the proposal to hold the Ninth South Indian Adult Education Conference at Tirupathi on 26th and 27th September 1953 and authorised the office-bearers to make the necessary arrangements.

The Committee expressed satisfaction at the progress made in the Swatantranagar Community Centre and welcomed the idea of a building being constructed for the Association office in the colony.

The invitation extended by Sri A. Sreenivasa Rao (Vice-President of the S.I.A.E.A.) to hold the Third South Indian Adult Education Seminar at Vetapalem, Guntur District, was accepted. Sri G. Harisavothama Rao was elected Director, and Sri A. Sreenivasa Rao as Secretary—General. The Director was requested to suggest the names of other office-bearers for the Committee's approval.

The Committee decided to depute Sri T. J. R. Gopal and Sri A. G. Vilva Roy and three other Association members who were willing to meet the expenses themselves, to attend the National Seminar to be held near Patna in October 1953, as Association Delegates.

The Committee resolved to contribute Rs. 250 to the Memorial Fund of the late Shafiq-ur-Rehman Kidwai.

The Committee considered the long-pending request from the Asoka Society,

Madras, for a grant towards maintenance of its School for Adults and resolved to contribute Rs. 100 to start with.

Sub-Committee Meets

The Sub-Committee met in the Association office at 5-45 p.m. on Thursday, 27th August 1953. All the members were present except Mr. F. X. Pereira, the Association Treasurer. The General Secretary was requested to offer clarification of the points raised by the auditor in the Association accounts.

The Sub-Committee met again at 5 p.m. on Saturday, 12th September 1953. All the members were present except the Treasurer.

The question of disposal of the funds collected at Kakinada through a Bharatanatyam performance on 15th July 1951 was discussed, and the General Secretary agreed to do the needful in consultation with the Collector, East Godavari, and others at Kakinada.

Organising Secretary's Report.

The following is the full text of the report for the period from 3rd February 1953 to 20th August 1953 read by Sri T. J. R. Gopal, Organising Secretary, before the meeting of the Executive Committee of the S. I. A. E. A. on 23rd August 1953:—

I am happy to present a very brief progress report of the activities of the Association for the period from 3rd February 1953 upto this date. The Working Committee of the Association met on 3rd February 1953 and transacted business. The proceedings of the meeting were published in our February *Adult Education Review* and circulated to the members.

Reception to City President: The Madras City Adult Education Association organised a garden party at Woodlands on 13th February 1953 in honour of Sri Vivekanandamurthy, retiring Collector and President of the City Committee, and Sri T. N. S. Raghavan the Collector-designate. Sri J. L. P. Roche-Victoria, Chairman of the Committee, presided. Most of the members of our Association were present and participated in the function.

Training of Teachers: The Literacy Drive in this part of the country is getting

into full swing. Thousands of well trained literacy teachers and writers for neo-literates are required. To meet this demand a course for preparing teacher trainers is organised by the Government as well as other voluntary bodies. A short term Training Course organised by Rev. J. G. P. Naumann, Convener, M.R.C.C. was held at Ambur for a fortnight from 11th February '53. The Organising Secretary at the invitation of Mr. Nauman attended the course and spoke to the teacher trainees on the various aspects of Adult Education. An All India Adult Education course for preparing teacher trainers and writers of books for new-literates was organised by Dr. Laubach under the auspices of the Extension Department of the Allahabad Agricultural Institute from 16th February to March 14. At the invitation of Dr. Laubach, the Organising Secretary along with Mr. Thirugnasambantham, Secretary, Madras City Adult Education Association, attended and participated in the Training Course. The Organising Secretary stayed but for a week, whereas Mr. A. Thirugnasambantham was there throughout the course.

On 3rd March 1953 Mrs. Fred B. Fisher, Administrator, Adult Literacy Training Centre, Agricultural Institute, Allahabad, visited Madras. The Association organised a meeting in connection with her visit and gave a party in her honour at Catholic Centre. The party was attended by M/s. J. L. P. Roche-Victoria, K. S. Ramaswamy Sastriar, P. S. Krishnaswamy, T. Neelakantan, K. Hanumantha Rau, P. V. Veeraraghavan, S. Airavatham, Mrs. T. N. Ramamurthy and myself. Sri K. S. Ramaswamy Sastriar explained the history of Adult Education work in Madras, and pointed out that until the attainment of Independence, the State had not taken any interest in the matter, and that it was only after that some assistance was being given. He said the Constitution had given the vote to every adult man and woman, no matter whether he or she was illiterate, and so in the recent elections they voted for symbols, everything except human beings. Then he requested Mrs Fisher to speak.

She admired the Adult Education work done at Madras and said that women should play an important part in the scheme of Adult Literacy work and village

uplift. She also explained that there was need for incentives to make the illiterate villagers to take to literacy and she was told that they would surely succeed if it was proved that by becoming literate they would earn more. Then there was an informal discussion and it was decided to organise an Adult Literacy Centre for training teachers in not only writing books for new-literates but also Adult Education methods at Madras for the four language regions and a Committee was formed to get into touch with the Allahabad Adult Literacy Centre and take other necessary steps. It was decided that the length of the training course could be adjusted according to actual requirements.

The Committee formed on 3rd March 1953 met at Catholic Centre again on 17th March 1953 at the Catholic Centre. Sri G. Harisarvothama Rau, Mr. J. L. P. Roche-Victoria, Mr. T. Neelakantan, Mr. P. S. Krishnaswamy and myself were present.

It was decided to name the proposed centre as "The South Indian Adult Education Training Centre" and locate it at Madras. Sri G. Harisarvothama Rau was elected as Director and myself as Secretary. The Sub-Committee on Training of Teachers in Adult Education met again on 25th June 1953 in the premises of the Association. Sri G. Harisarvothama Rau, Chairman, of the Executive presided. M/s. K. S. Ramaswamy Sastry, A. G. Vilvaroy, and P. V. Veeraragavan and Mrs. T. N. Ramamurthy and myself were present.

Mr. A. G. Vilva Roy was requested to draft the syllabus and other details of the training course. The Organising Secretary is making arrangements to find out proper place to locate the training course in the heart of the city of Madras. The proceedings of the meeting have been published in the July issue of our official journal the *Adult Education Review*.

The Lady Willingdon Training College conducted a training course for the outgoing teachers in Adult Education. The Organising Secretary was invited and spoke to them on "Writing books for new-literates." The Organising Secretary presided over a meeting of the Students' Association of Adult Education Training course conducted by the Government of Madras in the city.

Production of Literature for Neo-Literates:

Production of Literature is one of the avowed aims of our Association. It is as important as the promotion of literacy. It helps in preventing neo-literates from relapsing into illiteracy. Mr. Malcom Orchard, Publicity Officer of the Agricultural Department to the Government of India and the I.C.A.R. was the guest of honour at a dinner party organised by the South Indian Adult Education Co-operative Publishing Society Ltd. on 2nd of April 1953 at Victoria Hotel, Madras. The Chairman, the General Secretary and other members of the Association and the Society were present. After dinner there was an informal discussion on various aspects on the production of continuation literature for neo-literates by the Society and in the light of the discussion, proposals for financial aid have been submitted by the Co-operative Society to the Government of India through him. In this connection, at the invitation of Mr. Orchard, the Organising Secretary, on behalf of the Co-operative Society, visited Delhi during middle of May and met the authorities. Mr. M. Orchard was kind enough to take the Organising Secretary round and introduce him to some of the friends in key position. He also made arrangements with the authorities to obtain permission to translate and publish some of the English publications of the I.C.A.R. in four languages *vis.*, Tamil, Telugu Malayalam and Kannada by the Co-operative Society in simple style suited to neo-literates. As an experimental measure the Society has undertaken the translation and published booklets in Tamil on following subjects: (1) "How to Place Fertiliser"?; (2) "How to Safeguard Sugarcane Industries"?; (3) The Japanese Method of Paddy Cultivation". Arrangements are being made to publish many more publications of the I.C.A.R. in the near future in all other languages. It is encouraging to note that the proposals submitted for financial aid to the Government of India are under consideration. We earnestly hope that we will receive favourable responses.

Prize Competition:—You may be aware that we had decided in our last Executive Committee meeting to promote a competition calling authors to write books for neo-literates. Our General Secretary Sri J. L. P. Roche-Victoria, M.L.A. was kind enough to write to some friends and request them to award prizes on the subjects suggested by the Society. Mr. S. S. Vasan, Smt. Rukmani Devi, Mr. N. Mahalingam, M.L.A. of Pollachi, Dr. F. C. Laubach and Mrs. Fred Fisher

on behalf of the World Literacy Committee donated each Rs. 100 for best manuscripts. We have so far received seven manuscripts in Malayalam, four in Tamil, one in Telugu, and two in Canarese. The Language Committees of the Seminar met and scrutinised the manuscripts and selected one manuscript in each language except in Telugu.

His Excellency the Governor of Madras, Shri Sri Prakasa, has kindly consented to be the Patron of the competition and donated Rs. 250 towards publication of books. His Highness the Rajpramukh of Travancore-Cochin State has kindly consented to be the Patron of the Association and donated Rs. 500 towards publication of two books in Malayalam. Dr. Laubach's English version "Anand Wise Man" follow-up reader for neo-literates has been translated into Tamil and published by the Co-operative Society. The Malayalam version of this book is ready in the press and will be soon published. It is translated by Sri E. Raman Menon and Miss Parukuttyamma of Kozhikode, our Regional Secretary for Kerala.

Second Regional Seminar at Ernakulam: A South Indian Adult Education Regional Seminar was held at Ernakulam under the Directorship of Sri L.M. Pylee, President of our Association from 20th to 28th April '53.

In connection with the Seminar the Organising Secretary visited Ernakulam twice for making preliminary arrangements and to form the Reception Committee. The Organising Secretary visited Trivandrum and met the President in fixing up the details of the Seminar and requested the H. H. the Rajpramukh of Travancore-Cochin State to inaugurate the Seminar. At Trivandrum he also met the Director of Public Instruction, the Local Self-Government Minister and other authorities in connection with the Seminar. The detailed report and the proceedings of the Seminar have been published in the issues of the *Adult Education Review* for April and May 1953.

Change of Office Premises: Mr. F. X. Pereira (Jr.), our Treasurer had given notice in April, while we were at Ernakulam, to the Association requesting us to vacate the premises since he required the same due to expansion of his business. The Organising Secretary was busy throughout May and June in making arrangements to shift the office to a suitable place in the heart of city. He went round the

City many a time, in search of a suitable place. At last a friend offered a portion in his place, in Mount Road, on Rs. 35 (rent) per month. The Organising Secretary consulted the General Secretary, the Chairman, and the Publicity Secretary and shifted the office to the new premises on 1st of June 1953 and intimated the change of premises to all the Committee members. He made the office attractive, as best as he could. It attracts many students and other members of the Association for consultation. A small library and reading room is attached to the office. The records of the Association are growing and the portion occupied is only sufficient for receiving visitors and carry on the regular work of the Association and the Society with a limited stock. It is hardly sufficient to have the Committee meeting and keep the stock of books of our Co-operative Society. The Telephone connection of the Association was made available for installation in the course of last month with some difficulties. An informal meeting was organised on 28th June, 1953 to meet the members of our Association at our new premises. The Chairman, the General Secretary, Vice-President, Sri K. S. Ramaswamy Sastri and other members were present. Our Chairman, Mr. G. H. Rau, Mr. S. Airavatham, Mr. Neelakantan are frequently visiting our office and making suggestions for better administration of the office.

Ninth South Indian Adult Education Conference: The Chairman and the Organising Secretary visited Tirupati on 30th June '53 in connection with organisation of our forthcoming Ninth South Indian Adult Education Conference. We met the Chairman of the Municipal Council, Mr. C. Anna Rau, Executive Officer, Thirumali Devasthanam, the Headmasters of two local High Schools and other members interested in the cause of Adult Education. A Reception Committee with Sri C. Anna Rau as Chairman has been formed to organise the conference. The Chairman of Reception Committee is pleased with the work of the Association and has promised his best co-operation in the successful conduct of the Conference.

Committee of the S. I. A. E. A.

At the invitation of the Chairman of the Executive Committee of S. I. A. E. A. Professor N. G. Ranga, M.P. has kindly

consented to preside over the Conference. The circulars relating to the Conference have been issued by the General Secretary and others. We earnestly hope that this Conference would be a great success.

Swatantranagar Community Centre: You may be all aware that our Association has been developing a Community Centre in Swatantranagar, Krishnampet, Madras. This is one of the two centres in the City of Madras, to which the Association has given a contribution of Rs. 1,000. A Co-operative House Site Society has been formed to purchase the house site of 18 grounds from the Corporation for Rs. 10,584-8-0. The Society was inaugurated by our General Secretary in April 1952. It has made arrangements and obtained a loan of Rs. 9,500 from the Central Co-operative Bank Ltd. Community Centres, co-operatively formed and developed and catering to all essential requirements of the people can alone make the Adult Education movement a success. It is the first of its kind in this part of the country. The Community Centre and the Office of the Association, a Reading Room and a Library, and an International Corner, are proposed to be located on the site which is to be obtained from the Co-operative House Society at a nominal cost. The Foundation Stone of this Centre was laid by Professor Humayun Kabir, Additional Secretary to the Government of India, Ministry of Education, at the invitation of our Chairman, on 28th July 1953. The Commissioner, Corporation of Madras, Sri V. N. Subbarayan through whose kindness and love (as well as that of his predecessor, Mr. C. Narasimham) the properties are passing to the Co-operative House Society, presided. This is one of the very solid achievements of our Association to have a permanent structure to house our office and carry on further activities of the Association. To avail the opportunity of the visit of Professor Kabir, an informal meeting of the members of the Association was organised on the 27th July 1953 and it discussed with him some of the problems connected with the Association. A film show was also arranged at Gemini Studio with the kind courtesy of Mr. S. S. Vasan. The film was of eight minute show produced during the First Seminar inaugurated by Professor Kabir. On 28th evening in honour of Professor Humayun Kabir, the

Chairman of the Executive, arranged a dinner a party at his residence.

A music party was also arranged in his honour, by Mrs. and Mr. N. C. Parathasarathy. Members of the Association and prominent educationists, including the Minister for education Sri M. V. Krishna Rao, were present at the party.

"Anandam": A journal for neo-literates started by the Organising Secretary and Rev. J. G. P. Naumann with the aid of our Association has entered its second year of publication from this month. It is regrettable to note that the Government of Madras is yet considering to help this journal although the application for support has been submitted in the last year. The South Arcot District Committee, and the Madras Representative Christian Council have ordered a large number of copies. We have to conduct this journal at loss and from this month it has been decided to conduct this journal as a fortnightly due to lack of funds.

The Madras Students Adult Education Council: The Council has revived its activities. A general meeting of the Council was held on 17th August 1953 at Ethiraj College. New office-bearers have been elected and also a constitution has been framed by them. They have decided to conduct a Madras Students' Adult Education Conference in the City of Madras in the near future. The Organising Secretary, at the invitation of the Council was present on that day and took part in the proceedings of the meeting. Sri P. V. Veeraraghavan, former President, who is now a research student of the University of Madras is taking active interest in the formation of the Council.

UNESCO'S Group Training Scheme in Fundamental Education: At the request of the Government of Madras, Sri P. V. Veeraraghavan has been suggested by me to undergo the training of Unesco's Group Training Scheme in Fundamental Education to be held at Mysore for the fellowship.

Fourth All-India National Seminar: It is gratifying to note that our Chairman, Sri G. Harisarvottama Rao has been elected as the Director of the National Seminar to be held at Vikram near Patna in October, 1952.

Co-operation with other Organisations: We have been extending our co-operation to all other organisations in their

activities. Sri S. Airavatham and Mrs. Radha have been deputed by us to represent our Association in the Education Week Central Committee of the South India Teachers Association for this year. Our General Secretary Sri J.L.P. Roche-

Victoria, M.L.A. participated in the Silver Jubilee meeting of the Madras Library Association and Sri G. Harisavottama Rao, Chairman of the Executive, participated in the Tenth All India Library Conference at Hyderabad.

The Asoka Society, Madras: Five Years of Useful Service

Sri N. Sankara Reddi, Minister for Local Administration presiding, the Fifth Anniversary of the Asoka Society, Madras, was celebrated in the Y.M.C.A. Auditorium Esplanade, on 27th August 1953. Dr. P. V. Cherian, President, Madras Legislative Council, delivered an address on "Social Service."

After prayer, Sri T. Dhanakoty welcoming the gathering said since Independence had

been achieved there was urgent need and much scope for nation-building Social Service work. The Asoka Society was a modest attempt. Its silent work during the past years had proved fruitful, there being an unfailing and uninterrupted supply of earnest and enthusiastic workers.

Sri T. M. Paramasivam read messages received from the Chief Justice Sri Rajamannar, Sri K. Venkataswami Naidu,



From left to right: Messrs P. Radhakrishnan, V. R. Balasundaram, T. S. Rajappa, T. M. Paramasivam, P. K. Vinayakam, T. Neelakantan, C. Purushotham, D. Somasundaram, K. V. Kesavalu and O. Chandriah, all of the earnest and enthusiastic band who visit the Asoka Society's Night School for Adults frequently, give talks on subjects of topical interest and otherwise add force to the work that has been going on.

Minister for Religious Endowments, Dr. U. Krishna Rao, Minister for Industries and Labour, Justice Mr. A.S.P. Aiyar, Sri M. Bakhtavatsalam, Mr. J. L. P. Roche-Victoria, Sri T. Purushothaman, M.L.C. Sri B. Natarajan, Economic Adviser to the Government of Madras, and others.

Sri T. Neelakantan, Secretary, read the annual report which stated: The Society was formed in the year 1948 with a view to promoting amity, encouraging talent and organising Social Service. A free Night Adult School started in 1949 had been turning out satisfactory work. In 1952 an Adult Education procession was taken out, and effective propaganda done. The Society gave its co-operation in celebrating the Third South Indian Adult Education Week in November 1952 organised by the South Indian Adult Education Association to which the Society is affiliated. The Society participated in the exhibition of Social Service work in Madras State organised by the Guild of Service and held in Raj Bhawan, Guindy, to give a panoramic view to Prime Minister Nehru, and conducted a class for adults. The class was visited by Mr. Nehru, Rajaji and others. The Society distributed milk powder supplied by the UNICEF. A public prayer was conducted by Sri T. M. Krishnaswamy Aiyar under the auspices of the Society at which Harijans and Caste-Hindus participated without any caste feelings.

In the course of his address Dr. P. V. Cherian said: Political Independence was

an end as well as means to an end which was reconstruction on sound lines. Social Service was the supreme need of the hour, to which all classes of people could, as indeed they did, contribute. It had an inherent appeal, and attracted many a person who was comparatively well-to-do. It was neither fair nor true to say that well-to-do persons took to Social Service as a pastime or out of snobbery; they were in fact drawn by true fellow feeling. The need for Social Service organisations was real and great and bound to increase; for a Welfare State could be built only if non-official voluntary effort supplemented Governmental effort to a large extent. In advanced countries like Britain, Social Service played a vital part; various forms of medical relief were provided by non-official agencies.

Sri N. Sankara Reddi congratulated the Society on its good work and said a Welfare State could be evolved mainly through the efforts of bodies like the Society. He referred to Godavari floods and appealed for funds.

A condolence resolution was adopted touching the demise of Dr. T. S. Tirumurti, a patron of Society.

Baby Jamuna entertained the audience to a Bharata Natyam performance.

Pandit V. Natesan proposing a vote of thanks referred in particular to the services rendered at the meeting by the Pachiappas Scout Troup.

Government's Scheme for Social Education.

The Ministry of Education, Government of India, has circulated to all State Governments a scheme for educational expansion. Under this scheme, employment for a maximum of 80,000 additional teachers in rural areas, and a large number of Social Education workers within the next two years is envisaged.

For the expansion of Social Education the Central Government has in view a scheme, limited to large cities for which municipal authorities, private educational institutions, voluntary organisations and other established organisations—Government or private—will accept definite responsibility. For the

period of the present plans, i. e. up to the end of March 1956, the Central Government is prepared to assist such centres to the extent of 50 per cent of the salaries or honoraria to the teachers and of contingent expenses, subject to a certain maximum. The Union Government has intimated the States that it will be prepared to assist in the establishment of 3,000 centres during 1953-54 and of another 5,000 in 1954-55.

As the problem of educated unemployment needs to be handled as an emergency, the State Governments have been requested to send in their concrete proposal by September 10.

News and Notes

Literacy Among Staff of Central Railway

In consonance with the general policy of the Government relating to the removal of adult illiteracy, the Railway Board decided that the different railway zone administrations should take practical steps to implement the policy.

Upto the end of February last the total number of staff made literate on the Central Railway is 2,814. On that date 2,291 students were receiving instructions in over 200 classes all over the line. 29,808 illiterate staff still remain to be tackled.

Progress of Social Education work in Delhi State

Social Education work in the urban and rural areas of Delhi State is being carried on by the Social Education Department of the Delhi and New Delhi Municipality and the Social Education Department of the Directorate of Education, Delhi State.

During June, 1,059 adults were enrolled in literacy and 743 in post-literacy classes in 11 villages. In the urban area over 1300 adults both men and women were made literate during a mass literacy campaign. Educational melas were held in 13 villages, and cinema shows on educational and cultural aspects were shown in 31 villages. A cinema show was also held in the District Jail. Agricultural and health demonstrations were held in 18 villages.

Madhya Pradesh Scheme of Social Education

In Madhya Pradesh the Social Education Enquiry Committee under the Chairmanship of Justice Manglamurti appointed by the State Government to assess the results of the Social Education scheme, has submitted its report to the State Government. The Committee has suggested that the large scale scheme should be preceded by a small scale experiment so as to have a clear cut pattern for implementation. The Social Education scheme, in the opinion of the Committee, should go side by side with the Development Plan or Community Projects. The Committee has recommended that all the 70 Blocks in the Community Projects should be taken under the scheme

of Social Education by the end of 1954-55. The scheme of rural development, the Committee says, should be all round improvement of village life. In the present scheme there is no programme of rural uplift.

The Committee is of the opinion that the Social Education of adults should have two aspects—literacy and enlightenment. Literacy has been defined to mean that the adult should be able to read his regional language paper and express himself in writing on matters concerning daily life. Bhajans, Kirtans, Kathas etc., which are powerful media of propaganda among the people living in rural areas should be continued.

Adult Literature

The Committee is emphatic that the literature produced for Social Education has proved a failure. It has therefore expressed the view that production of literature by the Education Department should be discontinued and the persons directly connected with education of adults and intimately acquainted with rural life should be asked to write books for adults.

While recommending the use of Circulating Libraries the Committee has suggested that a Board should be appointed to select books.

The Committee has suggested that the production of films should be entrusted to private enterprise.

The Committee is of the view that magic lanterns and Social Education vans should be discontinued. It has recommended that the Village Panchayat or the Vikas Mandal should be entrusted with the radio and half the cost borne by the Panchayat or the Mandal. The Committee has further suggested that the quality and contents of rural broadcast should be improved so as to make it useful and instructive. Similarly the language should be simple and presentation more interesting.

While defining the qualifications and duties of Organizers the Committee has suggested that they should be under the Education Department and every 25 villages should have an Organizer. They should be recruited directly.



ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarvottama Rau. M.A.

Asst. Editor. Sri. S. Airavatham.



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Adult Social Education is
One of the main objectives of
The United Nations Organisation

One of the salient events of the current month is the celebration of the United Nations Organisation Day throughout the world.

The very existence of the UNO is a guarantee that the nations would not drift into a global war suddenly or in haste, and that they would learn to respect one another.

Wars are the outcome of ignorance and fear and want. Science has made the World One, so that the whole can be happy only if the parts are equally developed.

Hence the basic work of Adult Social Education which alone can erect and maintain the defences of peace in the hearts and minds of mankind. And what is UNO if it is not a translation of Mahatma Gandhi's teachings?

S. A.



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All-India Adult Education Week

Dr. Amaranatha Jha, President, Indian Adult Education Association, has called upon all Adult Education agencies in the country to celebrate an "Adult Education Week" from the 1st November, 1953 to popularise Social Education and to collect funds for the same. He has called upon the agencies to hold exhibitions, dramas, variety programmes and poetic symposiums during the Week and has fixed November 3 as Flag Day to collect funds for the building of the Indian Adult Education Association.

Dr. Jha hopes that celebration of an Adult Education Week will create enthusiasm for Social Education work in this country, and also lead to a substantial collection from the public for the construction of the Association building. This will help in the expansion of Social Education in the country and also perpetuate the memory of one, who devoted his entire life to the cause of

education and the betterment of his countrymen.

In a circular to the agencies, the Associate Secretary of the Indian Adult Education Association writes, "The Week should be utilised to popularise Social Education and to collect funds for the same. November 1, should be celebrated as All-India Social Education Day. On other days exhibitions, dramas, variety programmes and poetic symposiums should be organised to popularise Adult Education programme in the country. On November 3, all agencies should organise Flag Day to collect funds for the building of the Indian Adult Education Association. On other days also, collection for the building fund should be made. Educational programmes, like dramas, variety shows, poetic symposiums and exhibitions should be utilised to raise funds for the memorial building.

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

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EDITORIAL

The Social Education Worker as a Rural Leader.

The Social Education Worker is not an Elementary School Teacher though, in most cases to-day, the Elementary School Teacher is our Social Education Worker. It is necessary in the first instance that the Elementary School Teacher who is developing into a Social Education Worker as well as others who enter Social Education service should know their own role in village life; and people generally recognise that role.

The Social Education Worker has to carry on the great work of educating the masses in all possible ways. It is true that, in our country, under the present conditions of life, the main task of the Social Education Worker is concerned with developing literacy as the first essential step in the education of the adult. Even here a distinction must be made between literacy for the adult and literacy for the child. The child is an undeveloped entity with no knowledge of the world. It remains with the teacher for long hours of the day and continuously for years. It may learn to read and write without very

great reference to the thought content of what is being read or written. Very elementary objects like cat, mat or dog have yet to be recognised by it. They are of interest to it.

In the case of the adult much more of knowledge is already in his possession. What is a matter of serious learning for the child is a triviality for the adult. Therefore, the Social Education Worker, even as he begins teaching reading to the adult, should beware that he is dealing with a grown up individual whose interests are closely knit with the day to day life of the village in all its branches. Therefore, it is clear that from the start the Social Education Worker has necessarily to develop his adult student's capacity to react well to social influences and play his part in life. That is, the Social Education Worker has to play the part of the guide to the adult. Practical problems of health, agriculture, village economics, craft, profession, and the like face the adult immediately.

Social relationship with others in society produce problems to be solved.

Which other than the Social Education Worker can help the adult in solving these problems? In fact, it is the duty of the Social Education Worker through his own example and through the learning that he gives to his adult student, in numerous ways, beginning with Bhajan and extending to the presentation of news material and film strip, to equip the adult for the tasks and responsibilities of life. The Social Education Worker faces a peculiarly difficult position. The adult has his time occupied. He cannot adjust his time to suit the convenience of the Social Education Worker. It is the latter that must find the time convenient to the adult, and within the necessarily short time that the adult can spare for his own education, make a pleasurable approach to him. This requires qualities of leadership quite in a larger measure than in merely imparting knowledge as a matter of routine.

Rural leadership, as is generally understood to-day, has a sinister significance. It is mere political

leadership floating grievances—real or imagined—and posing to redress them through one's own position of vantage in society acquired by means often not very proper or praiseworthy. Leadership that the Social Education Worker has ultimately to assume is, not of this type. He leads on the individual adult to think for himself by self-effort, to act for himself, and to achieve for himself. The glory of such leadership is great, and the preparation for it is difficult. But the day is not far off for the Social Education Worker to develop leadership. In the very process of Social Education work, even the Elementary School Teacher with such poor equipment to-day, picks up knowledge and power. He must have in him, however, the will to improve himself, day by day, by constant study, observation and adjustment. In training Social Education Workers due stress should be laid on the acquisition of this will power both in the interests of the worker himself and in the interests of the mass of mankind for whom he exists.

Felicitations to the Andhras.

We felicitate the Andhras on the achievement of the Andhra State after an agitation extending over four decades. There was no need for the separation of Andhra if the claims of language as the fundamental agency in building up society were not fully recognised. The man in the street has come into his own, and he has become his own ruler and architect. When democracy is declared and adult vote conceded, it would be tantamount to betrayal if the ruler is shut out from direct knowledge of what happens in the State by refusing to recognise his language as the

language of education, administration and social life.

We know the Andhras are greatly attached to their language, and they will take the earliest opportunity to give it the State forum. We should urge in this connection that they do push Literacy and Social Education with all their might as the fundamental basic endeavour to achieve the larger purpose. Experience has been gained in this field for the last five years in South India by the combined Madras Government working a scheme of Adult Education of their own. The working of the scheme

Opinion Towards Adult Education

(Results of a Preliminary Survey made on Adult Education Teachers)

SRI P. V. VEERARAGHAVAN, B.A. (HONS.)

Assistant Professor of Psychology, Presidency College, Madras.

Lifelong education is our ancient ideal in the history of civilization, but Adult Education as an organised social movement is of comparatively recent origin. The great importance of the movement at present is due to the increasing co-operation of the public and volunteer agencies for the betterment of the intellectual climate of the people. Pressure and change have made it necessary for civic leaders to take stock of the opportunities for self-education and to help men and women to continue their intellectual development.

In the present enquiry an attempt is made to study the attitude of people towards Adult Education by questionnaire method. Three different questionnaires were framed to cater to the needs of three different types of people engaged in Adult Education—the Adult Education teachers, adults attending the centres and adults not attending the centres. Analysis of the replies to these questions from a fairly good sample, it is hoped, will reveal certain interesting facts.

The Questionnaire Method

The questionnaire directed to Adult Education Teachers is divided into two parts, one pertaining to personal particulars of a general nature like name, age, sex, area etc. and the other for details regarding opinion towards Adult Education. Two different methods were adopted to collect replies to the questionnaires. The first one was by the interview method where the teacher were interviewed at the respective centres by the

has been, from time to time, reviewed in this journal and the general defects have been drawn attention to. We may not repeat them here.

The Andhra State can get very good assistance from the Honorary Organiser, Andhradesa, who is rightly

recognised all over India as an authority on Social Education. We hope the new State will avoid the defects that have arisen and reorientate the Adult Education policy with a view to achieving progressive integrated rural life for the people of the State.

The Two New Education Ministers.

With the formation of a separate Andhra State the Education Minister of the composite State has gone out of office. Sri S. P. B. Pattabhirama Rau has assumed charge of Education in Andhra and Sri C. Subramaniam has done it in Madras. Sri Pattabhirama Rau was a member of the Senate and Syndicate of the Andhra University for 12 years and has evinced considerable interest in

Education even otherwise. Sri C. Subramanyam is a veteran Congressman and was closely connected with the Adult Education movement as President of the Coimbatore District Adult Education Association for long. We welcome both and hope that under their care Adult Education will get that fillip which will make it a real mass movement forming part of the integrated life of our villages.

investigator and the other was by mailing the questionnaire to the teachers concerned. The interview method failed to evoke replies in some cases for example in regard to questions pertaining to personal particulars like caste, educational qualifications, income etc. Such incomplete questionnaires were discarded in the final tabulation of results. One hundred questionnaires were mailed to teachers, but there were only 27 replies. Three such replies were incomplete in details and were discarded. On the whole 132 replies were collected from the four linguistic areas of Madras State. The sample included 96 men teachers and 36 women teachers. They were drawn from urban, semi-urban and rural areas. The distribution of teachers according to the area in which they worked was as follows: Urban 20.5 per cent; Semi-urban 28.0 per cent; and Rural 51.5 per cent.

The age ranges of the sample are shown in Table No. I.

Table I :—Age range of the sample.

Range	16-20	21-25	26-30	31-35	36-40	41-45	46-51	51+
Freq.	36	20	16	16	12	20	8	4
Percentage	27.3	15.2	12.1	12.1	9.1	15.2	6.1	3.0

From the table it is seen that one fourth of the whole group are from the 16-20 age group. It is really interesting to note so many young people taking to Adult Education. They are mainly college students and women teachers in Elementary Schools. On the other extreme we have 3.03 per cent of teachers who are of the age 51 and above. The table indicates a gradual drop in the percentage of teachers, as the range advances. Nearly 65 per cent of teachers are of the age 35 and less. The mean age for the whole sample is 30.05 years.

When we analyse the sample according to sex distribution we find the men-women teachers ratio is nearly 3:1. This may be just an exaggeration as the number

of women teachers engaged in this field according to popular notion is comparatively small.

Much has been talked about caste and community nowadays. The Adult Education movement being non-communal non-political and non-sectarian in character the following table reveals how all castes and communities work together in a team spirit.

Table II :—Distribution of sample according to religions and castes.

Religion and Caste	Freq.	Percentage
<i>Hindu</i>		
Mudaliar	39	28.63
Brahmin	31	23.48
Naidu	10	7.57
Adi Andhra	7	5.30
Yadhava	6	4.55
Reddi	4	3.03
Naicker	3	2.27
Nair	8	2.27
Namboosani	3	2.27
Vysya	2	1.51
Nayanar	2	1.51
Shetty	1	0.75
Harijan	1	0.75
<i>Christian</i>		
Protestant	6	4.55
Catholic	4	3.03
Jacobite	2	1.51
<i>Muslim</i>	8	6.06

Discussion on this topic is not necessary for the table is self-explanatory. It is extremely interesting to note that nearly 10 per cent of the sample is drawn from the backward communities. The fact that 23 per cent of the teachers are Brahmins indicates the great change that has taken place since the removal of untouchability.

Table III below gives an account of the language distribution of teachers.

Table III :—Language Distribution.

Language	Freq.	Percentage
Tamil	56	42.42
Telugu	40	30.30
Malayalam	17	12.88
Kanarese	15	11.36
Urudu	3	2.27
Konkani	1	0.75

The sample survey is quite characteristic of the linguistic distribution of Madras State. Seventy-three per cent or nearly three-fourth of the teachers belong to the Tamil or the Telugu language group. The rest mainly consists of Malayalam and Kanarese groups.

When we consider the main occupation of the teachers interviewed in this survey we find that the main bulk are from Elementary and High School teachers. They together form 48.5 per cent. Teachers in Colleges who have taken to this work form 2.27 per cent of the sample. There is a category of professional Social Service Workers who stand next in order to teachers. They represent one-fifth of the total number of teachers engaged in this profession.

One section of Adult Education experts say that Elementary School teachers are unfit to teach adults. The type of approach needed for teaching adults is different from that for the child, they say. The fact that the majority of the Adult Education workers are Elementary School teachers must be considered seriously. They cannot be sent away from service. At the same time attempts must be made to make the best use of their services.

Students at College level are also good Adult Education teachers. They represent 12.89 per cent of the sample. One clear fact that is noticeable in the case of the students is that their enthusiasm is short lived. They very rarely engage themselves in sustained work, but during the period

in which they work they contribute something really valuable :—

Among the other people who are engaged in this work are : Merchants 6.83 per cent, Clerks 3.79 per cent, Municipal Councillors 2.27 per cent, Sanitary Inspectors 2.27 per cent, Peons, Artisans etc, 2.27 per cent.

The general education level of the teachers engaged in this work is shown in Table IV.

Table IV :—Educational qualification of teachers.

Education	Freq.	Percentage
E. S. L. C.	46	34.9
S. S. L. C.	31	23.5
Intermediate.	29	21.9
Graduates	19	14.4
Post-graduates.	7	5.3

This table follows the same trend as the main occupational level of the group.

Analysis of the income level of the sample reveals the following facts. About 34.9 per cent of the teachers are having income less than Rs. 50 per month. Nearly two-third of this category come from rural areas. Other income groups are shown in Table V.

Table V :—Monthly income of Adult Education teachers.

Income per month	Freq.	Percentage
Rs. 50 and less	46	34.9
50 — 100	33	25.0
100 — 150	16	12.13
150 — 200	12	9.09
200 — 250	4	3.03
250 +	1	0.75

Besides the number indicated in the table, 20 out of 132 teachers, i.e., 15.15 per cent are dependents. They are mainly student volunteers with the exception of one social service worker.

Nearly 60 per cent of the sample are having a monthly income of Rs. 100 and less. They have taken to Adult Education because it pays them something extra. Only 23 per cent of this group work on an honorary basis. Better pay is sure to make teachers take keener interest in Adult Education.

One of the questions asked in the survey refers to the number of years the teacher has worked in Adult Education. The replies to the answer ranges from two months to 17 years. The scores are given in Table VI.

Table VI :—Number of years worked in Adult Education.

Range in years	Freq.	Percentage
0 — 1	40	30.30
2 — 3	32	24.24
4 — 5	28	21.20
6 — 7	4	3.03
8 — 9	16	12.12
10 +	12	9.09

The majority of teachers working in the first age group i.e., 0—1 year, are student volunteers. On the other extreme those who have spent more than 10 years doing this work are politicians, professional Social Service workers and teachers in Elementary Schools. The table indicates a gradual drop in per centage as the number of years engaged in Adult Education work advances. The drop of the per centage at 6—7 year group may be due to defective sampling. A general analysis of the table reveals that more than three-fourth of the teachers have worked for five years and less. This may be due to increased interest evinced by the

Government in Adult Education since independence. The mean number of years spent on Adult Education by the whole sample is 4.6.

Corresponding to the increase in the number of years worked there is also the increase in the number of adults taught. This is shown in Table VII.

Table VII :—Showing the number of adults taught per teacher.

Range No. of adults taught	Freq.	Percentage
1 — 5	52	39.33
6 — 10	30	22.73
10 — 15	21	15.91
16 — 20	13	9.90
21 — 25	10	7.57
25 +	6	4.55

The table shows that more than 75 per cent of the sample have taught adults less than 15 spread over a period of three years. 39.33 per cent have taught for less than five years, whereas only 4.55 per cent of the sample have taught greater than 25 adults, the maximum being 56 in the case of one teacher who has worked for seven years.

The mean number of adults taught by the whole sample is 9.07. Considering the mean of the previous sample, that is, 4.06 years, we find on an average each teacher teaches 2.39 adults per year. This result is quite alarming considering the amount of energy and money spent on Adult Education. A large sample may give us real insight into this factor. Attempts must be made in the right direction to increase this turnover.

The question "Why adults come to the centre" elicited the following replies: Many reasons were given and the frequency of such replies are tabulated in Table VIII.

Table VIII :—Reasons for the "Adult attending the Centre".

Reasons	Freq.	Percentage
For general knowledge (discussion of current affairs, newspaper reading etc.)	60	45.45
For becoming literate	36	27.27
For friendship and social gathering	28	21.21
Listening to Puranas and the epics	20	15.15
Better wages and promotion in jobs	16	12.12
Recreation (music, film shows etc.)	12	9.09
Compelled to come	2	1.51

The fact that Adult Education must not be merely literacy-centred is clearly brought out in the present table. Only 36 out of 1932 teachers lay emphasis on the literacy part of the Adult Education movement. The majority, nearly 45 per cent, say that adults attend the centre for general knowledge. It is interesting to note that only 12 per cent of the adults attend the centres for recreation. An analysis of the survey conducted on the adults attending the centre is necessary to check this statement.

12.12 per cent of the replies state that adults attend the centre in the hope of better promotion and jobs. The teachers state that such adults regularly attend the centre and are even quicker to learn. Financial incentive is one of the best incentives possible in creating greater interest for Adult Education. Some of the adults suggest that even an increase of Rs. 2 in their monthly earning is sufficient to prompt them to attend Adult Education centres. This suggestion is worth considering if we are to engage in a large scale nationwide campaign of Adult Education.

Two teachers who replied to this questionnaire state that adults attend the centre under compulsion. When they were interviewed personally they remarked that they were forced to invite adults so as to get Government recognition of centres.

The motives of adults attending the centres fall under four categories—practical, cultural, patriotic and religious. The

practical motives include reading letters from relatives and friends, writing replies, signing one's own name, protecting oneself from trickery by being able to read the contracts and mortgages, earning more money, spending more wisely and getting free of debts.

Next in order comes the cultural attractions like reading stories, songs and dramas about kings, saints and heroes. This cultural attraction gives the adult a feeling of self-respect. He listens to interesting newspapers and periodicals and gets into touch with amazing events taking place in India and the rest of the world.

Under the patriotic incentives the teacher lists the interest on the part of the adult to help to make everyone literate. Another important motive for the adults attending the education centre is the religious motive. The centre enables them to read and listen to inspiring religious books.

Any scheme of Adult Education to be successful must take all these factors into consideration.

The following table gives a list of reasons why the adults do not attend the centre :—

Table IX :—Showing reasons why the adults do not attend the centre.

Reasons	Freq.	Percentage
No Leisure	48	36.36
Inferiority feeling (diffident of learning)	28	21.21
Poverty	25	18.94
Old age	18	13.63
Tired after labour	16	12.12
Lack of teachers	13	9.85
Suspicious about centres	12	9.09
Want of free supply of books	8	6.06
Centres being not attractive	3	2.27

30.36 per cent of the replies insist on saying that adults have no leisure to attend the centres. This throws a serious doubt on the working hours of the centre. A survey into this factor from among the adults of a particular locality may to a great extent help in locating when the adults have leisure. The hours for the centre can be arranged on the basis of such

a report. In most cases a one hour period after night meal is found suitable.

Inferiority feeling about their capacity to learn figures is an important reason for the lack of attendance in Adult Education centres. This is a serious problem and can be solved only through greater publicity and enlightened public opinion.

About 18.94 per cent of the replies state that poverty is the third important reason "Why adults do not come to the Centre"? In what way poverty affects attendance is a thing to be seen and enquired into. No fees are charged in the centres and in a majority of cases reading and writing materials are supplied free of cost. This factor as well as the factor of old age must be considered with the factor of inferiority feeling. The present training given to Adult Education teachers has failed to give them an idea as to how they can help the adult in overcoming his inferiority feeling. So long as this question remains unattended to, it is very difficult to achieve success. About 12 out of 132 teachers say that the adult is suspicious about the centres.

The suspicion is based on religious and political motives. One section of the adults comes to believe that by inviting them to attend the centres, the authorities gradually convert the adults to change their religions and political views. Ignorance is the root cause for such suspicions. Unless there is a well-organised publicity campaign no scheme of Adult Education can prove to be a success.

Table X below gives the reasons "Why the teachers took to Adult Education"?

Table X :—

Reasons	Freq.	Percentage
Social Service	67	58.25
For remuneration	36	27.27
Hobby and recreation	35	26.51
For name and fame	18	13.63
Interest in teaching	9	6.83
Duty as Municipal Councillor	3	2.27
Under Compulsion	2	1.51

The results give an insight into the motive behind Adult Education teachers. 58.25 per cent of the teachers work for social service and are mainly drawn from student volunteers and those having a decent income. Next to social service comes those who work for remuneration.

Nearly 50 per cent of the Elementary School teachers have stated that the additional income made them take to Adult Education work as a hobby or recreation. They form 26.5 percent of the sample; 13.6 per cent of the group have taken to Adult Education because they consider it as giving rise to name and fame. Such replies were got mainly from the student volunteers and professional social service workers from urban areas. Compulsion seems to be a factor in 1.5 per cent of the cases. Two teachers have mentioned this to be the reason for their taking to Adult Education. One reports that he has come to have a liking for the movement.

To a question whether the Adult Education movement as a whole is a success or not 82.6 per cent replied "Yes" and the rest answered "No". Those who answered "No" include 6 women teachers and 17 men teachers who have worked in this field for less than 2 years. The initial setback might have made them feel that way.

Many replies were given to the question relating to suggestions for improvement of the existing movement. 28.03 per cent of the sample said that indirect compulsion by Government is necessary to wipe out illiteracy. Other reasons are given in Table XI.

Table XI :—Showing suggestions for improvement:

Suggestions	Freq.	Percentage
Compulsion at Government level to wipe out illiteracy	37	28.03
Employer-employee co-operation	23	17.4
Light Refreshments	21	15.91
Greater publicity for the movement	19	14.4
Increased remuneration for literates	17	12.89
Government financial help	16	12.12
Indoor games	13	9.9
Free reading materials	12	9.09
More teachers	12	9.09
Space for conducting classes	9	6.83
Gramophone records	9	6.83
Kathas and Bhajans	7	5.3
Film shows	5	3.79
Regular inspection by Government Inspectors	4	3.08
Night meals	3	2.27

The necessity for greater emphasis on the recreational aspect is revealed here. It includes indoor games, gramophone, records, kathas and bhajans, film shows etc. 34 persons out of 132 have given this suggestion.

28.03 per cent of teachers report that compulsion at Government level is necessary to make the Adult Education movement more popular. The compulsion can be either direct or indirect. Here a great deal of work can be done by industrial organisations. About 17.4 per cent of teachers emphasise this aspect of employee—employer co-operation. This suggestion is worth trying as an experimental measure.

Light refreshments (15.91 per cent) and night meals (2.27 per cent) are also mentioned in the suggestions for improving attendance. Attempts in this direction are made in some elementary schools—the results will have to be examined with the amount of money spent in order to assess whether such a plan is workable.

Greater publicity for the movement is necessary says 14.4 per cent of the teachers interviewed. Here official and non-official agencies must co-operate in organising publicity campaigns. The South Indian Adult Education Week seems to have made some headway in this direction.

Increased financial remuneration for literates as distinguished from the illite-

rates is mentioned by 12.89 per cent of the samples. This is a point worth trying for, at least in some private firms.

Other suggestions for improvement include; Government financial help 12.12 per cent; free reading materials 9.09 per cent; greater number of teachers 9.09 per cent; space for conducting classes 6.83 per cent and regular inspection by Government Inspectors 3.03 per cent.

This brief survey has given us lot of materials for further study. The conclusions cannot be said to be completely reliable unless it is administered to a much larger sample.

Conclusions.

1. 82.6 per cent of the sample interviewed say that the Adult Education movement as a whole is a success.

2. Inferiority feeling seems to be the main reason for adults not attending the education centres. Greater emphasis must be laid in teachers training centres to help adults overcome this defect.

3. Adult Education Centres should not be merely literacy centres. Greater attention must be paid to the recreational aspect.

4. 4.43 per cent of the teachers interviewed say that direct compulsion by Government and employer-employee co-operation are the only two means to make Adult Education more popular.

The First Anniversary of the Fort Vegetable Market Adult School, Tanjore.

The first anniversary of the Fort Vegetable Market Adult School conducted by the Tanjore Adult Education Teachers' Association was celebrated recently with Sri Gopala Iyer, the District Educational Officer, Tanjore, in the chair. During the years 20 adults have passed out of the school and 30 more will shortly be completing the course. Sri A. R. Subramania Iyer, trained teacher in charge of the school, welcomed the gathering. The trained adults read out and spoke on various subjects. The chairman complimented the Association on the successful work turned out and wished them god speed as also other departmental officers.

Sri O. A. Narayanaswami, the President of the Taluk Association pointed out that considering the volume of illiteracy in the country and the paucity of trained men, it was necessary that the adults trained should effectively follow up the training and should work on the ideal of "Each One Teach One" and in turn take up the work one after another any on the great task of obliterating illiteracy, returning the trained teachers for work in other centres. He also stressed the need for adults learning to read and write; the adults should also be encouraged to frequently meet and talk and discuss on matters of current interest. With a vote of thanks by Sri Sarangapani Naidu, the Secretary of the Association, the meeting terminated.

The Asoka Society's 'At Home' to Mr. B. D. V. Ramasawmi Naidu

On Sunday 11th October 1953, the Asoka Society, Madras, was 'At Home' to its new President, Sri B. D. V. Ramasawmi Naidu, a former Sheriff of Madras, in Woodlands, Mylapore, Madras. Dr. P. V. Cherian, President, Madras Legislative Council, Sri V. Bhashyam Aiyangar, M.L.C., Messrs. Paul, C. Sherbert, Everett, M. Woodman and George E. Miller of the United States Information Service, Sri N. S. Arunachalam, I.C.S., Collector of Madras, Mrs. Ida Chambers, Sri K.S. Ramaswami Sastri, Sri T.J.R. Gopal, Organising Secretary, South Indian Adult Education Association, Sri A. G. Vilva Roy, former Adult Education Officer, Madras State, and Sri M.R. Perumal, Adult Education Officer, Madras State, were among those present. Sri M.A. Manickavelu Naicker, Minister for Revenue, Madras State, presided.

A group photo was taken. After tea, proceedings commenced with a prayer song sung by Kumari Indrani and Baby Seetha.

Professor T. Dhanakoty, welcoming the gathering, gave an account of the Social Service work that the Asoka Society had been doing since its inception with unabated enthusiasm and encouraging results ensured by a band of voluntary workers who were seized with a passion for Social Service. Referring to the Chief Guest the Speaker said: Sri B. D. V. Ramasawmi Naidu was a well-known person in the realm of Commerce and Industry and in the sphere of social life dominated by businessmen; he was scion of a family whose forbears had held positions of influence, responsibility and trust in European establishments; he had toured in several countries of Europe and added to his already plentiful store of business experience and knowledge of men and things; he had been a member of the Central Board of the Reserve Bank of India; he was appointed Sheriff of Madras for a term in recognition of his high status in the business world. Sri Naidu was quiet and unostentatious by disposition and temperament; if he was not noisy it was because he was full to the brim and not an empty can; he had all the traits of a gentleman born, simple, unobtrusive and unoffending. The Asoka Society was happy and proud that it had secured such a distinguished person to be its President.

Sri T. M. Paramasivan read out the messages received, wishing the function success, from Sri K. Venkataswami Naidu, Minister for Religious Endowments, and former President of the Asoka Society, Dr. U. Krishna Rao, Minister for Industry and Transport, Chevalier J. L. P. Roche-Victoria M.L.A., and others.

Sri Manickavelu Naicker, the Revenue Minister, addressing the gathering, said: The Asoka Society had chosen the right field for rendering Social Service, and was doing creditable work. No form of Social Service was more fruitful and urgent, to a growing democracy based on Adult Franchise than Adult Education. Illiteracy among adults in India was very wide and deep-rooted, much more so among adult women than among adult men. If adult women were made literate the volume of illiteracy would decrease rapidly. Indeed Adult Franchise itself had given a fillip to Adult Education effort; it had made the adult voters conscious of their strength and made them thirsty for knowledge. He was proud to own that he had been elected a member of the Madras Legislative Assembly mostly by women voters.

Sri T. Purushottam, M.L.C., spoke on the aims and ideals of the Bharat Sevak Samaj and suggested that Social Service organisations should promote and conduct Students Camps for getting constructive work done in rural areas.

Sri G. Harisarvatham, Director-elect of the Indian Adult Education Seminar, urged concentration of everybody's attention on Adult Education effort which was the supreme need of India and which alone could help solve her many complicated problems.

Dr. V. K. John said Social Service organisations and workers should take up and tackle specific problems; for instance, they could endear themselves to skilled workmen like cobblers and help them with loans.

Srimati Nallamuthu Ramamurti said Social Welfare agencies had a vital part to play in making India healthy and strong, harmonious and stable, happy and prosperous.

Sri B. D. V. Ramasawmi Naidu, the chief guest, thanked the Asoka Society for

A Delightful Garden Party



Photo taken on 11-10-1953 when The Asoka Society entertained its President, Mr. B. D. V. Ramasawmi Naidu at Woodlands Hotel, Mylapore. Messrs. K. S. Ramasawmi Sastriar, G. Harisarvatham, V. Bhashyam Aiyangar, Dr. V. K. John, Hon'ble Minister Mr. M. A. Manickavelu Naicker, Dr. P. V. Cherian Mr. N. S. Arunachalam, I. C. S. (Collector of Madras), Mrs. Nallamuthu, Mrs. Ida Chambers, Mr. M. R. Perumal and others are seen in the photo.

Delhi Seminar on problems of Social Education workers

The Delhi State Adult Education Association organised its first Seminar on "Problems of Adult Education Workers" from September 21st to 26th 1953. The Seminar was inaugurated by Chaudhry Brahm Prakash, Chief Minister, Delhi State on 21st September at the Social Education Department of the Delhi Municipal Committee. Shri K. G. Saiyidin, Joint Secretary, Ministry of Education, and President of the Delhi State Adult Education Association, presided. Dr. A. N. Banerjee, Director of Education, Delhi State was the Director of the Seminar.

Inaugurating the Seminar, the Chief Minister warned the workers against underestimating the intelligence of the illiterate adults. He suggested that a sympathetic understanding of their social and intellectual needs was the only way to win their co-operation.

Chaudhry Brahm Prakash paid a tribute to the late Shafiq-ur-Rehman Kidwai, who had realised that a mere literacy campaign would not meet the challenge of preparing the people to shoulder the responsibilities of citizenship in a free democratic India. Concluding, Chaudhry Brahm Prakash welcomed the co-ordination of activities of the various Social Education organisations in Delhi, by the Delhi State Adult Education Association.

Dr. A. N. Banerjee, the Director of the Seminar, explaining the purpose of the Seminar, said that the Seminar was convened to pool the experiences of Social Education workers so that solutions could be found to various difficulties experienced by them in their day to day work.

Mr. K. G. Saiyidin who presided emphasised the need for understanding the psychology of the people in order to win their co-operation. He said that the Social Education centres could be most effective if the people themselves managed them. The role of the Social Education workers should be mainly to provide the necessary lead.

The Seminar was attended by over 75 Delegates and Observers representing the

Social Education Department of the Delhi Municipal Committee, the Social Education Department of the Delhi State, Idara Talim-O-Tarraqi, the Indian Co-operative Union, New Delhi Social Education Centres run by Mr. Basrurkar, Delhi Public Library, Vallabhbhai Patel Library, Narela, and Hardinge Library, Delhi.

Discussions at the Seminar were held for three days in five groups, each under a Chairman. The groups discussed: 1. Attracting people to the Centres, 2. Organising Educational programmes in the Centres, 3. Survey in the locality, 4. Working within the community and getting their co-operation, 5. Finding material and supplies for activities in the Centres.

Group No. 1 was led by Mr. M. C. Nanavatty, Chief Educational Officer, Delhi Municipal Committee. This group suggested that to popularise the Social Education centres it was necessary to provide educational guidance to ease the social and economic needs of the participants at their homes. It was felt that unless the educational programme was directly geared to the economic and social conditions of the participants the problem of attracting more persons to the centre would not be solved. A re-orientation of the whole programme of Social Education was therefore called for.

While it was realised that it was not the task of Social Education centres to provide facilities of employment, it was, however, felt that the Social Education centres should

provide educational facilities on various occupations in the community and acquaint the participants of the various resources of the community so that gradually the participants may be able to develop their own economic life.

It was felt that the real problem of literacy was the problem of post-literacy, and greater attention should be paid to the post-literacy work with the help of suitable post-literacy literature.

With regard to the methods of organisation it was felt that as a rule informal education through recreation would facilitate greater participation. The organisation of various informal voluntary groups on the basis of interest and age should be encouraged.

The second group was led by Mr. Sohan Singh Assistant Educational Adviser, Government of India. This group recognised the imperative need of local leadership and felt that the Social Education worker should provide opportunities to various persons in the locality to work with him in organising activities in the centres. The Social Education worker should gradually pass on responsibilities to these persons. The Seminar agreed that the proper way in which the community development should take place is through group efforts.

Shri M. S. Gore, Principal, Delhi School of Social Work, was the leader of the group discussing survey as an important work of the Social Education centre. The group felt that a comprehensive survey should give more than mere indication of the literates and illiterates in the community. Questions relating not only to individual members of the family, their age, education and leisure time activities, but also questions relating to the entire community, its local, its sanitary facilities, its general standard of health, education, housing, cultural activities, its likes and dislikes should be established. An assessment of the kind of facilities for recreational, educational and cultural activities that already exist in the community should also be made. The survey should therefore cover not only individuals and families, but also the whole community. In order that this survey should be undertaken successfully it was necessary that the workers undertaking the survey should be given proper training.

The fourth group was led by Mr. Jagdish Singh, Social Education Officer, Delhi State. This Group recommended that the Social Education worker should try to find out by personal contacts the problems of the locality in which he was working and should help the residents to find a better way to deal with their problems. He should establish good relationship with the various organisations, official and non-official, (but not religious and political) and should try to get their co-operation.

It was emphasised that elected and natural leaders should be given due importance and recognition by the Social Education worker, but the latter should never get himself entangled in the rivalries of various leaders. In order to have the co-operation and support of all the influential people in the locality, it was thought necessary to form a Central Council which should consist of conscientious and responsible persons.

Shri Neki Ram Gupta, Social Education Officer, Delhi Municipal Committee, was the leader of Group 5 which discussed the problem of finding material and supplies for activities in the centres. On this problem the Seminar felt that the centres were being run to create community life within the locality, therefore it was just and proper that Government and Municipal agencies should take up the work of running the centres for some time till conditions were created when the work could be handed over to the community. The Seminar drew up a suggestive list of the needs and requirements of the community centre, its equipment, accommodation, literature fund, etc.

The Seminar concluded on Saturday, the 26th September with a valedictory address by Lala Sham Nath, President, Delhi Municipal Committee, who emphasised the importance of a research and training centre for the Social Education workers. He expressed his happiness over the deliberations of so many official and non-official agencies who had sent representatives to the Seminar, and said that the Seminar, method was remarkably successful in finding out the real problems and working out their solutions.

Earlier, Dr. A. N. Banerjee, the Director of the Seminar, read out the report of the Seminar giving in detail the discussions and recommendations of each of the five groups.

the honour done to him and promised his best co-operation in its activities.

Sri T. Neelakantan, Secretary of the Asoka Society, proposed a vote of thanks.

Kumari Rani, Kumari Jamuna and Baby Geetha sang the janaganamana; while Sri V. Srinivasa Aiyangar and party provided orchestral music.

News and Notes

To 'Adult Education Review' Subscribers

With the current October 1953 issue the *Adult Education Review* completes the fourth year of its careers. Subscribers are earnestly requested to continue their co-operation and remit their subscription for the ensuing year.

The Social Welfare Conference.

Sri O. Doraiswamiah, B.A., B.L., Advocate, and Honorary Secretary and Treasurer, North Arcot District Adult Education Committee, Vellore, was delegated by the South Indian Adult Education Association to attend the International Social Welfare Conference held recently near Vellore. He was a member of the Tribal Welfare and Social Defence Sub-Committees.

Adult Education Centre, Peravoor

The Adult Education Centre, Peravoor, celebrated the Puja festival on 16-10-'53. The adult pupils of the centre staged a farce "Landlord and tenant", which attracted a large audience and elicited appreciation. The Adult Education Worker

in charge of the centre thanked the public for the co-operation they had been giving.

The U. N. O. Day

The United Nations Day was celebrated by the Asoka Society, Madras. Sri Neelakantan, Secretary of the Society, presiding, a public meeting was held in the premises of the Society's Adult Night School, and Sri T. J. R. Gopal, Organising Secretary, The South Indian Adult Education Association, delivered a lecture on "The U. N. O. is functions and activities."

The South Indian Adult Education Conference

The Executive Committee of the South Indian Adult Education Association, the sponsoring organisation, acting in consultation with the Reception Committee already formed and functioning at Tirupati, has arranged to hold the Ninth South Indian Adult Education Conference at Tirupati during the second week of December 1953. Professor N. G. Ranga, Member of Parliament, will preside over the Conference. Further details will be announced in due course.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படும்பாடு]

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