



ADULT EDUCATION

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ADULT EDUCATION REVIEW

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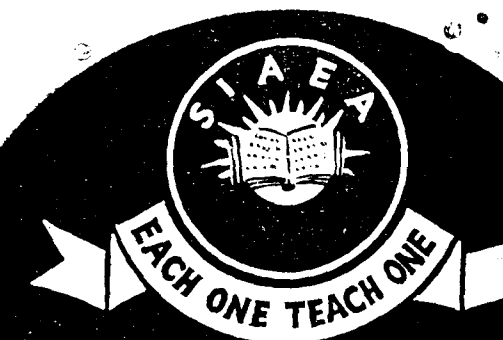
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Neither Social Education nor
Democracy can be made a
Success without Adult Literacy

People who wax eloquent about Social Education being given priority over Adult Literacy, incidentally almost discouraging and ridiculing the latter, have not done full justice to the subject.

It is wrong to imagine any divergence between Primary Education and Adult Education which are complementary and must receive equal attention. Neither the one nor the other can be neglected, in terms of priorities. With his cultivated mind, the adult can come literate within three months, and then make progress through self-education. The crux of the problem is to make the adult see the value and urgency of literacy which is the key to all knowledge.

S. A.



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THE SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MADRAS

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OFFICIAL REPORT READY

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

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(All Correspondence should be addressed to the Organising Secretary)

Vol. V

NOVEMBER, 1953

EDITORIAL

The Fourth Indian National Seminar, Bikram (Bihar)

By far the most democratically conducted Indian National Seminar so far on Social Education appears to be the Bikram Seminar over which our Editor Sri G. Harisarvothama Rau, M.A., presided as the Director. The Draft Working Paper he had prepared was itself very exhaustive touching all types and varieties of Social Education Work, and reviewing much of the training that is now in vogue in the country. Suggestions and criticisms having been received, he tried to incorporate every point that was urged. At the Seminar the Delegates were all divided into five Groups and Leaders were elected by the Groups themselves. Following the lines of the Working Paper the subject was divided into five Sections. Though the subject was so divided each one of the Groups was required to discuss all the Sections at one Section a day. Reporters were appointed in every Group. The Leaders received assistance from these reporters and prepared a report of the discussions in the Group for the day and sent it on to the Secretary-General who prepared a consolidated report out of the five distinct Group reports. It was brought before the Steering Committee which consisted of the Director, the Associate Director, the Secretary-General, five Leaders of the five Groups and three others. The Leaders were first required to read the consolidated report and tell the Steering Committee whether the report was essentially true to the position taken up by the Group. They supplied, at that stage, any deficiencies and corrected any small inaccuracy. A sub-committee of the Steering Committee went through the draft and touched it up in regard to the language. The Steering Committee considered the final form and put it before the succeeding Plenary Sessions. The Plenary Session discussed the paper presented, and approved of it as its own Recommendation. While the Groups were in session the Director and the Associate Director constantly went round, assisted the Groups when requested and occasionally made suggestions.

It is reported that this system worked admirably well. Every Delegate had his day in every topic, if he chose, both in the Group discussion and in the Plenary Session, though there is no doubt that sometimes the old guard could not help assuming some importance.

The Bikram Seminar was also a departure from the usual in that it was held in rural atmosphere. The place chosen was about 32 miles from Patna. Not only that, it is actually the premises of a Basic Training institution. There was all the simplicity of a rural area in most matters, even the Sanitary arrangements being of the Gandhian type. The rural atmosphere was a bit marred, however, by the food arrangements made, which were in the hands of a metropolitan caterer from Patna, with all the paraphernalia of plates, forks, spoons, chains and tables and a charge of Rs. 5-8-0 a day. This was felt as incongruous and expensive. The Seminar was unanimous in its opinion that food arrangements more in keeping with rural life should hereafter be adopted. In other matters also some difficulty would appear to have been felt. The place being too far from a proper urban centre, a good library was not within easy reach and the difficulty of transport also was badly felt, more especially when for some reason or other, the arrangements made by the Reception Committee broke down somewhere. Therefore, it appears best that the rural place chosen should be such as does not present transport problems. Such defects as have appeared should be avoided. But the swing should not be to holding the Seminars outside rural areas, in towns and cities.

However well a working plan may be devised there still remain some defects. Difference of opinion is always found to be there—due to different outlooks and different temperaments. The Groups were therefore called upon to make their own suggestions in regard to the conduct of our Seminars. Such suggestions as were made have been referred to the Indian Adult Education Association. The Association has been requested to circulate a questionnaire to members based upon these suggestions and codify what may be called procedural details for the guidance of future Seminars.

The Seminar, within the time allotted to it, could not surely prepare detailed syllabuses to cover the whole field of Social Education. It could but frame schemes in regard to different types and different aspects of training and leave the work of drafting syllabuses to an expert Committee. It is to be hoped that this Committee will prepare the syllabuses required sufficiently early.

A number of papers were read at the Seminar. A few of them were in general terms and a number more were experiences narrated by field workers. The discussions were very lively, more especially on the paper on literacy read by Sri A. G. Vilva Roy from Madras who advocated a separate literacy service. Talks were given by certain eminent friends like the Education Secretary, the Commissioner, Patna, etc. The House asked them questions after the talks and a very friendly exchange of views took place. The Education Secretary appeared to have devoted much thought to the problem of Social

(Continued on page 12)

Adult Education is essential to the growth of Democracy

Sri T. Madhiah Gowda's Broadcast

The following is the full text of the Broadcast at the A. I. R. Mysore on the 19th October 1953 by Sri T. Madhiah Gowda, M. P., and President of the Mysore State Adult Education Council, Mysore:—

Adult Education has engaged the attention of all thinking men in the East and the West. To educate a child is to educate a future citizen; but to educate an adult is to educate the immediate citizen. It is rightly said that what sculpture is to a block of marble, Adult Education is to the developed human soul.

The education of an adult disinters and brings to light the good and the great concealed in him. The Adult Educationist, more than a teacher in the school, disciplines the feelings, restrains the passions, inspires the worthy motives, instils the profound religious feelings and inculcates the pure morality in the adult and trains him to be a worthy citizen of a democratic country. There are many threats which corrode in the social fabric of any free country. One such threat is illiteracy. The intellectuals, the political leaders and the well-wishers of a country have to put their hearts and heads together to face the stupendous task of educating the adults.

The Western Nations such as the United States of America and the United Kingdom, foster the growth of Adult Education more than any other country. In the United States of America where almost everybody is a literate, at least 10.3 of the population, it is said, is regularly attending Adult Education classes. In England the allotment for Adult Education in the education budget is nearly 25 per cent of the total budget. Needless to say that in a country like ours where 85 per cent of the total population are illiterate and steeped in ignorance, the problem of Adult Education is the first and foremost to be dealt with.

Demands of Democracy

We have accepted in our Constitution, a democratic Republic for our country which implies that the life is to be planned on democratic principles. It is impossible that ignorant people can ever hope to build up a stable democracy. The Democ-

cratic way of life is based on the presumption that every one, without exception whatsoever, should participate in the life of the State and contribute his or her mite intelligently to its growth and progress. Such intelligent contribution can never be imagined in a country the bulk of whose population is illiterate. The uneducated or the ill-educated will be a burden to the country, and will contribute in a very great measure to the degeneration of democracy. In the interest of democracy it is essential to educate the uneducated adult. The education of the adult teaches him to live a fuller, richer and more interesting and useful life than otherwise, and also it equips him for a more intelligent citizenship in a democratic State. It endows the lives of adults with the inspiration of a living mission. The system of Adult Education should meet the requirements of the individual first and then those of the society. The Adult Educationists plan their system after having studied the multi-phases of life,—the individual's curiosity on political, social, economic, scientific, ethical, religious and philosophic planes. They endeavour to stimulate, enrich and open up new vistas and enlarge horizons and influence curiosity. Their endeavour will result in the improvement of the country's cultural life. It is a recognised fact that education is a life-long process, directed towards better realisation of life.

A Political Necessity

With the advent of Sovereign Democratic Republic, Adult Education has acquired a political necessity in our country. In a democratic form of Government,

public activities have ultimately to receive sanction from the common man. The adult franchise which enfranchises every adult, either educated or uneducated, is laid down in our Constitution. It is a great act of faith. This act of faith is fully justified, and it is to be justified for all time to come. The adults should be made to exercise their franchise discreetly. It is too much to expect that the illiterate and ignorant mass of people do always exercise their franchise intelligently. A demagogue always awaits to exploit the gullible public. There is nothing more dangerous to the stability of a country than the demagogue arising and converting the illiterate and the ignorant mob to his side. We ought to prepare ourselves against such dangers and risks which beset a nation. The hard-own freedom might be lost sooner or later, if we do not educate our adults and train them to exercise their franchise discreetly. Illiteracy represents a sore spot in the body politic. Hence, all reasonable men have to agree that the education of the masses must be regarded as of supreme importance and given top priority among the functions of the Government.

There is another reason why education should be spread rapidly among the masses of our country. We are far behind the countries of the world economically and socially. If one looks at the advanced Western countries, perhaps, one has to accept that we are still at the stage of passing from the medieval to the modern. The progress of our agriculture and industries is far from satisfactory. The condition of our people—both agriculturists and labourers—is anything but satisfactory. The chail penury of our people is undoubtedly at the root of all these evils. The removal of poverty depends upon the efficiency and increased skill of the workers. How are we going to make them more efficient and produce more? It can be done only by filling their empty minds with a keen desire to advance. The advancement of a country depends upon the economic conditions. Economic stability depends upon the education of the mass of our people. National progress depends upon the individual's industry, energy and upright-

ness and national decay is due to individual idleness and selfishness, which are all the seeds of illiteracy. It is absolutely essential that India's masses should be educated at the earliest possible time.

Antidote to Social evils

Adult Education is needed to tone up the social life in India. The ignorance of the masses is mainly responsible for many social vivisections, dreadful superstitions, the shameful system of untouchability and a host of other customs and practices injurious to the stability of a country. No lover of the country can tolerate the persistence of the social and economic evils any longer.

Adult Education helps an individual to keep in touch with the culture of a country. The cultural content of Adult Education needs to be mentioned when we are talking about the importance of Adult Education. Culture is the way of life of a people from birth to the grave, from morning to night. The culture of a country is the characteristic way of its life. Though the marks of culture are gradually modified by time and contact, the distinctive core tenaciously persists. Indian culture has a great tradition. It is found in the lives of our great epic heroes. Our epics appeal to our sense of moral and spiritual values. The aim of our Adult Education is to harness these great literary works and put them across to the people in the light of the contemporary way of life. Similarly, the emotional content of Adult Education should consist of equipping the people with capacity to appreciate and enjoy other forms of literature such as poetry, drama, fiction and also fine arts like music, dance and painting.

It is the aim of our national leaders after independence has been won to rebuild our country on the foundations of our rich and ancient traditions and culture, in order that India might shine like a bright star in firmament of nations. It is a foregone conclusion that no material advancement is possible in a country where colossal ignorance and illiteracy exist. If our Co-operative movement has not taken root for the last four or five

decades inspite of the best efforts, if our cottage industries have not thriven in spite of many sincere attempts, if our economic condition remains at its lowest ebb, if our children's welfare and education remain still a dismal tale, it is because of illiteracy and ignorance. If there is any one panacea for all these innumerable evils, it is the education of the adult, and Adult Education only. Our people are the makers of our country, and they get the Government they choose. They can no longer afford to remain in a slothful mood saying, "What does it matter, whether Rama rules or Ravana rules?"

Education is the only method by which an individual can rise to the very height of his capacity. When we talk about the uplift of the masses, we must provide them an opportunity to educate them, so that they should be able to realise and achieve the best that is in them. Education is the only instrument, and powerful instrument too, to enable the individual to realise his destiny, his capacity, his ability and potentialities to the fullest stature and to contribute his utmost to the good of the country.

Illiteracy must go

Today, when we are talking of Adult Education (or Social Education as it has also been called), we are not talking merely of the eradication of illiteracy. Literacy is only a means and not an end in itself. It is, no doubt, true that in our unfortunate country where only about 15 per cent are literate, liquidation of illiteracy has assumed very great importance. When printing facilities have increased, when our people have more leisure on account of the many inventions of labour-saving devices, when such leisure has to be properly used for reading books and newspapers and when our people, in the matter of the exercise of the franchise, will have to use the ballot papers rightly and discreetly, it is an imperative requirement to make all the adults literate. Our edifice of Adult Education will not stand if we are to build it on the foundation of the people's complete ignorance of the written word.

The ancient methods and media of imparting Adult Education like the village

theatre, the ballad singers, Harikatha institutions, the practice of daily reading of the Puranas on the village pial, known as Vachana, Yatras or the community travel to the places of religious interest, the Jathras or the congregation of people for some religious or social functions, have contributed a good deal for imparting knowledge and providing entertainment. Nobody can deny the fact that the carvings and paintings and the exhibition of dancing in our temples are intended to level up the educational standard of our people.

The efficacy and value of the modern methods of Adult Education are mostly based on scientific aids and they need special mention. They are, apart from the basic materials required for the liquidation of illiteracy, and the printing of useful and proper literature, the film, radio, picture, play cards, posters, lantern slides and gramophone. These have special significance in the movement and will prove with the illiterate masses not only superb attractions to make them assemble in the class-room or lecture hall, but will send home the lessons with greater vividness and speed than can be done by the oral word even of the best educators.

The radio, especially, is a very important adjunct to mass education. Broadcasting is being largely resorted to, for the education of children, as well as the adults in various advanced countries. India, as a vast country with scattered villages, with difficulties of transport, and with a large population to be educated in the very rudiments of literacy and education, offers immense possibilities for educating the adults through broadcasting.

Annual shows, competitions, exhibitions, demonstrations, travelling train shows and museums are sources used to provide education and information by the direct method.

In short, Adult Education is a stupendous task, and it is to be faced by one and all who has a sense of patriotism. He will have to strive every bit of his energy to educate the adults in order to fit them for the enjoyment of their legitimate rights and the discharge of their equally incumbent responsibilities. 'JAI HIND'

All-India Social Education Day celebration in Bombay

The All-India Social Education Day was enthusiastically celebrated on Sunday 1st November 1953 all over Greater Bombay by the Bombay City Social Education Committee with a full day programme of Prabhat Feries, meetings, group discussions, and a debate on compulsion in Social Education. The Government of India had directed that the day should be observed throughout India to give an impetus to the Social Education movement and to whip up public support and co-operation for the movement.

Compulsion in Social Education

In the morning Social Education workers led by Shri K.B. Kasotia, Deputy Social Education Officer, went round in Prabhat Feries in the Delisle Road area. A programme of "Bhoopali singing" was arranged at Parel. At a well-attended meeting of Social Education workers at Shirodker High School hall a debate was held the subject being "To make democracy real and effective the attainment of literacy within five years should be made compulsory for every illiterate person between the ages of 18 and 45 years within five years." Shri K. T. Mantri, Vice-President of the Bombay City Social Education Committee, presided over the meeting. Amongst the persons who participating in the debate Shri S. N. Shrivastkar, M.L.A. Sri P. T. Borale, Smt. Maniben Desai and Shri K. B. Kasotia supported the proposition, while Shri Ram Sahay Pandey, Dr. R. B. More, Shri V. L. Kelshikar and Shri S.W.A. Rizwi opposed it. The resolution was adopted by an overwhelming majority and later on it was unanimously decided to forward the resolution to the Government of Bombay.

Entertainment for Prisoners

In the afternoon, Dr. Mrs. Leela Phadke addressed a meeting of women at Saitan Choki, while Srimati Shuffi Tyabji presided at a meeting of Muslim women at Omer Hall, Nul Bazar. About seven hundred prisoners at Worli Prison were treated to an enjoyable entertainment and culture programme by the Committee's amateur artistes. Shri J. K. Ladivala, presiding over the function, stressed the need of Social Education for all illiterates, but more especially for the prison inmates with a view to rehabilitating them when they would be released.

Social Education Key to Progress

In the evening, Mr. Champaklal G. Modi, President of the Bombay City Social

Education Committee, presiding at the main function of the day at Delisle Road, said: "The very fact that this day is observed on an All-India scale showed the importance of the problem of eradicating illiteracy and ignorance for the masses of India, and the Government of India deserve to be congratulated on their recognising this importance. He said that Social Education was the key to national progress and it was wise that the Government had given a lead to the nation by including it in the Five Year Plan and the Community Projects. Mr. Modi appealed to the backward illiterate people and especially to the women to join the Committee's Social Education classes.

Develop Civic Sense

Dr. T.R. Naravane, Deputy Minister for Prohibition, presiding over another meeting at Siccan Nagar, Vithalbhai Patel Road, said that a proper civic sense should be developed amongst the people by imparting Social Education to them. Mrs. Maniben Desai, Municipal Corporator, promised to start classes for illiterates in the area.

The day's activities terminated late at night with a meeting of Muslims at Mastan Tank, presided over by Mr. Rajabali P. Ebrahim, a leading social worker and businessman. Amongst those who spoke were Mr. S. S. Desnavi, Mr. K. B. Kasotia, Mr. S. W. A. Rizwi. The speakers stressed the greater incidence of illiteracy amongst the Muslims and appealed to them to get educated.

Social Education not an easy task : Mr. M. Pakvasa narrates his experiences

Mr. Mangaldas Pakvasa, ex-Governor of Madhya Pradesh, distributing Training Certificates at the Bharatiya Vidya Bhavan on the evening of 18th October 1953 to successful teachers of the Social Education Training Course conducted by the Bombay City School Education Com-

mittee, said that the educated hardly realise the difficulties which Social Education workers had to face in educating a mass scale. From his experience as a former President of the committee, he narrated an incident which he had to face a drunkard who would not allow his wife to go to the Social Education class and even threatened to kill Shri Pakvasa if he did. However Shri Pakvasa handled it so tactfully that not only did he get his wife to attend the class but later on she herself began to learn and also gave up her habit of drinking. He therefore urged the Social Education workers not to be daunted by the difficulties inherent in such a mass movement but to persevere and educate their illiterate brethren by approaching them in a spirit of love and service. He also appealed to the educated people to break the wall that existed between the educated and the illiterates to help the movement with their services as well as contributions in money.

Social Education Shield

Awarding the G. S. Rao Social Education Shield to Mr. J. D. Desai, Principal of the Gokuldas Tejpal High School and medals to Committee Workers, Shri Pakvasa congratulated him, his staff and his students for their splendid effort in collecting Rs 12,000 in three years for Social Education. "To beg for a worthy cause is no shame, on the contrary it is an honour and matter of pride because the students had begged for a noble nation-building cause. They have thus rendered national service and their example should be emulated by others", said Shri Pakvasa.

Training Course for Social Education Workers

The following is a Report of Training Course for Social Education Teachers and Workers, held in November 1952 :—

Need for Training

Every teacher is not a born teacher. Training is therefore necessary for a teacher whether he may be a Primary School teacher, a Secondary School teacher, or an Adult Education teacher. Perhaps it is more necessary in the case of the Adult Education teacher, as Adult Social Education in its present form is a new thing in our country. The Bombay City Social Education Committee is alive to the need of training for its teachers and

Democracy and Illiteracy

Earlier Shri Champaklal G. Modi, President of the Committee, introducing Shri Pakvasa said along with Shri B. G. Kher. Shri Pakvasa was one of the founders of the Social Education Movement in the city. He said that though the Committee had progressed very much during the last fifteen years, yet its activities were hampered for lack of funds and therefore public support was necessary. "India" Shri Modi said, "was a free and democratic country, but democracy would be a mirage unless 85 per cent of its illiterate people were educated."

Shri B. M. Kapadia, Social Education Officer, giving a report of the Social Education Training Course held in November stated that it was a course conducted in Hindi, Marathi and Urdu and attended by teachers. Out of 500 teachers who appeared for the test 285 were successful. Shri Modi said that it was awarded to the school which made the largest collection during the Social Education Weeks. The school had made the largest collection and hence three years successively won by the shield had been outright won by the school. He announced that the committee to continue the practice.

Mrs. K. Saya proposed a vote of thanks to Shri Pakvasa and Shri K. T. Mantri seconded it.

During the function Miss Kumud Sadhale, a talented singer from Santa Cruz, and other students of the Shradhanand Anath Mila Ashram gave a very enjoyable programme of songs and dances.

workers and it has been therefore, conducting Social Education Training Courses from time to time. Ten courses have been conducted since 1941. One such course conducted for ten days in 1948 was inaugurated by Shri K. G. Sayyidain, the then Educational Adviser to the Government of Bombay. In between, every year courses are held for a week or so were conducted. However with the increased importance and scope of Adult Social Education within recent years, it was felt that a more exten-

sive and intensive training course was needed. A Training Course of this type was organised in October-November 1952 on a fairly mass scale, as many as 775 Social Education Teachers and workers joining it.

Scope of the Training Course

This Training Course was conducted from 12th October to 9th November 1952, with two lectures daily in the evening, most of the trainees being employed during the day in some other work. The course covered the history, principles and practice and methods of Adult Social Education the lectures falling under the following main heads:—(i) History and scope of Adult Education, (ii) Adult Psychology, (iii) Community Centres (iv) Methods in Adult Teaching, (v) Management, discipline and time-table of an adult class, (vi) the problem of attendance, (vii) place of recreation and handicrafts in Adult Education, Audio-Visual Education, (ix) Labour movement and Adult Education, (x) Organisation of the Social Education movement, Bombay, (xi) Related subjects like, Unit-Geography, Science, Health and Nutrition, General Knowledge, Civics.

A fee of Rs. 3 for the teachers and of Rs. 5 for lecturers in-charged for the course. Litter leaders included well-known Adult Education workers like Shri R. and Social Workers of Bombay, Shri S. A. V. Parulekar, Shri K. T. Kar, Shri P. R. Tahir, Srimati S. Panale, Dr. Srimati Lele, Shri R. G. Privedi in addition, of course, to the Committee's officers.

Altogether 50 lectures were arranged in addition to demonstration lessons and other practice work. To suit the convenience of the teachers who came from all over Bombay, the course was conducted at three areas, the centres being: at the G. S. Medical College Hall in Marathi and Hindi and the Grant Medical College Auditorium in Urdu. We are thankful to the Deans of these Colleges for allowing us the use of their halls. Amongst the 775 trainees attending the course, 465 were Marathi speaking, 160 Hindi, 120 Urdu, 15 Gujarati and 15 Telugu speaking teachers. The Telugu and Gujarati teachers attended the centre conducted in Hindi.

Inauguration by Shri Dinkarrao Desai

The course was inaugurated on 12th October 1952 by Shri Dinkarrao Desai,

Government of Bombay. He, the Minister for Education workers training for which, he hoped, would and congratulatory of the movement, nising the speaker, Principal, S. T. increase the talk on the principles of Srimati S. Amongst the members of College, who encouraged the trainees Adult Education Training Centres were Shri the Gov. Prof. V. G. Rao, Mrs. Kulsum by Srimati Anasuya Nadkarni, Shri S. K. T. Kar, Srimati Indumati Chimanlal Say, Deputy Minister for Education, N. gave the concluding address on November 7 during which she touched upon the various qualities necessary for a Social Education worker and appealed to the trainees not to be daunted by the difficulties inherent in the field of mass education. On 9th October in the morning a Sports meet was held and in the evening a Social gathering attended by over five hundred teachers was held when Shri S. K. Patil was the chief guest. He stressed during his speech the increased importance of the Adult Education teacher in a democratic India where new duties and responsibilities had devolved upon the adult population.

Examination Results

A four day examination was held in December 1952 for all the trainees, an additional paper being set for the supervisors of the Committee. The detailed result is given below:

	No. enrolled.	No. appeared.	No. passed.
Language			
Marathi ...	465	253	147
Hindi ...	160	174	96
Urdu ...	120	53	34
Gujarati ...	15	12	Nil
Telugu ...	15	9	7
	775	492	284

It will be seen that out of 775 on roll 492 trainees i.e., 63 per cent appeared for the test of whom 284 or about 57 per cent were successful. Some of the trainees, especially amongst the Hindi speaking teachers and women teachers, had left off their habits of study years back and hence were shy of appearing for the test. Moreover a majority of the candidates had studied only upto the vernacular final

Needless to say the old not secure Course has on the whole Training to improve the standard. Committee's classes. But very much sary is not the organizing in the term courses, but the estab. neces- Training College for Social short of a tion

teachers on a permanent basis preferably in Bombay, where all the facilities exist for instruction being conveniently imparted through the different languages of the State. It is hoped that the Government of Bombay would move in the direction of locating such a college at Bombay to advance the Social Education movement all over the State.

Celebrated in Avanashi

The Social Education week **Celebrated in Avanashi**
fitting manner with the following programme celebrated on 30-11-1953 in Avanashi in a

There was a Students Rally in the morn

ing at 8-30 a.m., in which the students' committee, presented the annual report. The the Basic Training School, Avanashi, Boallowing persons addressed the gathering High School and Roman Catholic aided the following subjects:

High School and Roman Catholic and Higher Elementary Basic School, Avanashi, took part. The procession of students started from their respective schools carrying placards indicating slogans regarding the elimination of illiteracy among the masses and assembled in the Taluk Office compound. There was flag hoisting and flag saluting in the Taluk Office in which Sri A. V. Manicka Mudaliar leading personality in the town and the President of the Avanashi Taluk Adult Education Committee, hoisted the flag and took salute.

Sri R. Rajagopala Iyer M.A., L.T.,
 Master, Board High School, Avanashi,
 detailed account of the Five Year

Depi Paul Jesudasan B.A. (Hons.) L.T.,
 Rang Inspector of Schools, Avanashi
 movement on the Adult Education
 3. In the State.

ture Deradarajan B.Sc., (Ag.) Agriculture, explained the various methods and means of improving methods of cultivation by adopting advanced

The meeting concluded with a vote of thanks by Sri Thangavelu, Revenue Inspector, Avanashi, and with a national anthem by the students of R. C. aided Higher Elementary School, Avanashi. The Committee

The Committee decided to extend the celebration of the Week up to 8-11-1953 and proposed to celebrate the Week at Chokkampalayam of Aur Firka on 8-11-1953.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுப்பாடு]

(Continued from page 4)

Education and could stand his ground. He discussed Social Education affairs with the Director of the Seminar and requested him, it appears, to send the detailed notes he had made in his visits to institutions in Bihar for study. The Education Minister who gave a State Reception to the Delegates made a fervent appeal in regard to the institutional approach to Social Education which the Bihar Government had adopted. It is really a great experience. If members of the staff of Educational, Co-operative and Panchayat institutions take interest and discuss the eight-point programme before themselves and attend at the students of Colleges and could higher classes of High School teachers be interested likewise, a tremendous drive might be given to Social Education as a volunteer field. Numbers could be put in, must be One conditions, however, must be satisfied. All these very earnestly trained. In Bihar. With the attempts are being made that Departmental headway is being made. However, even there, it is a question of the right type of man power being found. Men drafted

"The 5th Indian Education Week" was celebrated on the 30th October 1953, under the auspices of the Asoka Society, Madras when Sri T. Neelakantan, its Secretary, spoke on "Education-State's Responsibility" Film-strips on education were then shown.

The birthday of the Prime Minister of India Mr. Jawaharlal Nehru, was cele-

brated on 14th November 1953 at the Corporation Boys' School, Salaivinayagar Koil Street, George Town, Madras. A large number of pupils of the Asoka Society's Adult Night School and children were present. Sri T. Neelakantan gave an account of Mr. Nehru's life and mission. Film-strip "Nehru in U.S.A." was then shown with necessary commentary. Tea was served to those present.

G. Vilva Roy's Paper

The following paper held last month in Bikram vad by Shri A. G. Vilva Roy at the National Seminar
Refere training a teacher at Patna:—

Before training a worker it is ^{far} ^{Pat} to be clear in our minds on what he is to be trained for, why and how. We must be clear on our objective in the field of the human material that has to take part in realising that objective.

As for the objective, we want to educate the villager or the common man, banish ignorance and poverty and all the attendant misery from his life. The typical villager in India is already a social being and cultured. He has a fund of knowledge acquired through tradition and experience. Often it is found that he excels the Social Education worker in some item of knowledge or other. If he lacks one basic ability undoubtedly, which the worker has in abundance, it is the ability to read and write.

Social Education without literacy would fall short of his requirements essential for efficient living in modern times. Hence while all the time there would be the larger concept of helping the adult live a complete life so as to break asunder all those walls that imprison the human mind we have to give him that most potent means of auto-education viz. literacy.

It must be remembered that the term Social Education was introduced not to keep India illiterate. To rush through Social Education is easy as its results cannot be reduced to concrete figures whereas spread of literacy is a tough and exacting work exposing progress in cold figures. There has of late been a growing flippancy with which some personages have been referring to literacy as a 'mere means to an end' and leaving it there. This has not been helpful to literacy work in the country. Many things are a means to an end; and in turn that end becomes a means to a further end. Literacy, is a worthy means and the earlier an adult is fitted for auto-education, the better would he be able to understand, appreciate and co-operate with the many great nation-building projects that the country is launching upon.

"The role for literacy"

The role for literacy should no doubt be created in the life of the adult before attempting to give him literacy. The caution is particularly necessary in carrying Social Education to our sisters and brothers unfamiliar known as members of the aboriginal and hill tribes in whose lives the typical word has yet to penetrate. Luckily, being very are very small in number in our country. Great Gandhiji said that no adult education should begin or end with literacy. It should not be interpreted in practice as a beginning should at all be made with regard to literacy. This doubt is sociological by the way certain prominent institutions like Workers' training institutions in our country have been working in literacy for decades without an adult sign so far.

The Soc

sign so far.

trained to education worker should be adults want precedence to what the that provision certain centres we see a crusade against use of latrines and are preceded fitting indiscriminately. These certainly from the beginning. workers there do not felt needs and yet ask for them. The Social Educationist cannot fail to recognise the innate but as yet unexpressed desire in the adult today to be able to read and write for himself. He generally knows the why of it and wants to know the how of becoming literate consistent with the dignity of the cultured adult respected in his environment. It would be difficult to realise this truth unless one could forget the literacy for the nonce and mentally go through the series of frustrations endured at every turn due to lack of literacy. Lack of initiative in the masses is often traced to a lack of literacy.

After India become a Republic it is high time we decide whether India should be literate or not. If we decide to have India literate as quickly as we could manage as so rightly enjoyed by the Union Govern-

ment and our great national leaders we must do the work with proper perspective, planning and preparation.

The percentage of literacy in India as per the census of 1951 is 16.6. It was 15 per cent in 1941. So it took 10 years to rise by 1.6 per cent. At this rate to liquidate the remaining 83.4 per cent of illiteracy it would take over 500 years (83.4 divided by 1.6 and multiplied by 10) to make India literate. The Government of India resolved in 1948 of making 50 per cent of the adults literate in five years has not been realised although the five years have gone by. This has happened in spite of the men and money pressed into service during the period.

Reply to criticisms.

Once we decide to make India literate we should do the work well and truly. Some are of the view that literacy campaigns in India are a failure. As the humble workers with vast experience in the field in the country, I differ from this. Before pronouncing a campaign a full planning through preparation and trial with all the necessary facts been tried on such lines. So it is before it pronounce literacy a failure the work is tried. This is not to be in but to already attempted in correct and visualise and put through a dynamic crusade against and aspects of Social Education in got to be there, heritage of India he got to be built up functional literacy task in a big country solidly. This is a

which is being rapidly reach a new height of progress. It has making India life-work of many neglect through a burning desire to begette.

whose hearts which we from far and desire to see it is only a means to an end viz. itself to come to be there.

This big and cultural activity. Once it there was careful planning. was then trained and competent to some of constructing buildings got A with the laudable aims of this beautiful structure but with the task of constructing the building correctly so that those aims could eventually be achieved in

ty. In fact today a corps of building engineers gives its undivided attention to the promotion of scientific construction and structural efficiency of buildings. The work done by such a corps helps give permanence to the objectives of buildings. Let us likewise, mobilise a corps of *Servants of Indian Literacy* as a national brain trust promoting the construction of a literate India in furtherance of all progress and happiness for the large number in the Indian Republic.

The activities of the *Servants of Indian Literacy* would be non-political, non-sectarian and complementary to those of the existing organisations and individuals. Among the many and varied steps that the *Servants of Indian Literacy* may be taking to make the whole of India act as one men to wipe out illiteracy, they would also render expert help to the workers and the workers' training centres to ensure success to the literacy programme.

Minister Subramaniam's views on adult literacy

Re, S. I. A. E. A. felicitations

Sri C. Subramaniam, Finance and Education, said on 22nd November that Madras children should be given first prize if they could spare some resource and of course they could take up Adult education.

The Minister, who was speaking at a party got up by the South Indian Education Association, to felicitate the Education Association, to felicitate the on his taking charge of the portfolio. Sri V. Bashyam Iyengar said that there Education at the Woodlands Hotel had been some difficulty for the Ministers Mylapore, observed that it would Education to get support from the not be possible to solve the problem of Adult Literacy even to the extent of two or three per cent with all their efforts and urged that they should concentrate their attention and utilise their resources in giving the adult a sound Social Education rather than waste their time and resources in attempting to make them literate.

Mrs. O. C. Srinivasan, Director of Public Instruction, was also present at the function.

Sri G. Harisavithama Rau, Chairman of the Association, said that it was a fortunate stroke of circumstance that the portfolios of Finance and Education were under one Minister in the State. If Sri Subramaniam was able to secure for education the recognition that it deserved in the economy of the nation, the State was sure to progress rapidly, he said. He gave an account of the activities of the Association in spreading Adult Literacy and said that though so far as the internal affairs of the State were concerned the Andhra State might have to deal with the question separately, the whole of South India, including Mysore, Hyderabad and Travancore-Cochin, States was one unit in the Adult Education endeavour of the Association. He said that the next Regional Seminar would be held in Andhra.

Sri K. S. Ramaswami Sastri referred to the provisions in the Constitution which laid down that there should be full literacy in the country in the course of ten years.

Problems facing Adult Education Workers

Sri C. Doraiswami Aiyah, Secretary of the Adult Education Committee, North

Arcot, pointed out the difficulties encountered in the Adult Literacy work and referred to the apathy of the workers to learn to read and write. He stressed the need for proper supervision of the Adult Education work and suggested the appointment of separate officers of the Education Department for this purpose in the districts.

Sri V. Bashyam Iyengar said that there had been some difficulty for the Ministers of Finance. Now that both the Ministries had been combined under one Minister, he hoped that education would hit a much better deal than it had before.

Venkataraman said that the problem of Adult Literacy could be solved if each employer insisted upon his employees giving a literate within six months suggested proper inducement. He also steps for the Association might take which had folk dances and dramas

Replying, the Minister said that most of the speakers had referred to "the almost unnatural alliance between Finance and Education". Finance had never expected to be called up to administer the portfolio of Education. But having taken it up, he was trying his best and for this he required not only the blessings of the elders assembled but also their whole-hearted co-operation.

Three conditions for Success

Sri Subramaniam said that he had been Finance Minister for nearly months now and that that gave him a certain mental attitude. In any matter he had to think of the priorities, taking into account the resources available. After fixing up the priority and making the necessary funds available, he had to see that the money was spent wisely. The third important thing was to see that the money which they got for expenditure on various schemes was properly accounted for. As Finance Minister he would tell them that each one of these items was as important as the other.

and unless they observed all of them they would not be able to succeed in a country where the resources were limited.

In the field of education, Sri Subramanian felt that primary education should be given priority, if they were unable to give education to cent per cent children, he asked whether it would be wise to spend money on Adult Education as such, because as they went on leaving children uneducated they were multiplying adult illiterates. "The first priority has got to be given to the education of children and if we can spare some resources then, of course, we can take up Adult Education also," he said.

In regard to Adult Education, in his opinion, giving education to the adult and making him literate were two different things. He expressed the view that Adult Education should get priority over Literacy and said that they should aim at educating the adult than that of making him literate. Everywhere they found it difficult to make men and women read and write. They should not fail the impossible and then say that of folk they could educate them by etc., and dances, dramas, *kathakalash*, etc., for they should employ all the methods. He was giving the adults a sound dose who were did not want to discourage literate. He was trying to make a few. But he was wished them all success.

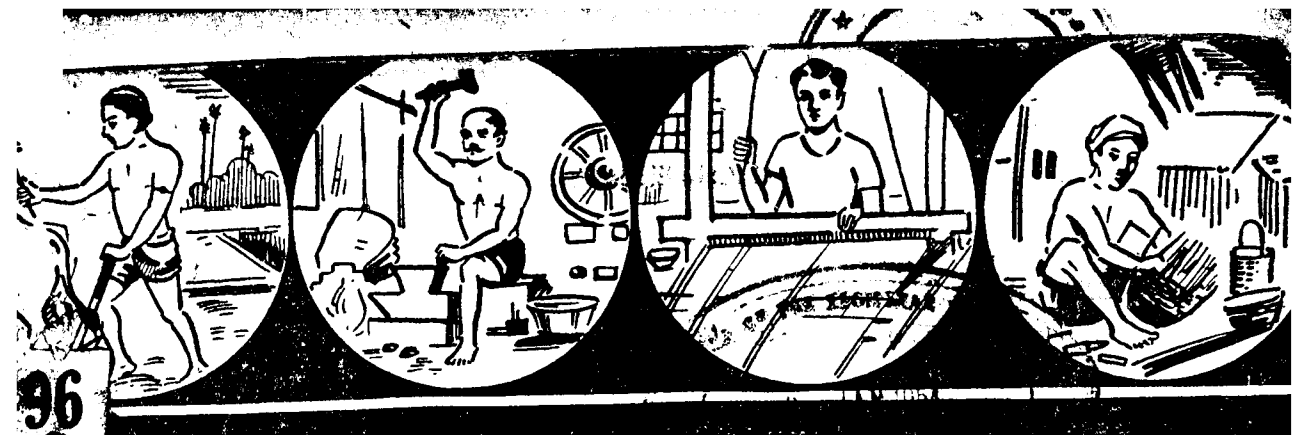
It was possible to solve this problem of 8 per cent, with all the efforts of two of their efforts.

1 Education

The Minister, R. Venkataraman that the Government made responsible to make the employees literate, and said that there were centralised industries, even could not be possible for a worker, even a day's labour to sit and learn to write. Making the agricultural worker go through schooling was almost impossible. Whatever they might do in cities, as far as the rural parts were concerned they would be attempting the impossible if they wanted to make all the adults literate. Instead of wasting their time and resources in attempting to make the people literate, they should concentrate their attention and utilise their resources to give the adults a good Social Education.

Viewing the problem from the aspect of useful spending Sri Subramanian said, "the money spent on the education of a child has got greater utility because he is going to live for a greater number of years." They would not, therefore, be able to spend large sums on Adult Education, he said.

Sri T. J. R. Gopal, Organising Secretary, proposed a vote of thanks.



ADULT EDUCATION REVIEW

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

Asst. Editor. Sri. S. Airavatham.

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The epics have played a Magnificent part in Adult Education and Social Culture

When ideas and plans relating to Adult (Social) Education are expounded in the parlance of the countries of Europe and that of the United States of America, the average Indian student is apt to think that, like Democracy, Adult (Social) Education is a new plant.

That is not so. Adult Education in India is as ancient, deep-rooted and extensive as her epics, the Ramayana and the Mahabharata.

More than 80 per cent of adults may be illiterate but not even one per cent is ignorant. The epics have percolated the mass mind; they have been holding sway from time immemorial over millions of hearts and moulded and shaped the national culture of India.

S. A.



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DECEMBER, 1953

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EDITORIAL

The Madras Finance Minister on Literacy.

On the 22nd of November last the members of the South Indian Adult Education Association were 'At Home' to Sri C. Subramaniam, the Finance Minister of the present Madras State who since the separation of Andhra has taken charge of Education. Replying to appreciative references to him, he went into the question of Adult Education and also Adult Literacy. He mentioned a large number of considerations which must guide a Finance Minister, and tried to divest himself of the responsibilities of the Education Minister combined in him. He postulated that he had to consider priorities. He expressed the view that children's education should get priority. Until the needs of that education were met Adult Education should wait. Even if there should be some funds available for Adult Education that should not be spent on Adult Literacy but on other items of Adult Education. These are opinions so often repeated by reactionary elements in society. We should not have taken note of them except for the fact that Sri Subra-

maniam plays to-day the combined role of Finance Minister and Education Minister in the Madras State which has maintained for five years Adult Education Centres with a strong bias for literacy. How does he consider that children's education will prosper without the parents being educated? He has a literate environment of a high order in his house for his children. Should he deny the same to his poorer and more unfortunate brother and shut out to the oppressed and depressed men's children equal opportunities of a literate and educated home? In days of Adult Franchise this is really understandable.

In the next place, who are the architects of current Indian life—economic, social and political? To-day's urchins do not shape the destinies of our land. It is the grown-ups with the adult vote and hungry stomachs that mould our current life. If they are asked to look on while the small literate minority monopolises power what a danger they may be for the country let Sri Subramaniam contemplate. Not

merely that. The very betterment of the economic status and condition of the ordinary man is dependent in the modern world on the growing knowledge that he can acquire from day to day by self-education. The case for Adult Education of all kinds is irresistible under our conditions of national progress. To talk lightly of the adult as being nearer the grave than the child and therefrom jump to the conclusion that the adult does not require education along or in priority to the child is to engage in cheap, sneerful argument, and no more. No Adult Educationist has ever denied the vital importance of children's education, and it is partly for the advance of that education itself that Adult Education is pressed. We may here point out that if the Madras Government do not improve the knowledge and through it the economic status of the craftsman, agricultural and professional parents of children in villages, the new educational policy adumbrated by them stands to fail ignominiously. Let not Ministers try to escape from their responsibilities in this matter and speak of fictitious priorities. There is nothing absolute about priorities; for, life is a complex of all human activity which must develop all along the line.

It has become a fashion to-day with socially conservative people to

talk flippantly of Adult Literacy without understanding the real issues involved. It is no doubt true that at one stage literacy was understood as a mechanical recognition of letter symbols. This type of literacy which was, and has been, in vogue for children was at one stage advocated for grownups. That is being attempted by some people even today who do not consider the illiterate adult different from the child. We have moved, however far, far from this position, and to-day Adult Literacy is literacy that would fit the adult for self-education; for it has been amply realised that the adult in to-day's advanced societies does not respond to mechanical processes of teaching mere letter symbols. His life's purposes must be answered. So, time and labour have been spent in research and methods have been and are being evolved to make the adult's composite personality respond. If further progress has to be made in that direction, let Ministers provide the wherewithal for it. At any rate let them not decry literacy, which is the only means to self-education in the modern world and the only safeguard against the deception practised by an appreciable section of the literate minority against the unfortunate illiterate brethren who form the majority of the population.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுமூலம்]

Training of Social Education Workers for India

Fourth National Seminar Proceedings

The Fourth National Seminar on the Training of Social Education Workers was inaugurated by H. E. Shri R. R. Diwakar, Governor of Bihar, at 5 p.m. on 22nd October 1953 at a public meeting held in the Sabha Bhavan, in the premises of Social Workers Training Institute, Bikram village, thirty-two miles off Patna in Bihar State.

The function began with prayer after which Shri Acharya Badrinath Varma, Minister for Education and Chairman, Adult Education Board, Bihar, delivered the Welcome Speech.

This was followed by an address by Shri G. Harisavottama Rao, Director of the Seminar.

Dr. Amaranatha Jha, President, Indian Adult Education Association, then requested the Rajya Pal to inaugurate the Seminar. Shri R. R. Diwakar, the Rajya Pal, then delivered the inaugural speech.

The meeting was largely attended by all the Delegates and many prominent persons from Patna, including the Secretary, Education Department, the Vice-Chancellor of Patna University and the Director of Public Instruction, Bihar. The meeting came to a close with a vote of thanks proposed by Dr. Amaranatha Jha. After the meeting was over Dr. Amaranatha Jha gave an 'At Home' to the Delegates and the guests.

Purpose and Scope of Social Education explained

The Plenary Session of the Seminar began at 9 a.m. on 23rd October 1953. At the outset, the Director Shri G. Harisavottama Rao paid touching tributes to the memory of the late Shri Shafiq-ur-Rehman Kidwai and Shri B. Srinivas Rao, two veteran workers in the field of Social Education, and made a feeling reference to the services rendered by them to the cause of education in general and to that of Social Education in particular. The Delegates then stood up and prayed in silence as a mark of respect to the departed.

A standing Panel of Reporters for recording the proceedings of the Plenary Session was formed consisting of: Shri N. P. Jain, Shri Srinandan Prasad and Shri Parsiddha Narain.

Then followed the introductions, each Delegate introducing himself briefly.

The Director then proceeded to explain the Working Paper. Before doing so he

made certain observations appreciating the rural setting of the present Seminar and suggested that the existing food arrangements did not seem to fall in line with the real rural setting in which the Seminar was being held and that it would be better to bring the same in line with the resources available in villages.

So far as the existing food arrangements were concerned the following panel of members was appointed to supervise the arrangements and suggest necessary improvements: 1. Shri V. B. Karnik. 2. Shri S. Raghavan. 3. Shri Neki Ram Gupta and 4. Dr. D. B. Shastri.

Coming to the subject matter of the Seminar and the Working Paper, the Director observed that it was felt that the non-official representation on the various schemes of Social Education in the different States was not adequate and that it was desirable to associate more non-official elements with the schemes.

The participation of Elementary School Teachers, he added, was inevitable in Social Education programmes.

The practical side of the work of Social Education was of much more importance, he remarked, than the mere theoretical on ideological aspect. Continuing he observed that even in some of the advanced States engaged in higher Social Education training there was no adequate provision for

imparting training in crafts which were very important in any scheme of Social Education. The artisans, he believed, must have a place of importance in the organisation of Community Centres. Then again, as Gandhiji had said, due emphasis must be laid on character-training of the workers. In fact, the workers themselves were as much a subject of Social Education as the people for whom Social Education was provided.

He added further that Literacy continued to be the most important item of the Social Education programme because there was evidently no other method of self-education than the printed word, even though literacy might not be the first step in a programme of Social Education.

While referring to Social Education and training for higher type of work, Sri Rao observed that these could never be financed adequately by the State Governments only. It was necessary, therefore, to have institutions providing Social Education and higher training financed through non-official resources.

He then presented the topics that should be constantly kept in view by the participants while discussing the Working Paper. These are as follows:—

1. Training of Social Education workers for literacy.
2. Training of Social Education workers for follow-up work and extension classes.
3. Training Social Education workers for organising Community Centres.
4. Organisation of short-term courses of training for
 - (a) School students;
 - (b) University students;
 - (c) Inspecting staff and administrative officers;
 - (d) Recreation and entertainment activities.

5. Examination and scrutiny of the existing syllabuses for the training of Social Education workers.

It was agreed that the points mentioned above should be taken into consideration by the discussion groups while discussing the details of the Working Paper.

After the Director had explained the Working Paper, the Delegates discussed it

and re-arranged and re-touched the topics for group discussions. A number of Delegates participated in the discussions and subjected the Working Paper as well as the topics to close scrutiny and critical examination. As a result of these discussions, certain amendments were introduced in the details of the Working Paper as previously circulated under Section II of the comprehensive Working Paper. The form in which it was adopted is as follows:

Section II.

Sub-Section I.

- I. Methods of operation. (1) Formal. (2) Informal.

II. Types and classes of Social Education Workers with reference to welfare and education of:

- (1) Children.
- (2) Youths.
- (3) Women.
- (4) Labourers.
- (5) 1, 2, 3, 4 in rural surroundings.
- (6) 1, 2, 3, 4 in urban surroundings.
- (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 volunteer.
 6. Social Education Camp Organizer.
 7. Multi-purpose village level worker or Leader of Community Centres.

8. Rural Youth Welfare organizer.

III. (a) Work expected from each type and class.

- (b) Qualifications and experience necessary for workers of each type and class.
- (c) Methods and selection of trainees.

Sub-Section B 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.

Sub-Section V.

(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 and techniques of assessment; (1) Diploma. (2) Certificate. (3) Refresher. 4. In service.

Sub-Section C VI.

Instruction for Training Centres for each type and class of Social Education Worker—experience and qualifications necessary and techniques of training.

Sub-Section VII.

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, organisation of extension classes.
 - (ii) Different categories of institutions for training teachers.
 - (iii) University and College.
 - (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 number of centres for training.

Sub-Section D VIII.

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.

Sub-Section E IX.

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 coordination.

In the afternoon at 3 o'clock, the plenary session met to form discussion groups. Five Discussion Groups with leaders and recorders as mentioned below were formed:

	Leader	Recorder
Group A:	Shri B.M. Kapadia	Shri J.P. Shah and A. P. Agrawal
Group B:	Shri N. R. Gupta,	" S. R. Mohsini
Group C:	Miss Anay B.H.J. Shri Durganand Rustmjee	Sinha,
		and Shri R. S. Shahi
Group D:	Shri S. Raghavan	Shri K.S. Munisawmi
Group E:	Shri V. B. Karnik	Shri S.D. Vashishtha

After some discussion, it was decided that the same sub-section of the amended Working Paper would be taken up on a particular day by all the five Discussions Groups according to the time-table given below:

	October 24th	...	Sub-Section A
	26th	...	" B
	27th	...	" C
	28th	...	" D
	29th	...	" E

The leaders would submit the report of the discussions of the day to the Secretary-General positively by 3 p.m. on each day so that it might be taken up at the Steering Committee the same evening which would collect the reports for presentation before the Plenary Session the following day.

A paper entitled 'Vidyapeeth' as a Training Centre prepared by Shri Rajathadri was read by the author. It received general appreciation.

It was announced that the Moda Mandalis (Entertainment Parties) working under the Bihar Social Education scheme would give an entertainment at 9 o'clock that evening in the Assembly Hall.

The Plenary Session of the Seminar was held on 24th October 1953 at 9 a.m. The Director Shri G. Harisarvottama Rao explained the first Section of the Working Paper.

From 9-30 onwards the five Groups met separately to consider Section I of the Working Paper. All the Groups submitted their reports in time and the reports were placed now before the Steering Committee for collation and formulation of the final recommendations to be placed before the Plenary Session on Monday. The Steering Committee consisted of 1. Director, 2. Associate Director, 3. Secretary General, 4. Shri A.R. Deshpande, 5. Shri Saligram Pathik, 6. Shri B. L. Gaur, 7. Miss B.H. J. Rustomjee, 8. Shri S. Raghavan, 9. Shri V. B. Karnik, 10. Shri Neki Ram Gupta and 11. Shri B. M. Kapadia. Mr. S. C. Dutta, the Associate Secretary of Indian Adult Education Association, attended the Steering Committee by the special permission of the Director.

In the evening the Delegates visited two villages where work is being carried on the field of Social Education and extension work.

At 8-30 p.m. the Director opened the Exhibition organised by the Bikram Basic Training Institute.

The Delegates spent the whole of 25th October 1953 in excursions. They visited Rajgir, Nalanda, Pawapuri and Har Mandir at Patna City. The Delegates started at about 7-15 in the morning and returned after 12 midnight.

The Steering Committee met at 8-30 a.m. on 26th October, 1953 to consolidate the Group reports on Section A. The Plenary Session commenced at 9-30 a.m. when the Director indicated the subject for the Group discussion. The Groups began their work at 10 a.m. when existing training schemes and syllabuses were discussed. The Plenary Session met again at

3 p.m. when Shri A. G. Vilva Roy read a paper on Training of Social Education Workers, followed by a discussion. At 6 p.m. the Delegates were entertained by the members of Moda Mandalis who enacted a playlet called "DAHEJ"

At 7-30 p.m. Shri Saligram Pathik gave a demonstration of the chorns key method in literacy work before the Delegates. The Steering Committee met at 9 p.m. and fixed the programme for 27th October '53.

The Groups met between 8-30 and 11 a.m. on 28-10-1953 and discussed Sub-Section Four of the Working Paper. The Steering Committee met at 11 a.m. and consolidated the Group reports on Sub-Section Three. There was a Plenary Session between 3 and 4 p.m. during which Shri Shiva Nandan Mahto, M.A. Instructor, Social Workers' Training Institute, Bikram, read a paper on the Problem of Literacy in India and Shri P.N. Sharma, also Instructor, Social Workers' Training Institute, Bikram, read a paper on 'In Search of a Foundation'. A brief discussion followed the reading of the papers.

Dr. Amaranatha Jha's Address :

Dr. Amaranatha Jha, President, Indian Adult Education Association, addressed the Delegates during the afternoon session. He advised the Social Education workers not to depend too much on Governmental support. Citing the example of China, he said that the worker must shed his superiority and identify himself with the people. A few questions were asked by the Delegates at the end of the address to which Dr. Jha suitably replied.

The Delegates paid a visit to the village of Akhtiarpur between 4 and 6 p.m. They were shown the constructive activities undertaken by the people in the village. The Delegates also witnessed a programme of entertainments organised by the people and participated in the 'At Home' arranged for them.

The Plenary Session again met at 7 p.m. and considered the consolidated report of Sub-Section Three. The report was adopted after discussion and with necessary modifications. The Steering Committee

The God in the adult must be awakened

Shri G. H. Rao's address to the National Seminar

The following is the full text of the address by Shri G. Harisarvottama Rao, Director of the Fourth National Seminar, delivered at the first Plenary Meeting on 22nd October 1953 :—

Your Excellency, Sri R. R. Diwakar, Governor of Bihar, Sri Acharya Badrinath Verma, Education Minister and Sisters and Brothers!

The subject for the Fourth Indian National Seminar has been set as "Training of Social Education Workers." Social Education ranges from rudimentary attempts at teaching adults reading and writing to education of men for full-fledged, full-timed service of the community in all fields of life from street sweeping and scavenging to actively helping in carrying out projects of irrigation. It is worked under very varying conditions—city, semi-urban, rural and tribal. It involves service to both sexes—men and women. Apart from noble individual efforts, efforts have been made for spreading Social Education by numerous Associations specially set up for Adult or Social or Fundamental Education, by other normally functioning educational institutions, by numerous Social Service Leagues, by religious missions, by several Asramas that have sprung up all over the country to work Gandhian ideology into the web of Indian life and by Government Departments and Universities. Even Tutorial Colleges have claimed to be doing the work of Adult Education. Every individual claiming to carry on education either for the adult or the child must have some type of equipment and training.

In order to bring together the best in the training programmes of the country, to study, examine, and sift as also to suggest

improvements, the Fourth Indian National Seminar is being held.

That we meet at Bikram in Bihar of ancient glory on the occasion of the Fourth National Seminar on Social Education to discuss the subject of Training of Social Education Workers has a significance all its own. The topmost man in India today, the President of the Indian Union, Babu Rajendra Prasad, is a well-trained son of Bihar. This is current history. In the past Bihar gave to the world men who have stood out as examples of souls trained for the highest of purposes, the realisation of love, mercy, kindness and Godliness. They have left to posterity teachings that would benefit anyone aspiring to realise himself. Buddha under Bodhi tree at Gaya, his disciple Asoka with his Edicts on stone pillars, Mahavira of Vaishali have bequeathed to the world priceless treasures of thought. The Asoka Chakra, the emblem of Asoka, has become our National Emblem.

With all this history handed down to posterity and circulated all over the world through the printed word, we, as a nation, did not attract respectful attention of foreign Powers till the great Gandhiji in the line of succession to the Buddha achieved independence for us by the practice of principles of life enunciated by our seers of old.

Why India is acclaimed

When Minu Masani, several years ago, published his book 'Our India' and drew up an illustration geographically equating India to Germany, Yugoslavia, Hungary,

met at 9 p.m. and settled the programme for 29th October 1953.

A programme of talks and demonstrations on Literacy Methods was given bet-

ween 9-30 and 10-30 p.m. by Shri Swami Prakash Anand, Shri Jagadamba Sharan Roy and Shri Chandreswar Prasad Sinha.

Rumania, Scandinavia, Spain, France, Italy, the Balkans, Great Britain, Ireland and Switzerland all put together, it remained a geographical comparison, each one of these countries being considered a giant in its own right. What appeared to the eyes of the foreigner as significant with regard to us was that India was a confused mass of castes and creeds at war with one another. But lo! the achievement of Independence has changed all this and we are hailed, without either great armies or navies or atomic secrets, as a land worth attention, as a leader for the time being of non-White society. In addition to it, visitors to India today see in our country the hope for the future of the world. They realise that 36 crores of men, about one-seventh of the human race, are held together, not by fear of the police baton or the atom bomb, but by the thread of divine love ingrained in the blood of the sons of Bharat Varsha through the disciplined life of its great Rishis and sages. The all round depression in which the Britishers left us and which has been intensified by happenings in the world of which we form an inalienable part is heavily on us yet; but, still the country has shown a remarkable capacity to bear with very difficult situations. That gives hope to men, like me, in the face of obstacles which look Himalayan in their dimensions, and we are assembled to press further forward the proper training of men for life's purposes which include improvement of the life of the people all along the line from the economic to the spiritual. That is really the job of the Adult Educationist. Let us not run away with the idea that all this is grandiloquence. We must either rise, be it step by step,—and we cannot help its being step by step for that is the way of evolution—to our highest stature or go down once again to depths from which no recovery is possible.

From the trend of events in our country the desire to rise is strong. It grows stronger from day to day. In men of earnestness a certain amount of even impatience at the slowness of progress is markedly visible. I have myself often felt a certain amount of impatience that things do not move sufficiently rapidly. Recently I read a report

in newspapers that only 20 per cent of children of school-going age were at school in this State of Bihar. I was not prepared to believe it. I obtained a copy of a Statistical Survey of Education in the States of the Indian Union for 1949-50 by the kindness of Dr. Jha and found in it that only 27.3 per cent of children of school-going age in Bihar were provided for. Though it is better than 20 per cent it is still a revelation that in the State in which Dr. Rajendra Prasad was born the educational level should be so low as that. With an atmosphere of such huge illiteracy in growing children, can we expect a bright picture of Adult Education? A certain amount of impatience does arise in the most robust minds. But shall we allow our impatience to develop into despair? No, emphatically no. We believe that we have, everyone of us, the spark of Godhood in us. The adult must be educated and the God in him awakened. The atmosphere must be created wherein the parents of children become conscious of the advantages of education and strain every nerve to get their children educated. Our impatience should drive us to greater and greater action, to incessant watchfulness to find out where really the defect lies. The struggle to find means to make the lives of our adult population happier and nobler is the noblest of struggles.

Activities in Bihar

I understand that the present Education Minister and Education authorities in this State are earnest men. Let us hope they will do their best. I have fairly realised the truth of it after a tour of a part of Bihar. I was first in Turki—Vaisali Siksha Vikas area. I had opportunity to look into two important institutions that have begun to function as main institutions in the new scheme which is being worked as a part of the Five-year Plan—Sarada Sadana Pustakalaya, Laigunj, and the Sarvodaya Mahavidyalaya, Turki, with the Janata College (Social Training Institute) attached. I spent two hours and a half at the Library and a whole night and two hours the next morning at the Sarvodaya Mahavidyalaya. The Vidyalaya was not at work on account of the Pooja holidays. But I had conversations with

the Principal and the Professors. I certainly felt that these institutions could contribute remarkably to the progress of Social Education. I proceeded further and visited ten institutions in all at Vaisali, Chakramdas and Chakkia on the way. The enthusiasm of people was well in evidence. I had the organiser of the area with me who explained to me the work that he was doing in many spheres of rural service. I discussed a very large number of problems with him and made suggestions of my own. He was very earnest and appeared to be resourceful. I expressed to him my own view that the Literacy side and further education of the adult required a little more attention. The second area I visited was Pusa and the surroundings. This is a Community Project area. I saw in this area the great co-operative spirit in which the Educational Department, the Community Projects Department and the Panchayats were carrying on their work and drawing out the capacities of the people for self-help and self-reliance. The Executive Officer of the Community Projects Sri Abdul Hamid, the Assistant Sri Mukherij and the Deputy Superintendent of Education were very enthusiastic about literacy and further education of the adult and in the entertainments organised good propaganda was put in for this activity in addition to the other Community Project activities. In the Community Project areas Social Service items are looked after by others and the Adult Educationist is left free to do his part of the work thoroughly. Therefore where there is Departmental co-operation and harmony the Education side is at an advantage.

In addition to the suggestions I made locally to the friends on the spot conducting Social Education work I am sending up to the Bihar Government separately a few other suggestions for their consideration.

You will thus see that what I have learnt from others has been implemented by experience in regard to the Education Minister and the Education Authorities of your Province. I congratulate them on the good work that they have started. We require to remind ourselves always, however, that the sum-total of human life is made up of what appear to be very small

details. We must cultivate the urge to fashion the least little detail in such a manner as to make it fit into the grand structure of human life. Training and discipline in the minutest details and the most elementary matters is the foundation for raising the grandest edifice. The Seminar that meets within sight of Buddha's self-realisation has set its heart on finding methods to train and discipline men who will guide from the lowliest step the adults of this country to the mount Kailas of national achievement which has already begun. We live to reconstruct the life of our dear Motherland as the pattern to the world. This is a glorious era in which we live. Only we must have eyes to see, hearts to feel and the will to work—to work at our post of duty whether it be big or small, high or low. Not one soul in the world may be considered irredeemable. Everyone of our brothers and sisters is a life spark and requires our care, affection and attention. None may be left without the opportunity to develop himself or herself into a healthy member of society living a full life and contributing to the great consummation of human happiness which, in our languages, has a finely sublimated expression "Ananda" that is not easily translatable into other languages. Let us beware, "Ananda" is not a philosophical abstraction. It does not exclude physical happiness. It is real happiness founded on the enjoyment of Dharmic life, a life of harmony. When we were slaves we had not the opportunity to bring Ananda into the life of men. Today we are free. We are on the threshold of great changes in the world's conception of life. It is falling into a pattern of Harmony emerging out of a life of Conflict and Competition. Having a tradition of life of harmony, not merely between individual and individual in human society, but harmony with all the created world, shall we lag behind at this critical juncture in the world's progress? Shall we not train and discipline ourselves to reshape the world into a life of Ananda? I, therefore, feel, friends, that as we deal with what may appear to be very mundane matters of detail in the processes of Social Education, we should always keep in mind the high purpose and enliven the detail with the Sublime worked into it to lay the foundation for a co-operative life conscious of a Cosmic Existence. This is an

Adult Education in the United States

(Contributed)

In the United States opportunities to learn do not end when young people leave high school or college. In almost every city and town and in many villages, schools are open one or more evenings to those who wish to learn. At present about 30,00,000 adults are enrolled in some kind of educational programme in public schools alone. Adults in many walks of life feel the need to know more about scientific developments, about improving their home and family living, about community and world affairs, about foreign languages and their own language, and the need for education which helps them make more constructive and creative use of their leisure time. Advances in medical science have increased man's life span which also accounts for corresponding interest in adult education. Surveys and increased enrollment show that more and more people want to continue their learning throughout life.

Many agencies, both public and private, are providing opportunities for Adult Education. In some cities the city school systems have a director of adult education for the entire city who is directly responsible to the superintendent of schools. In others the programmes are organised in connection with an elementary or secondary school, or with a junior college, in which case the director, who may be the school principal, assumes responsibility only for his own programme.

Schools are developing new methods and approaches to adult educational services beyond institutional walls. They extend their influence by training community leaders, helping community organisations to improve their educational activities, and providing educational materials, equipment and facilities for out-of-school groups. Many educational activities are conducted on a co-operative basis with clubs, labour unions, business firms and committees of citizens.

Public and private colleges and universities that conduct evening schools in

which students may work for degrees play an important role in adult education. Approximately 8,00,000 adults are enrolled in general and specialised off-campus classes offered by state universities and other institutions of higher learning. Many of these institutions offer both credit and non-credit correspondence courses at college and, occasionally, secondary level. Community colleges, which may enroll the students for literacy training, elementary courses, secondary school courses and informal and non-credit courses, as well as for regular college subjects, also assume responsibility in adult education.

Private organisations, such as the Young Womens' Christian Association, community centres, churches, various types of clubs, study groups, national health and safety organisations and labour unions, provide a wide variety of adult education activities. Most of them are supported by fees, dues or contributions. Each year private correspondence schools alone enroll about a million students.

In addition to adult education programme already described, the Extension Service of the Department of Agriculture, through country agricultural agents, home demonstration agents, 4-H clubs and a system of volunteer neighbourhood leaders, serves nearly 70,00,000 annually. These agents work with community groups, providing information, resources and general advisory service on special problems. Through 4-H clubs, young people work on various projects, such as stock raising, growing crops, canning and preserving and sewing.

Through printed materials, visual aids, demonstrations and public meetings, these country agents also pass on to farmers, housewives and farm youth the results of research carried on in experiment stations and colleges.

Public libraries, too, are expanding their adult education activities by providing more books and by adding record and film collections and equipment. Bookmobiles—motor trucks stocked with books—take books,

that form parties, fight elections and capture power, all in good faith, let us grant. JAI HIND!

magazines and pamphlets to small rural communities. Large numbers of branch libraries are being established to make information available to more people.

Adult education is increasingly becoming a responsibility of public education. Twenty-four states allocate funds to help support local school programmes, but in most cases, state aid pays only a small part of the cost. Education departments in nearly a third of the states have full-time personnel to develop adult education programmes. Several others have staff members who devote part-time to them. Since World War II a number of states have added directors of veterans' education who are concerned primarily with adult education. All states have directors of vocational education who supervise pro-

grammes of occupational training for adults.

The federally aided programme of vocational education provides vocational training for two groups of people—those enrolled in full-time schools and those workers who have left the full-time schools to enter employment but who return for further instruction. The latter is essentially an adult group. Of the total number of persons, 3,094,646 enrolled in public vocational education programmes in 1949, 1,931,946 or 62 per cent, were members of evening and part-time vocational classes and helped to increase the total of people in adult education programmes. Every state operates vocational education courses in the fields of agriculture, business, home-making and industry, and education for adult workers in these fields is available in every state.

THE NINTH SOUTH INDIAN ADULT EDUCATION CONFERENCE

Circular to delegates and visitors

The following Circular dated 9—12—'53 concerning the Ninth South Indian Adult Education Conference which is to be held at Tirupathi on 9th and 10th January 1954, has been issued by Sri L. M. Pylee, President, Sri G. Harisarovvottama Rao, Chairman of the Executive Committee, and Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association:—

The Ninth South Indian Adult Education Conference will be held on 9th and 10th January 1954 under the Presidentship of Sri N. G. Ranga, Member, Council of States. Sri K. S. Ramaswamy Sastriar, Honorary Organiser for Adult Education to the Government of Madras, will inaugurate the Conference.

The Conference will be the guest of the citizens of Tirupathi and the local Adult Education Committee. Sri C. Anna Rao, Executive Officer, Tirumalai Devasthanam, Tirupathi, has been kind enough to agree to be the Chairman of the Reception Committee of the Conference. Free accommodation will be provided for the Delegates and visitors of 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, Tirupathi. The exact time of the arrival of the Delegates and visitors of the Conference may be intimated to the

Secretary so as to enable him to arrange to send volunteers to receive them and to take them to their lodges.

Adult Education Exhibition:—In connection with the above Conference, an Adult Education Exhibition will be organised. Sri N. Mahalingam, M. L. A., Pollachi, has kindly consented to inaugurate the Exhibition. Those interested and engaged in Adult (Social) Education may kindly send their materials to the Secretary of the Reception Committee at an early date before the dates of the Conference.

Programme:—The programme of the Conference will consist of General and Sectional discussions and resolutions. In 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, Mount Road, Madras-2 or the Secretary of the Conference at Tirupathi on or before 5th January 1954.

A special Session for ladies may be organised. Tours to places of interest in and around Tirupathi may also be organised. Mrs. T. N. Ramamurthy, former Principal, Queen Mary's College, Madras, will preside over the women's session.

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 after 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. This 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 the 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, Tirupathi Adult Education Committee, Municipal High School, Tirupathi.

Note:—The Boarding facilities will be arranged by the Secretary of the Reception Committee on payment of Rs. 2 per day, to the Delegates and others of the Conference. The Boarding Fee should be given in advance.

Gandhi and Gokhale Films Shown to Adult Pupils

With the help of the projector and filmstrips lent by the United States Information Service, films of varied interest were shown to the pupils of the Asoka Society's Adult night School, G. T. Madras.

Lantern slides on the life of Mahatma Gandhi, lent by the Madras City Harijan Sevak Sangh, were shown on 28—11—'53. Slides on the life of Gopala Krishna Gokhale, which were lent by the Servants of India Society, Madras, were shown on 5—12—'53. When the films and slides were shown, they were explained by Mr. T. Néelakantan, Secretary, Asoka Society, in easy language and in an interesting way.

Mr. M. R. Perumal Mudaliar, Adult Education Officer, Government of Madras, visited the Adult Night School on 19—12—'53, when films and slides were being shown to those present.

Edited by Sri G. Harisavottama Rau 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., Dilsoze Estate, 1/17, Mount Road, Madras 2

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Spreading Literacy is Urgent Patriotic Work, says Governor Dr. Pattabhi Sitaramayya

The ninth annual session of the All-India Adult Education Conference held in the last week of December 1952 at Nagpur was momentous from every point of view.

The conference had in its President one who has been labouring in the field of Adult Education for decades, and who is the acknowledged leader of the Adult Education movement in South India. His address is a complete survey and comprehensive study and gives an idea of the poor work done so far and of the enormous amount of work which remains yet to be done.

His Excellency Dr. Pattabhi Sitaramayya, Governor of Madhya Pradesh, addressing the conference, said that spreading literacy is urgent patriotic work which every educated person was bound to do. If, he declared, every educated person felt that way and did his duty, India could be made completely literate in about three years, and need not take 55 long years as estimated by Sargent.

Who or what can give such a turn is the question which the South Indian Adult Education Association has been tackling for the past 12 years. In its view, some measure of indirect compulsion or conscription is necessary. The day that men at the helm come to adopt this view, will mark the beginning of a Revolution.

S. A



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

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No.

EDITORIAL

The Third National Seminar on Adult Education, Delhi

The Third National Seminar on Adult Education Literature was held at Jamianagar (Delhi) between the 20th and the 26th of December 1952. Ninety-two Delegates, of whom forty-three were from the Delhi State, attended. There were two Observers.

The total number of papers discussed were ten. These were issued by the Directorate of the Seminar. They were explained at the plenary session every day and generally discussed in broad outline. The Steering Committee consisting of the Director, the Associate Director, the Secretary, and leaders of eight groups created for the discussion of these papers and divided into two sectors of four each, discussed these papers in the first instance, and each paper was sent to the groups of its proper sector, and they discussed and put down their opinions on paper. The Directorate consolidated these opinions in the form of findings. These findings were presented to the plenary session on the 25th December 1952, at its last meeting. During the course of the daily plenary session, it was found that there was need of

Language Groups forming and discussing the language side. Such groups were also formed, and sent their views. The Directorate took those views also into consideration. They formulated 104 findings in all. The final plenary session was not asked, and could not be asked to discuss all the findings. So, some findings were star-marked as having been subjects of divided opinion and they were discussed at the final session. Five resolutions were also passed at the final session.

The authorities of the Seminar had proposed to do a number of things, which they did not do. They had essayed to review the existing literature for neo-literates in all the languages of India. They could not, and they did not do it. The subject was not even touched. They had proposed to discuss issues framed by the Constituents. The Seminar was not even informed of what were the issues raised and who had raised them. The Seminar was also to get papers read. This also was not done. The papers were duplicated and distributed. If the papers had been read and considered probably the discus-

sion at the Seminar would have taken a practical turn based on experiences. What was actually discussed was however development of huge business from all points of view in the field of Neo-literate Literature touching down to the qualities of loaded art paper and details of type-face. Daring experiments and detailed investigations have been recommended to State Governments and the Central Government as a consequence thereof and some of the most important problems are referred to the linguistic areas. The Seminar did not define a Neo-literate to itself nor had it a clear idea of the three stages of literature which it discussed.

Thus, the Seminar did not really fulfil the purpose for which it was convened. But it was useful to those attending in one respect. They had scope to get acquainted with very many techniques of business organisation, printing, paper, binding and modern devices like the audio-visual book.

Resolutions two, three and four of the Seminar indicate in an epitomised form the findings recorded.

The basic ideal that guided the Directorate is found in a note at the top of the findings. It runs as follows:—

“The function of Social Education Leaders is to examine what is necessary and desirable; and to state it. It is for the publishing trade, and the Government and the manufacturers associated with the book trade to tackle the problem of cost. It is wrong for educational interests to block their own thinking even at the very outset with considerations of finance on the present basis and present technology without giving credit to technologists for the capa-

city to meet situations created by proposals of the kinds made in this paper.”

No wonder then that practical problems facing the worker did not attract attention.

However, the following findings of the Seminar do deserve the immediate attention of Governments, and we draw special attention to these:

The Government should help discovery of authors and encourage them to turn their attention to the production of literature for neo-literates by the following methods:

Offering prizes to authors of the books which established themselves as the best in the field.

To give a chance to newly emerging authors by inviting drafts of books for a competition and giving prizes to the best ones.

In both the cases the assessment should be done by a committee of experts with, if at all, the least possible representation of officials.

The Central Government should take care of the national language and the constituent States of the respective regional languages.

Governments should pool their Departmental publishing activities in subjects like Animal Husbandry, Fisheries, Co-operation, etc. for the benefit of the new literates.

The Government can co-ordinate the work of publishing agencies, non-Governmental Social Education bodies, etc. in the promotion of literature for neo-literates by stimulating and financing periodical Seminars for pooling experiences and setting up standards, and to endeavour to implement the findings of value.

Government should make the distribution of literature for neo-literates economical and expeditious by one of the following methods:

Entrusting the distribution to Deputy Inspectors of Schools as it was done a century ago when text books were produced for the first time and as it is done now in Madras State.

By buying copies in bulk and distributing them to the Centres either for price or as gift as it is done now in Madras State.

The Government should give financial aid to Social Education Associations and other non-Governmental

and non-profit-making agencies engaged in the production of literature for neo-literates, for the following purposes:

To finance research undertakings.
To provide initial capital for producing books.

By giving aids for conducting Seminars for pooling experiences.

By giving subsidies to periodicals on the subject in order to disseminate new experiences and thought among all interested parties.

The International Conference of Social Work

By K. S. RAMASWAMI SASTRI

I had the privilege of attending the International Conference of Social Work held at Madras from the 12th to the 20th December 1952 as a Delegate of the South Indian Adult Education Association. The Conference was attended by over 1,300 Delegates from all over the world and was a great success. The specific subject for consideration by the Conference was “The Role of Social Service in Raising the Standard of Living”. Rajkumari Amrit Kaur, Chairman, All India Reception Committee of the Conference, stressed the vital truth that the phrase ‘standard of living’ should include not only minimum economic standards but also those for moral, social and spiritual growth”. Dr. Jivaraj N. Mehta, Chairman, International Conference Organising Committee, urged that poverty and misery anywhere are a danger to prosperity and happiness everywhere. The world’s population is growing every year and hence we have to increase food production year after year. In under-developed areas like those in Asia we have to eradicate ignorance and poverty and squalor and disease. In his Inaugural Address, Mr. Sri Prakasa, Governor of Madras, sounded a warning that we must not confuse standards of living with the manner of living and look with a highbrow contempt on the simple habits relating to food and dress and housing prevalent in the East. He protested also against Social Service becoming a form of recreation for

the upper classes who are free from the cares of competitive life.

The fact is that the standards of living vary according to varying geographical and social and cultural factors. The Western nations have gone ahead of us in economic and scientific factors. But we are still ahead of them in cultural and spiritual factors. Mahatma Gandhi’s Constructive Programme was a great attempt to harmonise both the factors according to India’s needs in the modern age. He insisted on social and economic justice and on the modern methods of organised social uplift without giving up our time-honoured charity and loving aid.

But at the same time we must realise that man can find himself only by serving his fellow-men in a spirit of love without any trace of condescension therein. The Conference, besides meeting everyday in plenary sessions, had four commissions in the Rajaji Hall dealing with Training for Leadership in Social Service, the Application of Social Work Skills and Techniques to the problem of under-developed areas, the Social Implications of Technical Assistance Programmes, and Regional Co-operation in Social Service in Southeast Asia. There was an interesting exhibition opened at the University Examination Hall by Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the University of Madras. There was also an exhibition of books on Social Service. In the balcony of

National Seminar on Preparation of Literature of Neo-Literates

Prime Minister's Plea for Social Education

The Third National Seminar of the Indian Adult Education Association was held at Jamia Millia, Okhla, from 20th to 26th December under the Directorship of Shri T. Madiah Gowda. The Seminar was on "the Preparation of Literature for Neo-Literates" and was attended by eminent educationists and delegates from all over India.

The Seminar was formally inaugurated by the Prime Minister on the 20th December in Assembly Hall of the Teachers' Training Institute, Jamia Millia. Professor Mujeeb, Vice-Chancellor of the Jamia Millia welcomed the Prime Minister on behalf of the Indian Adult Education Association as well as the Jamia Mills.

Inaugurating the Seminar, the Prime Minister said: "It does not require any argument to show the importance of Social Education in a country like India. Only yesterday we finished the discussion on the Five year Plan. If that plan is really going to be given effect to from today then it is quite essential that there should be a solid foundation of Social Education. The Five Year Plan is not merely a plan of putting up production schemes like agriculture and industry. It is concerned with the production of types of human beings. In the improvement of human beings, education plays a very important part. It is essential that we should look after the education of the younger generation, but it does not mean that we ignore the older generation and wait for the boys and girls to grow up. Hence Social Education is important. It

should be pursued in a scientific and in an organised way. I should like you to remember that an illiterate adult of India is not necessarily uneducated. There are a number of illiterate adults who know their jobs very well. They can give large bits of classical stories from their memory. There are numerous cultural elements in them. We have, therefore, to respect the average illiterate adult in India. The problem of Social education does not restrict itself to mere imparting of literacy."

Dr. Ranganathan, General Secretary, Indian Adult Education Association, thanked the Prime Minister for honouring the Seminar by his visit. He then gave an idea of the work the Seminar was likely to do in the next few days. He went on to say: "This particular Seminar is calculated to prepare the material for the feeding

the Rajaji Hall there was an exhibition of the activities of various Indian Social Service agencies.

The most interesting and practical work was done, however in the open discussions. These related to Services to Children and Youth Services for family life, Services for the Physically Handicapped, Social Aspects of the Population Problem, Social Aspects of Housing, Agricultural Co-operation as a means of Social Progress, Principles and Plans of Social Security, Welfare Problems in migration, and the Integration of Economic and Social Planning. I took part in many of these discussions and urged that Adult Education should be a top priority in the national planning because the co-operation

of an educated people is the most vital element in the success of Democracy. In regard to Welfare Services in Industry I urged that the employers of labour should earmark a portion of the usual hours of work for imparting Adult Education and should hereafter insist on literacy in the case of those applying to be accepted as industrial workers. In regard to Social Insurance, which was sure to be costly, I urged that at least free medical service should be made available to the poor and that Maternity and Child Welfare Centres should be opened in larger numbers and that there should be medical inspection in Schools.

The Conference was on the whole a great success.

of the mind of our people. This Seminar is attempting to explore the ways and means by which our languages can be revived and can be made the vehicle of current thought within the reach of every citizen of our country."

Dr. Amarnath Jha, President of the Indian Adult Education Association, stressed the problem of providing literature for the neo-literates, that the Association was facing. He suggested that the literature to be produced for the adults should have some relation to their vocation.

Welcoming the delegates to the Seminar, Shri Madiah Gowda, Director of the Seminar, brought home to the audience the yeoman service the Indian Adult Education Association was rendering by organizing national seminars and conferences thus enlightening the people. He further went on to say: "The problem of Social Education to the nation today is very vital and most important. A great effort is required for the reconstruction of the lives of our people, who, after centuries of slumber and quiescence are witnessing a new awakening by becoming a free and independent nation. Their welfare, progress and prosperity depend on their quality as citizens and that in turn depend upon the education which moulds their character and shapes their thoughts."

Clarifying the purpose and scope of Adult Education, Shri Gowda remarked: "The Social or Adult Education does not mean the mere teaching of the three R's. Literacy is only a means and not an end. It is a key with which one can open the treasures of human knowledge. Through it, we can add to our information, establish contact with our cultural heritage, increase our efficiency and have a better understanding of the world. It helps to raise the quality of life as a whole. So in the scheme of Social Education, literacy is the first step and a most important step too. It is a media for suitable education." Speaking on the problem of producing suitable literature for neo-literates, Shri Gowda said, that the Seminar, keeping in view the adult interests and psychology would have to deliberate on the principles, the approach and the method of preparing literature for adults.

Shri Jagdish Singh, Secretary-General of the Seminar read out the messages that were received from the President and the

Vice-President of India, the Director-General of UNESCO, Health Minister of India, Speaker of the House of the People and Governors of Bombay, West Bengal, Madras and Vindhya Pradesh.

Chaudhury Brahm Prakash, Chief Minister of Delhi, Shri S. R. Kidwai, Minister for Education, Dr. Sushila Nayyar, Minister for Health, Dr. Syed Mahmood, former Education Minister of Bihar and Professor Humayun Kabir and several Members of Parliament and State Legislatures were among those who attended the inaugural function.

The Seminar was addressed on the 21st by Mr. S. R. Kidwai, Education Minister, Delhi State. He described the work Jamia Millia had been doing in the field of production of literature for adults for the past fifteen years. He added that the adults must be provided with the type of literature which they can themselves use and this should be produced for adults in all stages of progress. He urged greater use of pictorials.

Mrs. Kulsum Sayani, Editor of *Rahbar*, and a delegate from Bombay, addressed the Seminar and narrated her experiences in the field of Social Education.

The Seminar was addressed on the 24th by Dr. Frank Laubach, who spoke on the method of imparting education to the adults through the use of specially devised charts. He demonstrated with the help of his charts how his method could be used for liquidating illiteracy from India within a short time.

Several Committees were formed to assist the organisers of the Seminar. Mr. D. R. Kalia, as the Chairman of Exhibition Committee, Mr. N. R. Gupta as Chairman of Entertainment Committee and Joint Secretary of the Seminar. Dr. Saeed Ansari as Chairman of House Committee and Mr. Barkat Ali Firaq, as Joint Secretary of the Seminar did remarkable job.

A special mention must be made of the exhibition of the adult literature from various countries of the world. The exhibition showed adult literature produced in different countries and by different agencies and individuals for the use of neo-literates. The exhibits were arranged in different section, namely, adult literature including periodicals in Indian languages, literature collected from foreign countries, audio visual aids used in Social Education

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work, progress of Social Education work in India and the activities of the Idara-Talum O-Taraqgi, Social Education Department of the Delhi Government, Delhi Municipal Committee and the Delhi Public Library.

Resolutions Passed

The Seminar passed the following resolutions:

1. That the Indian Adult Education Association be requested to communicate the findings of the Seminar to:

- (1) the Government in the country;
- (2) the State Linguistic Adult Education Associations;
- (3) The National and State Linguistic Library Associations;
- (4) The Central Library Academies for each Linguistic Region.
- (5) All India and State Publishers' Associations;
- (6) Universities' and
- (7) Unesco.

2. That the Governments be requested.

(1) to provide finance to investigate the problems marked for investigation by proper methods of research;

(2) to provide for pilot project to bring out (1) one Craft-Centred series of books and (2) one Audio-Visual book for private study, by way of demonstration; and

(3) to endeavour to set up a non-profit-making Mixed Publisher Agency to produce books for neo-literates in view of: (1) the urgency to make Social Education permeate the entire body of citizens in the quickest possible time, to make them efficient and willing participants in the working of the first Five Year Plan already announced and the future plans to be based on it; (2) the vastness of the number of neo-literates to be served with reading materials; (3) the need for reducing cost, without lowering and desirable standard.

(1) by bringing out editions with the number of copies running into four or five digits;

(2) by using common blocks for several languages, whenever possible;

(2) by using the latest off-set method of printing to make execution efficient cost of copy low; and

(4) the possible delays, unwillingness to enter the field and absence of Centerpreneur experience if the work is left to Government Departments, or Private Publishers or Adult Education Associations.

3. That the State/Linguistic Adult Education Associations be requested to hold Regional Seminars for a more detailed study of the problems connected with the elements; (1) Language, (2) Style, (3) Folklore, Folk-songs etc., (4) Classics for retelling or adaptation, (5) Foreign originals in arts and crafts for translation.

4. That the Inter-University Board and the Universities be requested to arrange for research into the problems of the production of literature for neo-literates, which has been marked out for the purpose, through their Faculties and Departments in Education and Psychology.

That, taking technologists into consultation, the literary academies in the different languages be requested to take up script-reform in view of the fact that:

(1) the economical printing of the large editions of books needed in renaissance India working for universal literacy and education require the latest methods of machine composition;

(2) Machine composition requires the smallest possible number of type characters;

(3) Reading too will be easier if the number of type-characters is made smaller; and

(4) No adequate organised attempt has been hitherto made to revise Indian type characters.

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படுமபாடு]

Third South Indian Adult Education Week Celebrations.

Following are reports of celebrations of the Third South Indian Adult Education Week, in various centres throughout Madras State. A good many reports appeared in the issue of the "Adult Education Review" for December 1952. On receipt more reports will be published in the issue of the 'Review' for February 1953:—

Chingleput District.

Perandur:—The Week was celebrated here according to programme under the auspices of the local Board Elementary School. Public meetings were held, and the aim of the Week was explained. The need for and the technique of starting and maintaining an Adult Education Centre were explained. Adults who were willing to attend a Centre were enlisted.

Ramanathapuram District.

Vadamathurai:—The Week was celebrated in all the villages of the Range, about 100 in number, in a successful and effective manner. A procession led by Sri T. S. Ramachandran, B.A., B.T., Deputy Inspector of Schools, was taken out, speeches were made in all the main streets and at corners, and songs were sung. A public meeting was held in the local Board Higher Elementary School. The local Panchayat Board President hoisted the National Flag. Dialogues and variety entertainments were held. Mr. V. Vellaichamy and Devanesan gave short talks. The President of the meeting said that the Adult Literacy Drive would succeed in proportion to the co-operation extended by the people in the villages.

Sattur:—A Taluk Committee was constituted at a meeting held on 5-11-52 in the A. V. High School, with the Tahsildar as the President and the Deputy Inspector of Schools as the Chairman of the Executive Working Committee. A procession was taken out on 8-11-52. The Tahsildar presided over the Inaugural day functions. Kumari V. Babu, Headmistress, S. H. W. E. Harvey Girls' High School, hoisted the Adult Education flag. The Senior Deputy Inspector of Co-operative Societies gave a talk on 'Co-operation'. A demonstration lesson was given. On the Mobilisation Day each school was allotted one nearby village for Adult Education work, and teachers of the schools visited the villages allotted to them

to do propaganda. A propaganda meeting was held at Chinnakkamanpalli, Rev. Fr. Ponnai, S. J., Headmaster, Training School, presiding. The Senior Inspector of Co-operative Stores gave a talk on "Co-operation". Two villagers spoke on the importance of Adult Education. The Deputy Inspector of Schools stressed the value of adult literacy. On 10-11-52, a propaganda meeting was held at Elayarampannai, Sri T. S. Kandaswamy Mudaliar, Advocate, Sattur, presiding, and addressed by Sri T. S. Venugopala Aiyar, Headmaster S. H. N. E. High School, the Junior Inspector of Co-operative Stores, Rev. Fr. Ponnai, and Sri Mariappa Nadar. The Sattur Co-operative Stores made a gift of states, pencils and notebooks for distribution among adult illiterates to be taught. An Adult Literacy Centre was opened on 12-11-52 at the A. V. High School, Sattur, to be under the management of the Panchayat Board.

Mudukulathur:—A Taluk Committee was formed with influential and leading members of the public. The Week was inaugurated by Sri S. Narayana Aiyangar, Headmaster of the local Board Middle School in the premises of the local Muslim Higher Elementary School, the Deputy Tahsildar presiding. The Headmaster explained what the State was doing to wipe out adult illiteracy and the President appealed for people's co-operation. A procession of about one thousand children was taken out, when songs specially composed for the occasion were sung. At the end sweets were distributed to the children. The Week was celebrated in all the main villages of the Taluk, the Revenue Inspectors playing their part.

Sivaganga:—A local committee was formed with Sri S. Bangarusami Raja, Tahsildar, Sivaganga, as President. The programme chalked out by the President of the South Indian Adult Education Association was communicated by the Deputy Inspector of Schools to all the

Higher Elementary Schools. The flag day was not observed as there was no flag, and no collections were made. Entertainments and propaganda meetings were held in the premises of the C. S. Church maidan near the R. D. M. College, Sivaganga. Kumari S. Bhagyam, Inspectress of Schools, Vth circle Mathurai, presiding over a meeting, explained the significance of the Week. There was a variety entertainment *Villupattu* and a film show at the local High School. As a result of the propaganda done during the Week, four more centres—Manamadura, Tirupuvanam, Vellikuruchi and Vellianandai—came forward to start and run Adult Literacy Centres.

Madurai District

Periakulam:—The Week was inaugurated in the premises of the Edward Memorial Higher Elementary School, along with an Exhibition of charts received from the local Health Officer and the Agricultural Demonstrator. On 10-11-52 a procession was taken out of boys and girls of several schools in Periakulam Town and neighbouring villages; and a public meeting held, Mr. P. E. Albert, District Munsiff, presiding, and addressed by Mr. Sivakolundu, Tamil Pandit, and Miss Sathiyathan, assistant, of the local High School. About 2,000 people attended the meeting, and they were entertained with Kummil, Kolattam and dialogue. Adult teaching was demonstrated by an Adult School teacher, in an interesting manner which impressed the adult learner very much.

Tirunelveli District

A report from the Collector says that instructions were issued to all the Revenue Divisional Officers, Tahsildars and Deputy Tahsildars to strengthen the existing, and form additional, Adult Education Committees. The District Adult Education Committee met on 22-10-52 and adopted a resolution requesting the Municipal Council and Major Panchayat Boards in the District to celebrate the Week in a fitting manner. As many as 9 Taluk Committees, 41 Firka Committees and 588 Village committees functioned during the Week, the Koilpatti Taluk alone accounting for 285 Village Committees. The Week was celebrated in a good number of villages, in all the Taluk Headquarters and other important towns of the District. Processions were taken out and public meetings held

in all the places, both officials and non-officials, Congressmen and other leading persons participating. Dramas were enacted and dialogues given in some places, stressing the importance of literacy. The Week was celebrated in a fitting manner in 38 villages in the Rural Welfare area of this district.

The District Educational Officer, Tirunelveli East, says, in his report, that the Week was celebrated "in all solemnity, serenity and sincerity," and that 10 Adult Literacy Schools were started.

Tiruchendur:—One Taluk Committee, five Firka Committees and 33 Village Committees were formed in this Taluk. Officials played their due part in the successful celebration of the Week. Public meetings held at Tiruchendur, Paramankurichi, and Alwartirunagari were attended by hundreds. Loud speakers were used at these meetings. Music, kolattam and dialogue entertainments were provided.

Ambasamudram:—The Taluk Committee was reformed on 20-10-52 with Sri A. S. Srinivasa Aiyangar as President, Srimati Gomati Ammal as Vice-President, Sri Muthukumaraswamy as Secretary, Sri Visveswaran as Assistant Secretary and Sri Rajangam Aiyar as Treasurer and with several members of the Taluk Congress Committee and teachers as members. The Week celebrations commenced with prayers offered in temples, churches and mosques, and a public meeting with Sri E. H. Parameswara Aiyar, Headmaster, Thirithapathi High School, in the chair, which was addressed by the Deputy Inspector of Schools, Ambasamudram, Sri Gomati Sankara Dikshitar, and Sri M. Krishnan. Intensive propaganda was done in the Cheris of Ambasamudram and Kalladaikurichi by batches of workers, the first batch under the leadership of Sri Madurendram, Estate Manager, Urkad, the second batch led by Sri E. H. Parameswara Aiyar, M.L.C., the third batch under the leadership of Janab B. Syed Abdul Gafoor, Election Deputy, Tahsildar.

Palayamkottai: The Week was celebrated in the Perumal Sannathi Street Municipal School from 8 to 12-11-52. On 8-11-52 a procession was taken out where songs specially composed for the occasion were sung. The second day was celebrated as Teaching Day. Flags were sold and collections made on the third day. On the fourth day

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Purpose and objective of Adult Education defined

Sri G. Harisarvottama Rau's address to Ninth Annual Conference

The Ninth Session of the All-India Adult Education Conference was held at Nagpur on 28th and 29th December 1952. Sri G. Harisarvottama Rau, M.A., Chairman of the Executive Committee of the South Indian Adult Education Association, Madras, Honorary Adult Education Organiser, Andhra Desa, and Editor, "Adult Education Review," delivered the following Presidential Address:—

Chief Minister Sri Ravi Sankar Sukla and my beloved friends all who have come together in the cause of the illiterate and the ignorant.

I consider it a privilege to preside over a conference which has been called to draw attention to the first constructive need of the country and to work out a solution of the problems that face us in solving that need. A worker all my life, I have felt that there is no greater necessity to-day than an army of men devoted to the constructive side of our existence in this country. In fact, I consider that the world has arrived at the top of a precipice by its continued attachment to competitive life, where political power has counted as the supreme aspiration for holding down the exploited, be it economically, socially or even intellectually, and is to-day threatened with an abysmal fall into a gaping chasm. Whatever the groping world may be doing for the moment, it is certain that the heart of the world is sound and is indicating the path of love, co-operation and peace as the invisible slope that will take humanity to a safe haven. To build up a society based on love, co-operation and peace—i.e., on Truth and Ahimsa—every one of us should employ ourselves in such constructive activities as will help each other. Politics, in the sense in which the term is understood to-day, does not exist for us who are the makers of a new world of love. Governance is the governance of every man by himself as part of the governance of men by themselves for themselves, the dream that Abraham Lincoln dreamt of a democracy where it would be the rule of the people, for the people, by the people. With this concept of constructive endeavour at the back of my mind, this privilege of presiding over the Ninth All India Adult Edu-

cation Conference is doubly pleasurable to me and for that reason my gratitude to the Indian Adult Education Association and to you all gathered here finds expression, not in any formal way, but as the most heartfelt emotion of my personality. I request you all to accept my thanks from one who enjoys satisfaction in rendering service as an equal of the hordes of men contributing to the onward march of the world towards a great emancipation.

The Present as Basis for the Future.

Adult Education is, as has been truly described, the education of the adult for life. As life expands the education of the adult must expand. This expanding process of education is all within the sphere of the adult educationist—rather this whole expanding process of education has to be provided for whosoever may be in a position to make that provision. Extreme individualist as Gandhiji was, he said that when once an Adult Educationist is in a village no other constructive worker need go there. He dreamt of men of too high an order for the present world and of too simple a life that does not appear to be in sight. His was a world in which Panchayat Raj nearest to direct democracy would be the type of political existence and limitation of wants would have so progressed as to make machinery dispensable in a large measure and his own theory of trusteeship of the 'Haves' would have the chance of subduing and abolishing the capitalistic tendencies of the world. To him the peasant with his hand on the plough would be the ideal leader and the world in self-sufficient small units with neighbourly love and affection would be the social cosmos. Though there is no question that the world is moving intellec-

tually in the direction he indicated it is still far off the track in actualities as is evident from facts in our own existence as we meet here in Nagpur to discuss Rural Adult Education with the Government of India run probably in a more centralised manner than during the British days and Education begging at the doors of the Finance Minister while Defence strides right royal over the budget with the lion's share. Therefore, friends, as practical men we have to think of the present and shape our future through the present with all its limitations. We have to use the stuff that is available to us, devise ways of improving and perfecting it as best as we may.

Man Power

Gandhiji expected the ideal Adult Educationist to come out of the Congressmen who had grown up under his discipline but what has happened you all know. When I thought of organising Adult Education on behalf of the Government of Madras as its Honorary Officer, I did not really want to put the burdon of Adult Education on the shoulders of the ill-equipped, ill-paid, hard-worked Elementary School teacher, but events have proved that he is, in main, the available stuff in villages and you may not dispense with him on pain of closing down all initial effort. My experience in Madras appears to be the experience of other States in India like Bombay, Assam, Madhya Pradesh and Bihar, who have made every fair progress in the Adult Education endeavour. We have struggled hard, and are struggling still, to equip the Elementary School teacher for the great job of initiating Adult Education. We are struggling to make him realise that he, by himself, will be unable to achieve the objective in view, but that he should do his best to associate with his work not only his co-teachers in the school but also every educated individual of his place and officers of all departments on circuit and non-official intelligentsia that may visit the place. We are struggling to use the large force of the student population to do their part in Adult Education. The best experiments have been carried on with this force in the Mysore State and Madhya Pradesh. We are struggling to interest the villager to take share in building up his own unit. In fact, in the Adult Education movement, it is

man-power that is the most urgent problem—man power fairly trained and equipped for the task. Progressive States in India have tried to solve the problem of man-power in many directions and it is well that at an All-India Conference like this we compare notes and understand how far we shall be able to utilise one another's experiences for the total benefit of this vast mother-country of ours.

It is true that in the ultimate analysis we desire to utilise every educated man to carry the torch of knowledge to the homes of our illiterate and ignorant masses. May I in this connection appeal to mature men and women who have reached the age of Vanaprasta to rise to the occasion and, instead of retiring to ignominious existence in Samsara, take an active part to organise all educated men to this task of spreading knowledge far and wide.

Great Consciousness for Better Life.

We desire to develop the Adult Education movement into a mass movement, at any rate the first stage of it, the purposeful literacy part of it. We know now by experience that mere literacy will fail of its purpose. It is here that those States which made an early start can give us some guidance. To give but two examples, the Mysore State Literacy Council has transformed itself into the Mysore Adult Education Council, and the Bombay City Literacy Committee has become the Bombay City Social Education Committee. From the very start, we so arrange our programme now as to make it perfectly clear that we treat the adult as a social unit competent to shape himself politically, economically and socially and through that effort take the country along the path of progress. In fact, one of the hardest tasks before the Adult Educationist is the arousing of the consciousness in the individual adult that he has a future before him which he, by his moral and intelligent effort, can build up inch by inch and attain, through degrees, to a plane of happy and healthy living. Our common humanity feels so hopelessly depressed that it cannot think of doing anything else but welter in the quagmire of ignorance and poverty in the name of fate which has pre-determined the conditions of life for every individual. To take the ordinary adult out of this quagmire and

make him realise that he cannot have one morsel more of food or one yard more of cloth without becoming literate and educated is to begin the Adult Education effort. I am glad that the very adverse conditions of life that have developed as a consequence of our long slavery have had their effect and the oppressed and exploited keenly feel that they should rise. To canalise this feeling into an effort for self-education and self-exertion for the redemption of both the individual and the community is the primary duty of the Adult Educationist.

Plan Needed.

To commence from such beginnings and carry the adult through successive stages of purposeful literacy, social education, development of craft and professional equipment, profitable use of the written and printed matter and exercise of the higher nature in the development of the community life of which he is a part requires a thorough-going plan, not put down on paper in a stereotyped manner by the exercise of some centralised intellect, but by a proper forecast of the future made by actual assessment of field work as it evolves all around us through the toil of men and women engaged in the great task. I am sure that you will all agree with me that annual conferences like this on an all-India basis should draw for their sustenance on very many gatherings all over the country throughout the year. It is a happy sign of the times that we are having regular Seminars now on issues relating to Adult Education, and you all know we have assembled here fresh from one such seminar held in the capital of India, to discuss Adult Literature. We have regional Seminars also. The South Indian Adult Education Association has for its main activity conferences and Seminars. The Government of Bihar has actually put down holding of conferences and Seminars of Social Education as one of the new steps for the adjustment and the reorientation of the old scheme.

Symposium.

I wish, however, we could organise these in a thorough manner at the bottom level to give our annual national gatherings much greater reality. I do hope all language areas will convene their own gatherings and send representatives to all-India conferences who will represent different

aspects of Adult Education. This, however, is by the way, though this also is a part of the plan we should keep in mind.

Tradition of Literacy in India.

The presumption that India in days gone by developed her huge culture only through an appeal to the ear is absolutely unfounded. Asoka should have been a fool if he had written down his edicts on stones for popular appeal if there was not a very appreciable reading public. Our alphabets themselves bear evidence to literacy activities in the country. For instance, our traditional Telugu alphabet begins with letters which clearly indicate that the Saivas and the Jainas worked at literacy to propagate their faiths amongst the population of the country. The widespread practice of writing of stories of Ramanayana and Mahabharatha on the ceiling floors of temples in South India is a further indication that reading was expected of the Bhaktas as a whole. Of course, when printing was unknown and duplication was difficult, you may not claim that you had universal literacy. The advent of British rule effaced indigenous institutions out of existence and if literacy did not spread, it was our slavery that was the root cause. Even as such you will find that in the nineties of the nineteenth century, Swami Vivekananda raised his voice in his usual energetic tenor and said:

"So long as the millions live in hunger and ignorance I hold every man a traitor who, having been educated at their expense, pays not the least heed to them."

Our great national sin is the neglect of the masses and that is the cause of our downfall. No amount of politics would be of any avail until the masses in India are once more well educated, well fed and well cared for."

When the nationalist movement started at the beginning of this century you will find poet Bharati declaring that teaching one poor illiterate to read is of much greater merit than thousands of wells sunk or other traditional acts of charity, and his co-workers like the President of this conference starting the first Adult Class in 1907. It is also equally true that the foreign missionary who walked into India with the Imperial flag of England raised aloft brought into India his own endeavour of proselytization and literacy for his fold.

Thus it will be seen that India has an encouraging tradition of literacy. It has no need to be spoon-fed by outside agencies for the very concept, though the developing knowledge of the world should always be absorbed and utilised. Therefore, let leaders of men in this country, big and small, not repeat the myth that knowledge in India has come down by word of mouth and men do not require literacy to be cultured, the more so in the twentieth century of advanced scientific developments that are applied for meeting every need of life.

This tradition of literacy did continue in certain parts of the country, more especially in areas like Travancore, Mysore and Baroda and Cochin. That some of these areas show a literacy of 50 per cent and over is a tribute to the people and the rulers of such areas. But, it cannot be said that the British Government encouraged literacy and Adult Education. The struggle that Gokhale put up for compulsory education beginning right at the beginning in 1911 has not still borne fruit, though compulsory education has nominally been in existence for two decades. The Education Ministers in Madras have had to confess that not even fifty percent of the children of school going age are now at schools. Adult literacy and Education did not make any appeal to the British administrator. Still for purposes of religious propaganda Mission bodies from the Western world did do, among their fold, very commendable literacy work. For instance the Andhra Evangelical Lutheran Church, Guntur, founded in 1842, has had the one great aim of teaching all the members of the Church to read. Other Christian establishments all over the country have done similar work. Developed urban areas like Bombay necessarily cultivated a social consciousness which gave birth to a number of institutions of various types carrying on ameliorative services for labourers, women, and the depressed classes in general which have engaged themselves in philanthropic activities including literacy. The Mogaveera Vyavasthapak Mandal, the Bombay Presidency Adult Education Association, the Maharatta Bhagiri Samaj, the Nagpada neighbourhood house, the Naigam Social Service Society and many others may be mentioned. To come very much nearer home the

Hislop College city night school in this city is an institution worth mentioning as an example of work done by the social impulse in our urban areas. This institution was founded in 1925. It is the one institution in the province, with a strength of 500 or more adults. It is managed by College students without any remuneration. Besides such work in the urbanised areas, all India organisations like the Ramakrishna Mission, the Servants of India Society, the Y.M.C.A., the All India Women's Conference, Sri Niketan and different Social Service Leagues did have as part of their work literacy and Adult Education. In fact, the liberalising movements of Brahmoism, Aryasamaj and Theosophy, the widespread social reform activities that resulted in consequence of such liberalising movements did contribute to the spread of Adult Education. I remember that, before the Vande Mataram movement shook our part of the country, and produced strong currents of thought and brought into existence the rural library and Andhra movements, the urge for social justice generated by the activity of Sri Veeresalingam had resulted in starting institutions for the education of the depressed and oppressed.

Streaks of Dawn of Freedom.

After all this has been said, it must still be admitted that until the streaks of dawn of freedom appeared on the horizon literacy did not become a passion. When the British Government announced the literacy vote in 1934 patriotic souls dreamt of achieving adult franchise by making all adults literate. Gandhiji himself advised the ruler of the State of Aundh to concede the vote to the literate and achieve cent per cent literacy for the whole population of the State in a measurable distance of time. It was not, however, till Congress Ministries took shape in 1937, as a result of the Gentleman's Agreement entered into between Gandhiji and Lord Irwin that States took up literacy as a policy. The first great drive was inaugurated in Bihar in 1938-1939, by Dr. Syed Mahmud, the Education Minister of that State. It was about that time that the South Indian Adult Education Association was started.

United Provinces launched its scheme of Adult Education—creation of literacy and its maintenance—on January 15th, 1939. In Bombay the Congress Government took

over work from the Bombay Literacy Campaign Committee which had started whirlwind propaganda for awakening the public consciousness on the urgency of the problem and had started literacy classes in different parts of the city in the previous year and a special Bombay Adult Education Committee came into existence with Mr. B. G. Kher, the then Chief Minister of Bombay, as President. About the same time the South Indian Adult Education Association was formed and was very vigorously carrying on propaganda work starting training classes and opening literacy centres. The Madras Government did not initiate any scheme of Adult Education though the Prime Minister, C. Rajagopalachari wrote and published his first book for adults and two later books for follow up study. The Jammu and Kashmir State had already an Adult Education Officer. Bengal records, on the authority of the draft report prepared by the Committee on Adult Education appointed in 1938 by the Government of Bengal, that in the sub-division of Serajganj alone there were as many as 2,000 Adult Education centres with over a lakh of pupils during 1937-38 and in the whole of Bengal there were 8,000 Literacy classes with 150,000 pupils and these were all private enterprises. Necessarily the whole structure collapsed by what followed in Bengal later. A remnant of 412 privately managed night schools was left in West Bengal. The Punjab had its own big drive which suffered badly later for the same reasons as in Bengal.

Scarcely had Congress Ministers started in certain provinces, as detailed above, on the adventure of Adult Education, they had to resign in the first week of November 1939 because of differences with the British Government.

Influenced by events all over India during the first Congress Ministries, Assam and Mysore started work in 1940 and 1941. All this was a reflection of the earlier work in favour of literacy for the adult. Congress Governments did not come back to power till May 1946. Between November 1939 and May 1946 what happened to the Adult Education Schemes launched by the Congress Governments is not very clear.

In States where Congress Governments had launched on schemes of Adult Education, the Departments of Education seem to

have generally shelved them. Only in Bombay and Mysore where there were State blessed quasi-governmental organisations in existence, fair progress was made. Another noteworthy endeavour also flourished. When the Congress Ministers came into power under the Gentleman's Agreement, the Idara Talim O Taraqqi started work in 1938. It had concentrated mainly on the production of post literacy booklets. It had the Vice-chancellor of the Jamia Millia for its President. For long, in fact till yesterday, my friend Janab Shafiq-ur-Rahaman Kidwai, the present Education Minister of the Delhi State, was its Secretary. Assisted by the Jamia-Millia, he well managed his enterprise and all credit must be given to him for pioneering the work in Delhi, the capital of India. Today, it stands first in the field of publication of follow up literature and modernised approach to Adult Education through its fleet of vans.

In States like Madras where the Congress Government had not taken responsibility we had actual suppression of the Adult Education movement. In 1941 our work was actually impeded. The Government of the day issued orders banning training centres for adult teaching or actual Adult Education classes without the permission of the Police or the Magistracy. We set up an agitation against the order no doubt. I presided over the conference at Tenali. You certainly do not expect me to tell you that the Government changed its mind. After the Congress Governments came into power, in the wake of our Independence, the Adult Education movement began its onward march once again as State enterprise in many areas. For purposes of this address I have tried to get as much information as I may. In August 1952 I addressed all State Governments in India to give me assistance by furnishing information and a large number of them have been good enough to oblige me. I thank them all for the great courtesy they have shown me. Probably due to the defective nature of my own questionnaire I have not been able to understand clearly certain matters. The history of Adult Education service in India has yet to be written. That is by itself a great task, and with the very little study I have made I have no right to claim that I have understood the problem in all its bearings. Still with the information I have been able to

get I have essayed to discuss the trends in our country so that we may all have a picture of the present situation for guidance in our own work. You will please pardon me, therefore, if I miss a point here or a point there. I shall certainly be the better when I have had the collective wisdom of this house at the end of our labours.

In 1948-49 and 1950, work re-started or started in several States. Madras, Orissa, Punjab, Madhya Pradesh, West Bengal, Hyderabad, Jammu-Kashmir, Madhya Bharat, Pepsu, Rajasthan, Sourashtra, Travancore-Cochin, Ajmere and Delhi all these States were actively at work. Other States like Bhopal, Coorg and Himachala Pradesh started later or are still at the stage of starting. What was hitherto wanting in general for Adult Education, namely, State planning, support and patronage, has now been available for a fair initial advance.

What Politics Means

However, with the advent of political Independence and the assumption of Government by political leaders, notions of education necessarily changed and as a part thereof notions of Adult Education also. Madhya Pradesh indicates this in too marked a manner to be missed. I quote from one of the guiding pamphlets issued by the Education Department of the Central Provinces and Berar.

"To train men to live usefully and effectively in a good State is the best of education. It is essential to the very life of a State that the masses should be made conscious of their responsibilities in a State which is responsible to them. It is not invariably necessary that education for such life must be preceded by training in literacy. Knowledge of reading and writing is no doubt of great help in training in democratic living; but it is not altogether unavoidable".

To magnify the State in this manner and to minimise the importance of the individual is a wrong attitude to take, especially in matters educational. The State is composed of individuals—not only of individuals who rule but individuals who are their masters. If these masters have not the best opportunity to educate themselves they must necessarily fail and if they fail, the State must fail.

I am, however, heartened by the way in which West Bengal describes the new beginning:

"Appalling mass illiteracy prevailing over 80 per cent of the total population is absolutely incongruous with the idea of democracy which is the avowed objective of the Indian constitution. The urgent need for education was at once realised and the newly formed National Government set about the task of fighting mass illiteracy and ignorance in right earnest".

True, the Central Government did go about the business in the right way. They fixed a target for five years and said that 50 per cent of the population between the ages of 13-45 should be made literate within that period. They began with a promise of big assistance to States for Adult Education. They could not do as much as they desired on account of unforeseen difficulties. Still they did help the States to some extent. To serve the purposes of free a nation building up a democratic tradition, they directed that with literacy must go a modicum of social culture essential to civic consciousness, healthy existence and a proper appreciation of the value of our main stay of life—agriculture. They felt that a four months course in Social Education with stress on literacy was enough. They were just a little late. Individual States that started work in 1948 like Madras had outlined their own policies and fixed up their own syllabuses. We, in Madras proceeded on the basis of what we called purposeful or Life Centered Literacy trying to create opportunities to the adult to go through a course which would fit him to read not merely papers specially prepared for him but to read an ordinary daily newspaper and understand it. We did not expect that all adults that entered our portals would reach this standard. We expected a large percentage would drop off after a year. But to such as would stay on, regular institutions taking them further in studies for another two years should be available. We went a step further and provided for Rural Colleges for the furtherance of the opportunities of part educated adults. Personally, I hold that when an illiterate has had three years stay with us he can easily proceed to the Rural College. In Urban areas there are already higher institutions for part educated adults. We of the South Indian Adult Education Association have conducted for long a Night High School,

for workers successfully in Perambur. Bombay has a number of such institutions. In Rural areas Governments must take care that the adult has greater and greater opportunities to rise to his highest. With all this ideology behind our attempt we in Madras tried to adjust and are still trying to adjust our programme so as to include the Central Government's Social Education plan. I feel, however, that the four months limit for Social Education centres is a failure. I am not saying this merely from the standpoint we have cultivated in the South. States that have actually plumped for Social Education have not been able to keep to a standard of four months. In Uttar Pradesh the course is kept on for six months. In Madhya Pradesh there are three different courses—the Summer course for forty-five days, the monsoon course for five months and the winter course for five months. Of these the Summer course depends upon volunteer agencies and the others depend on teachers employed for the purpose. In Bengal, there is a scheme of literacy centres and complete centres.

Ajmere has post-literacy Classes

To me it appears that for successful Social Education of the type contemplated by the Central Government, our adult centres must run for one year, if we have to avoid waste of energy and finance. Villages must be humming with adult activity, year in and year out, though sets of learners at the centre may differ from year to year. Welfare States, as ours are, cannot escape initiating, fostering and encouraging other types of extension work for adults. The State of Travancore-Cochin which has already a high percentage of literacy, about fifty, has, in addition to Literacy work, undertaken to give craft instruction through the Social Education centres. Spinning, Sewing, Kitchen, Gardening, Compost Making, Poultry, Bee-keeping, Coir-work, Mat-weaving, are now being taught. Community Centre developments have also taken place. Full time workers are employed and permanent institutions have sprung up. The Janata College, Amaravati, in Madhya Pradesh, blessed by the State Government, may also be mentioned. I may note here that full-time workers are employed in Madhya Pradesh which is the one State in India which

has spent close on one crore of Rupees on Adult Education between the years 1948 and 1952. The stupendous task of Adult Education which we have undertaken to solve has so many facets as to preclude discussion of them all in a Presidential Address like this. It certainly requires trained men of different types to handle it. We may not discuss all the types of training required but training for the first stage that is now on must receive attention.

Training of Adult Teachers.

I am happy that the question of training to which we in South India attached primary importance as we started work in 1939 through non-official effort has come to be seriously attempted. Having tried shorter courses which have their own place and value we enunciated about the year 1944 a scheme of training for five months for the higher type of Adult Education workers—three months of work at the training centre, one month at an agricultural centre, and another month at a cottage industries centre. The South Indian Adult Education Association essayed to do concentrated work in ten villages in Andhra and ten in Tamilnad. The experiment could not go on for want of funds. It is gratifying to note that today all States—more or less—have recognised the need for efficient training of workers. The Uttar Pradesh actually points out that want of training of adult teachers was a defect in the original scheme followed over there and tries to rectify it by a month's course with annual refreshers for its organisers. The Madras State Adult Education enterprise has carried on a six weeks course of training for Adult Teachers right from the beginning in 1948, in addition to further steps taken to widen the field of training. To-day the outgoing students of all normal training schools are given this training for six weeks. A three months training course for Social Education workers in Delhi concluded its sessions on the 13th November, 1952. The Travancore-Cochin State Adult Education Board has a six months course and the Mysore State Adult Education Council has, in addition to shorter courses, instituted a five months course at its Vidyapeetha to equip village worker folk for constructive work. Our Wardha friends have proposed a two years course for Adult Teachers to fit them to the Sarvodaya ideals. This is all evolu-

tion in the right direction. But it would be a fallacy if any of us should run away with the impression that there is just one type of training for Adult Education workers and that is what we ourselves have decided as ours. With the diversity that exists in the culture of human communities no universal type of education can be laid down for all adults. Therefore, there can be no one particular type of training for teachers of adults universally adopted without a second. While every State is bound to initiate or encourage all types of training for situations arising out of different interests of human groups and different grades of equipment needed including the training of the personnel required for art, craft, commercial and industrial evening classes, there is a fundamental level of Adult Education needed for which a standard of training should be maintained. This is not the place for me to go into very much of detail. But one point I desire to urge. It is this. All the States in India are utilising Elementary School teachers, sometimes called Primary School teachers, practically as the largest force to work the initial stages of Adult Education. Everywhere there is a definite feeling that these teachers have to be transformed into something much better, be it for educating the child or educating the adult. In the first place they have to be appraised of the Guruhood in them. They should be trained to appreciate their own position as the basic makers of a new society of co-operative life. Next to the outlook on life. Their equipment has to be such as to answer the needs of an expanding adult vision of a world co-operative community. Though their work may be elementary it is really basic. The Elementary School teacher today requires to be trained in the outlook; and in addition, his equipment has to be bettered by every means. I have therefore felt that for giving training in Adult Education work to Elementary School teachers, as a rule, short courses will not do as a standard. The least is a month or six weeks followed by refresher courses. I am glad that the Indian States are slowly recognising this aspect of the question. Apart from training for Adult Education work the general cultural level of our Elementary Schoolmasters has to be raised. In most States there is an attempt in this direction made by the Education Departments. There are what are called centre classes. It is the

attempt in the Madras State to bring together periodically the Elementary School teachers to centres from within a radius of five miles. This is being done every month on a particular Saturday. The hard-worked local officer of the Inspectorate is in charge of these centres. To complete his task he sometimes visits two centres on a single day and most of the time at the centre is spent in explaining Departmental instructions. General culture is attempted to be given. But it is very meagre. If this institution of a centre class can be overhauled, I am certain it will serve us admirably. There are High Schools and Colleges springing up. Specialists in different subjects are employed therein as teachers. If centre classes could be held twice in the month and these teachers as well as other experts locally available can be paid T. A. and a small fee per talk, regular coaching in general knowledge for our Elementary School teachers may be fairly achieved. The revolutionary change we require in the outlook and equipment of the bulk of our Elementary School teachers is impossible of achievement if we do not attempt new and radical developments in the system now adopted. We have had a scheme of Rural Colleges adumbrated but that touched part educated men in a few centres. As these colleges do not hold out a proper return in the shape of preferment for jobs, these institutions are unable to attract students. If we could make every centre class a Rural College for Elementary School teachers, with invitation extended to the educated people within the area concerned to come and attend the classes, we would have travelled a long way in general Adult Education. I commend this suggestion to all Departments of Education in all States for early adoption. Some earnest local inspecting officers have made attempts to interest officers of the other Departments to take interest in the centre classes but that has had no response. In fact the Education Ministry in Madras has passed a G.O. calling upon officials in other Departments to take interest in Adult Education centres and give the adult talks so as to fulfil the Social Education programme. Except in the single instance of the South Arcot District where an energetic and enthusiastic Collector issued strict instructions, not much has been done. The old exclusiveness of a Departmental life still continues and Ministries in all States will

do well to break it down and to utilise the large force of officers with special knowledge to build up an educated nation in close collaboration with Educational Agencies.

The equipment of the teacher would not be complete if he is not contented. It is necessary therefore, that he should be paid a decent living wage. That has not yet been achieved so far. Dr. Jha has well put the position and I entirely agree with him.

Teachers' salaries in India are inadequate in all stages of education, but particularly so in the Elementary Schools. In many States, the office peon gets higher wages than a teacher. It is all very well to preach the ideal of plain living and high thinking. But too often it amounts to living in want and no leisure for any thing at all. Until such time as the States can effect a general revision of teachers' salaries there should be provision at least for benefits such as reduced house rent, medical care, free tuition for children, widows' and orphans' insurance schemes, and suitable retirement plans.

The second major army of workers in the cause of Education is the senior student population guided by their teachers. In fact, the Bihar State, in the enunciation of its new policy for intensive organisation of work, restricts its Adult Education agency to Educational Institutions. This it does, not only in the interests of the illiterate and unlearned adult, but in the interests of the youth of the country. I reproduce below the actual wording adopted by that State:

"Keeping in view the effective role of schools and Colleges in shaping the life of the community or the nation the new scheme of Social Education makes an institutional approach to the task of educating the masses and offers an opportunity to the young students and their teachers to participate in building up the social life of the State. It gives a purpose and ambition to the youths of Bihar and offers a solution to the problem created by the wide and yawning gulf between the classes and the masses."

This is a very proper attitude to take from the point of view of the revolutionary development that should take place in our social life. Students have already responded to this call admirably in certain States. The report of the students Social

Service camps for 1951 published by the Mysore Adult Education Council is very interesting reading. It is the story of twenty-two students' camps admirably presented. Special mention deserves to be made that there was such a camp run by women students for women. Ajmere reports that two out of thirty such camps were organised exclusively by lady volunteers. We in Madras ran fourteen camps in the last summer and our experience also is that our students respond admirably and are prepared to discharge responsibilities of a heavy nature. The Madhya Pradesh concentrates on the student effort in summer for its Social Education endeavour. The students really get most of their training in camps but they require to be preliminarily prepared. To this end, we in the Madras State, have given the lecturers in colleges ten days intensive training and they, in their turn, have held a five days course for the students going out into camp. As experience is gained we shall be able to progressively utilise this force to a very great advantage. Students should be encouraged to undertake Adult Education work all through. Social Service Leagues in colleges and schools may plan out their educational programmes. No such plan can be complete without the fundamental social need of the day—the eradication of illiteracy. Every student may teach a few illiterates, he may assist an Adult School teacher conducting a class nearby, he may encourage at such centre the 'each one teach one' method and supervise work carried on, on that basis. There is already a call from semi-literates that their education shall be continued. Members of Social Service Leagues in colleges may very well distribute amongst themselves subjects covering syllabuses for the Government examinations like the VIII standard or the lower middle and take turns once a week to teach groups of learners in a nearby slum or cheri.

Conscription of Students

The question of conscription of students for social service, more especially the Adult Education service, has been long in the air. In the Uttar Pradesh in order to mobilise the educated youth for this kind of work and to equip him better for it, the Ministry of Education organised a comprehensive scheme of conscription for

social service. As it was not practicable to adopt conscription straightaway only graduates were first taken up. After January 1948, no graduate who does not possess a diploma in Social Service would be eligible for employment under the Government or a local body or any institution aided by Government. He would also not be admitted in any technical or training institution directly under or recognised by Government. In an age when we have begun to concede that education should be through Social Service there does not appear to be anything extraordinary in requiring students getting mere literary culture to put in Social Service for a period to qualify themselves for degrees or certificates. It is well that careful consideration is given to this issue by both Governments and Universities.

Methods of Teaching

Next to the Training of the Adult Teacher, the subject that must deserve our attention is the Methods of Teaching. India is a country with hoary traditions. The ordinary illiterate in the street is not an uncultured man. He has a sense of values beyond the reach of the present mechanised man. Another factor that is not grasped is that his languages are rich in expression. While it is true for a long time the classical scholar, the great supporter of authority and imperialisms, has dominated society, literature, and learning still what is now commonly known as folklore has existed side by side without being recognised. This lore began to assert itself as ideas of freedom moved us actively and today, we can present the hitherto patronising West with fine specimens of people's song and poetry. Therefore, it is best that no attempt is made, in the name of general literacy all over the world, to wean literacy from its proper association with the fine spiritual culture of our race or its beautiful folk and verse and folk sayings. When an European lady co-worker of ours, in her anxiety to teach Tamil through the Roman Script, unknowingly introduced a sentence "Nan oru nai", "I am a dog" we felt shocked and the more emotional amongst us almost drew the conclusion that the lady was trying to label us a nation of curs. Our adult is fairly well advanced in culture content, though he may not possess scientific knowledge so essential for modern living or the international outlook

we are anxious he should possess. He can actually discover ordinary factual absurdities and he may not relish trivialities even as you start him on his literacy work. What is fit for aboriginals and children is not fit for grown up men of understanding. It may be that even amidst a general run of advanced men there are a few with a child mentality. On that account the psychology of such should not be the criterion in our Adult Education endeavour. Any centralised attempt by the India Government to impose methods that foreign experts manufacture in their work-shops is bound to be repugnant. It will not be the fault of the experts; for, they have no experience of advanced men being illiterate. Themselves well off, they consider poorer nations backward in all directions and are convinced that but for them the backward nations may not exist.

Educationists in different parts of India have been giving immense thought to make methods easy, more easy and more easy for the adult learner and they are prepared to receive light from whatever source it may come, but they should not be deprived of their freedom to carry on their own peoples' development in true relationship to the high idealism placed before them by Gandhiji. If India has to save the world, it must save itself from the aberrations of the world. I shall not much further dilate on this subject except to say that interested men from every language area should often meet and review from time to time their own work and proceed to make improvements. I should also suggest that the Central Government, even for its Community Projects, should not rule from the centre in matters of cultural and educational character but should adopt what the local Governments are adopting. That would be safe in the interests of natural homogeneity and it is the only right way when Education is accepted as the portfolio of the States. If new experiments have to be made, they should be made on a limited scale and should be thought of for adoption only when the value of the experiment has been ascertained. It should always be remembered that method alone is not sufficient to obtain success. The personality of the teacher is more important. Attendance is probably a much more important factor. In our rural areas, as per my enquiries,

there are only two periods in the year when continuous attendance for near three months is possible for our toilers—(1) Summer and (2) another period of less than three months according to the nature of cultivation in the locality. The experience of Ajmere corroborates my view. These periods have to be intensively utilised. Also the equipment at the Adult Centre for making it socially agreeable is essential. The hard-worked adult must have sufficient recreation. The Literacy lesson has to be preceded and followed by song, play, story, news and sports and games. The remarkable incident of the Chaprasi Club in Allahabad contained "In one year of Educational Effort" by the Department of Education, U. P. (1947) is proof that nothing matters more than this type of equipment including a radio. Therefore the Adult Club in urban areas or the Adult Mandir in the rural areas, meaning, in essence, a Community Centre, is the type that has to be worked up. Our experience in Madras is that our progress could have been very much speeded up if we could provide social and recreational amenities at the centres. This no Government can provide by itself. Worked out into budgetary figures this would look too tremendous a task for Governments to take up. Recently I worked up roughly figures for a group of fifteen villages at three levels—fifteen villages level five village level and individual village level. I provided for a radio set in every village, an adult centre and its teacher, a petromax light, one harmonium and a few sets of cymbals for bhajan, and material for village games. At the five village level I provided for the staff and material necessary to distribute books and other literature to villages, simple curtains for dramatic performances and shadow plays including the necessary musical aids, magic lantern and slides. At the fifteen village level I provided for a three-man group of ballad singers, a Puranik and his assistant, a film projector and films, a central library and storage of propaganda material. The annual budget came roughly to Rs. 24,000 recurring and Rs. 17,000 non-recurring. I also suggested at the fifteen village level a standing museum of village arts and crafts. This I did in view of the Community Project scheme. I have not yet officially known what they think of it, but it is reported that they feel it is too costly. Put in a

budgetary form for a single Department this may look too heavy. But if the propaganda resources of all the Departments can be pooled, I am sure this can be achieved. Local and non-official interest, if aroused, can be easily canalised into assisting in this endeavour in a very appreciable manner. It is a pity, however, that except in Mysore, Bombay, Travencore-Cochin, Ajmere and Hyderabad, the Education Departments are holding tight the reins of Adult Education. They must necessarily be incapable of doing much in a mass movement by its very nature and by the comparatively small resources that they can command. Even the Community Project scheme appears to be drifting into departmentalising itself and get contented by advocating "Writing on the wall" for the adult to learn reading by himself without a teacher. The expert at the top Dr. Laubach, whom the Government of India have employed, has now a passion for this writing on the wall, talking at the same time of individual attention to the adult by the teacher who is expected to guide the learner to pick up reading by constant repetition of letter shapes in a mechanised way in artificially arranged words and phrases which carry no particular import to the learner and some time look fantastic. How these two views can be juxtapositioned I am unable to understand. All this, with capitalist firms encouraged to publish centrally prepared literature, pressed on the States through translations or adaptations, may mean nominal investment for the Central Government on Adult Education, but, in my view, it will be a huge joke practised on the people of India in the name of Adult Education. Adult Education can no longer be a movement for mere literacy or for one Department of Government or for Government by itself. The Government of India may render some assistance and give general advice. The State Governments should bring into unison the other Departments with the Education Department and at every stage the non-official should be associated with the work.

I may say a word in regard to Each One Teach One method originally adumbrated by Dr. Laubach. This is certainly a good idea and it worked well in the Chengam area in the South where Sri T.J.R. Gopal, organising Secretary, South Indian Adult Education association, and Sri A.G. Vilvaroy

of the Education Department, trained 42 volunteers and worked in 25 villages with the full co-operation of local committees who formed themselves into Adult Education Associations. We must get to the Each One Teach One method ultimately. This will happen when we have so worked up the atmosphere as to induce every educated man or woman to teach at least one other to read and write. There are signs of this already. In the Madras area at Adult Education Centres those who have picked up reading and writing, are employed to teach new entrants under the supervision of the teachers. A lady student of mine, and now my Secretary in my rural endeavours who had a short training of a week, takes one or two students at a time and goes on teaching in her spare time. There are others like-wise. They are yet few and far between. It is our duty by constant activity in the villages to make this a universal practice. Otherwise by the mere institutional method we may not be able to make India literate for a century to come.

Literature for the new literate

Sri G. H. Rau's Plea for a Practical Outlook

The following is the full text of the appendix to Sri G. Harisarovtama Rau's Presidential Address:—

All the time the Britishers were in power in India we have been so taught as to make us mere theorists. Relationship to actualities has not been much of concern to us. Even in regard to the production of literature for the new literate, I am afraid we are beginning with a theory that nothing exists. Every one of us has our peculiar notion as to what we have to teach the new literate. We proceed to build castles in the air as per our conceptions. This is a wrong approach to the problem.

We shall first consider the question of language reading matter for the adult. There are already in existence in all languages, beautiful little pieces in poetry and song which can very well be utilised. Kural in Tamil, Vemana in Telugu, Sarvagna in Canarese are a few that occur to my mind. Established folk

Follow up Literature.

About the literature for the adult after he has picked up capacity to read and write you will hear the recommendations made by the Seminar at Delhi about which I mentioned at the commencement of my speech. You will kindly give your opinion later. To let you have an insight into my mental make up in this matter, I am giving the paper I sent to the Seminar on the question as an appendix to this speech.

Conclusion.

I know there are many other matters to which I should have drawn attention. I equally know, however, that I have already taxed your patience heavily. Except for the fact that I consider that Adult Education is fundamentally the first step for equipping the nation for its very existence, I should not have given you this trouble of sitting through a long talk. I am most thankful to you for the forbearance you have shown me and let me hope that we shall all be able to do each our little for the great cause nearest to our hearts.

songs there are which can be used with great advantage. Proverbs in the languages, specially relating to agriculture and the like, are nearest to the life of the people. These should first be exploited. We in the Madras State, and I am sure this is being done in other areas also, sing songs and verse as an entertainment in the first instance and after the first book is over and a little reading and writing is picked up these songs and verse already picked up by memory are used as follow-up matter for reading and writing. We use the wall-newspaper also as follow up work. We also get our adult teachers to write a few sentences in bold type depicting a local scene, narrating a local story or incident on a large writing area and require him to display the same so that the new literate may read. All this is certainly very good follow-up literature. Only being local and inexpensive it does

not strike the imagination of people in any huge demonstrative manner. For actual use this requires a little editing and a little more systematisation.

In regard to the general cultural follow up literature for the new adult, we must remember what aims we have kept before ourselves in our Adult Education programme. To-day, in all India, the ideal presented to the Adult Educationist is the ideal of Social Education. To one, a dreamer of dreams that India shall get possessed of all the scientific lore the world has developed, the Social Education programme, as the first step in follow up work seems enough. Let us remind ourselves of the details of social Education placed before us by the Government in India. There are slight differences between State and State in this matter. But, broadly Social Education is made to consist of: (1) Language, (2) Simple oral Arithmetic, (3) Health and Hygiene, (4) Agriculture, (5) Civics, (6) Geography. This list is taken from papers from Madhya Pradesh and it will be easily seen that civics includes subjects like Co-operation, Panchayats, First Aid etc. Madras added to these Gandhiji's constructive programme.

It will be seen that for some of these departments of life there already exists a volume of literature, illustrated and not illustrated, with State Governments of India. Health, Agriculture, Veterinary, Co-operative and Industrial Departments, all over and all the time, have produced leaflets, booklets, and brochures of different types as also posters with pictures. They have also produced descriptive cards for purposes of museums and exhibitions. In Madras the Agricultural Department has published Arithmetic for Agricultural Schools. In fact, most Departments have their own propaganda vans with films and film strips. All this literature is probably not in form suited to the new literate but all this literature has been produced not for the new literate only but for the whole illiterate mass. It is necessary, therefore, if we want to avoid waste of energy and finance, we get these Departments to serve the needs of the adult in the right way. In the absence of such co-ordination, we in the Madras State, have been advising our teachers to get together literature from the different Departments, read it for themselves and put it in the language

appropriate for the adult. I should like to impress from this platform, on all State Governments the huge waste that is to-day going on in the name of propaganda and Departmental literature because of the want of co-operation between the other Departments and the Education Department, and the ignorance of the Departmental writers as to the proper language to be used to make things intelligible to the mass of people. Reshuffling of the whole machinery for production and presentation of literature for the people from Governmental offices is necessary. New literature may be produced on topics which are not covered hitherto.

I am glad that, as per the Literacy expert Dr. Laubach whom the Indian Government have brought down from America to advise the Community Projects Department, Agricultural, Medical and Health experts were brought together at one place to put into language what they wanted to tell the ordinary people. They have put on paper the information in a presentable form in Hindi or English. The booklets so formed are being rendered into different languages. Though I do concede this is much better than somebody sitting up and writing books in his own way without reference to the villagers' needs, I do not think that even this will help. Production in bulk for all India is what is aimed at through this process. Books well illustrated may be also cheap if produced in this manner. Yes; but there is a fallacy in the affair for two reasons: In the first place local conditions greatly differ from State to State. Therefore, centralised attempt at purveying information can be useful only to a very limited extent. Further when you have already Departments in the States doing this type of work on their own, it is waste to add to expenditure. Taking the subject of agriculture the journal Padi-Pantalu in Telugu is any day superior in its content and presentation to anything hitherto done in the line. Similarly the agricultural literature produced by Sri Goteti Jogiraju in Telugu is most appropriate for the Andhradesa. Therefore, to me it appears that it is best for Governments to undertake co-ordinating what is already being done putting together men from all Departments and Adult Educationists and producing their

own literature for the masses in the original languages. Originals by experts and translations by non-experts is no good as long as the translator is not himself well acquainted with the subject and can put the thought of the original freely as if it were his own creation. I am afraid that in India, at any rate, we have not still such men in appreciable numbers.

In saying all that I have said, I do not mean to suggest that more extensive efforts at creating literature for the neo-literate should wait. I have made suggestions for the initial stage—the stage of Social Education—the universal level we are aiming at for the present in the field of Adult Education. We do require much more than the elementary literature from the point of view of library service. Easy books on a variety of subjects have come into existence. As representative of groups of subjects I may mention things like "Swimming",

"Basket weaving", "Climatology", The "Veena or Violin". I am afraid, however, that that would be too much to discuss at a Seminar called together to discuss literature for the neo-literature. There is already an output of general literature for the adult published in different languages by either the Social Education Departments of States or by other Adult and Social Education Agencies—more especially in Mysore, Bombay, Uttar Pradesh, Bihar, Madhya Pradesh, and Delhi. Madras and other States have also done some work. Almost every State advanced in Adult Education has run its own Adult paper, or papers. We may profitably hear accounts from representatives of these attempts and elicit sufficient information for the guidance of all—remembering all the time that the new literate should not be created into a separate caste in the world of letters but should be ultimately absorbed into that world for the good of all.

Spreading literacy is patriotic work

The Ninth All-India Adult Education Conference was held at the Independence Hall of the Nagpur Mahavidyalaya on the 28th and 29th December, 1952. The hall was filled to the utmost and people thronged outside. Shree G. Harisarvottama Rau, M.A., presided.

The Hon'ble Sri Ravi Sankar Shukla, Chief Minister of Madhya Pradesh, on being requested by Dr. Amarnath Jha, opened the conference. He stressed the need of Adult Education for a developing democracy. He referred to the five-year plan of the Government of India and its educational implications and explained the work so far carried on in Madhya Pradesh.

Sri G. Harisarvottama Rau, then delivered his Presidential Address dealing with various aspects of Adult Education for seventy-five minutes, the audience hearing it in pin-drop silence. It dealt with very many problems beginning with Gandhiji's conception of Adult Education. It covered the present as the basis of future developments, man-power ultimately to include all educated men of the country, great consciousness for better life, a needed plan, conferences, seminars and symposia, tradition of literacy, historical development of Adult Education endeavour, training of

adult teachers, questions of attendance equipment, training of adult teachers, conscription of students, methods of teaching, and follow up literature. Mr. Rau appended to his speech a paper on literature for the new literate—"plea for a practical outlook."

In the afternoon, His Excellency Dr. Patlabhi Sitaramiah, Governor of Madhya Pradesh, addressed the delegates. He asked every educated man whether he had the patriotism in him to make his neighbour, his servant, his ignorant relation literate? He said that if every educated man did his duty in this matter, the problem of illiteracy would be easily solved in three years. We would not and should not require the 54 years or hundreds of crores as estimated by Sargeant of the British days. He further stressed the need for cultivation of correct social habits amongst us.

Later, a symposium was held on "the place of non-official agencies in Adult Education" efforts. A number of speakers

took part in it and with the exception one individual the whole opinion inclined to giving non-official agency a predominant place in the Adult Education endeavour.

On the 29th a four hour session was held. A number of papers were read and resolutions were passed. Two resolutions gave rise to keen controversy. Compulsion of labour adults to become literates in five years on pain of losing jobs and conscription of students were hotly discussed. Both these were lost. It is noteworthy, however, that the All India Education Conference, accepted conscription of students later at the Plenary Session.

Resolutions.

The Ninth All India Adult Education Conference which concluded its session on 29th December passed the following resolutions:—

1. It is the considered view of the All India Adult Education Conference that if complete literacy among the adult population of the country is to be achieved in the shortest possible time, with a view to placing democracy on a sound foundation, compulsion on the employers of labour to make their employees literate within five years is necessary. The Conference recommends to Government that they should immediately introduce suitable legislation to make it obligatory on all employers of labour to make their respective employees literate within a prescribed period, not exceeding five years, at their (employers') cost and during the working hours.

2. With a view to speeding up the achievement of the goal of an informed and effective citizenship befitting democratic India, this conference recommends to Governments both at the State and the Union and Universities that the educational course should be so amended as to prescribe immediately a course and/or a diploma in Social Education.

3. Whereas it has been the experience of the social education workers and organizations that one of the handicaps which hampers the progress of the social education programme is the dearth of funds, and whereas it has been represented by a number of responsible bodies that the philanthropic rich men would contribute liberally if such amounts are exempted for income tax purposes, this Conference recommends that the Central Government do

take immediate steps to extend the exemption of income tax to the donations made to the institutions recognised by Government for the spread of adult education or social education.

4. This Conference wishes to emphasize the need of maximum results on the strength of unified efforts in the field of Social Education and suggests the constitution of autonomous and statutory boards in place of the existing State Departments of Social Education. These Boards should be composed of eminent educationists and workers in the field of Adult Education and should be assured of adequate finances by the State. While the voluntary agencies have the great advantage of using their resources with greater freedom and are more easily able to take advantage of honorary services of individuals interested in Social Education, they usually suffer from inadequate and sometimes precarious finances, which seriously hamper their work. The governmental agencies, though having the advantage of assured finances, have to work under serious limitations as their right to use the resources at their disposal is usually hedged in by intricate rules of procedure, which makes it difficult for them to make the best use of such resources. These Boards, however, would have the advantages of both the voluntary bodies as well as governmental organizations, but would be free from the defects of each of them.

The Conference is of the view that these Board should not only take up the work now being done by the State Departments of Social Education but should also co-ordinate as well as give help to voluntary agencies. In case of States, which have more than one linguistic area, they may consider the desirability of setting up separate statutory Boards for each linguistic region in the State for more efficient and economical organization of Social Education work in the State.

5. This Conference is aware of the numerous activities being undertaken by the State Governments in the fields of health, education, economic betterment and in other fields of social welfare, which all contribute to Social Education of the masses. These activities are very welcome and need to be enlarged and developed. The Conference feels, however, that such efforts would immeasurably increase in utility to the people and achieve much better results if there is greater co-operation and co-ordi-

nation between the activities of the various government departments. Such co-ordination can also lead to more intensive efforts in a particular region. This Conference suggests that the State Governments should take such steps as would assure this co-ordination.

6. This Conference recommends to the State Governments that more energetic

steps should be taken to equip the elementary teacher with better general knowledge and to help him to equip himself sufficiently in the field of adult and child education. This Conference further recommends to the State Governments to take steps to provide a decent standard of living to the School teacher to enable him to discharge his increasing responsibilities in the present times.

Third South Indian Adult Education Week Celebration

(Continued from page 54)

books were collected and distributed, and a public meeting was held. On the fifth and last day Adult Education Centres, clubs and libraries were visited. Teachers of all Municipal schools contributed their best co-operation to the successful celebration of the Week.

Srivaikuntam: The Firka and Village Committee of this Taluk celebrated the Week "in a grand manner" and "a real awakening had been created in the minds of the illiterate people throughout the Taluk," says a report sent by the Tahsildar.

Radhapuram: The Week was celebrated in the villages of this Sub Taluk in a fitting manner. Processions of school children were taken out and the importance of Adult Education was stressed. Firka and Village Committees were formed.

Reports received

Reports of Week celebrations have been received from the Tahsildar, Udumalpet;

the Commissioner, Udumalpet Municipality; the Tahsildar, Pollachi; the Tahsildar, Mangalore; Deputy Tahsildar, Bellangady; Deputy Tahsildar, Hosdurg; the Tahsildar, Coondapur; and the District Educational Officer, Bellary. Summaries of these reports will be published in the coming issue.

"Activity in S. Kanara"

A Correction

A report entitled "Activity in South Kanara District" was published in the issue of the *Adult Education Review* for August 1952. It was stated thus at the beginning: "The District Educational Officer, South Kanara, writes". This was an error, and is regretted. As a matter of fact, the report was sent by the Secretary of the South Kanara District Adult Education Committee. The D.E. had nothing to do with the report.

Request to Subscribers.

Member and other subscribers of the *Adult Education Review*, whose subscriptions have run out, are requested to be good enough to send their subscriptions for the ensuing year.

SHRI T. J. R. GOPAL,

Organising Secretary,

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